

Description of the academic program

University name: Anbar University

College: College of Islamic Sciences.

Scientific Department: Department of Doctrine, Call and Thought.

Name of the academic or professional program: Bachelor's degree: Doctrine And the invitation And thought.

Name of final degree: Bachelor's degree in: Bachelor's Sciences Islamic specialty doctrine.

Academic system: courses/annual .

Description preparation date: 25/1/2024

Date of filling out the file: 25/1/2024

the signature:

Name of scientific assistant: Prof.
Dr Atheer Tareq Noman

the date: 25/1/2024



Authentication of the Dean

5/1/2024

the signature:

Name of the Department Head:
Prof. Hadi Obaid Hassan

the date: 25/1/2024

Check the file before

Department of Quality Assurance
and University Performance

Name of the Director of the
Quality Assurance and University
Performance Division: Prof. Dr.
Thamer Abdullah Dawoud.

the date 25/1/2024

the signature

1. Program vision

Leadership in education High And search Scientific And development Programs academy
Investigation To develop social Sustainable.

2. Program message

Excellence in Quality education And learning And search Scientific lead Strategies Analysis And
thinking critical to qualify Resources Humanity Cognitively And Intellectually And skillfully in
environment Competitive Creative.

3. Program objectives

- 1- Raising the level of scientific knowledge by developing the infrastructure at the educational and research levels and excelling in teaching and learning strategies in all academic programs..
- 2- Developing academic programs, updating their outcomes, and activating the culture of sustainable learning in a way that contributes to enhancing the personal, social, academic, and professional capabilities and skills of students with the aim of improving the standard of life for society and achieving sustainable development objectives. 2030
- 3- Fulfilling the requirements of social responsibility and achieving an influential presence in community events and activities as a path to social, cultural, scientific and economic progress..
- 4- Adopting the highest evaluation standards in the institutional and programmatic fields with the aim of achieving the requirements of comprehensive quality management and improving the university's position in local and international classifications..
- 5- Creating an environment for constructive and productive competition in the field of innovation and scientific research and enhancing the output of applied research that addresses societal problems.
- 6- Instilling bonds of harmony and building a culture of coexistence and the principles of mutual respect, sincerity and credibility in order to achieve a distinguished role for the university as a

leadership institution in society.

7- Building a system of strategic relationships with reputable scientific institutions in a way that contributes to developing educational and research capabilities and programmes..

4. Program accreditation

No .

5. Other external influences

It's not available now

6. Program structure

| comments* | percentage | Study unit | Number of courses | Program structure |
|-----------|------------|------------|-------------------|--------------------------|
| | | 132 | 63 | institution requirements |
| | | 27 | 12 | College requirements |
| | | 90 | 36 | Department requirements |
| | | | nothing | summer training |
| | | | nothing | Other |

*Notes may include whether the course is core or elective.

7. Program description

| Credit hours | | Name of the course or course | Course or course code | the year/the level |
|--------------|-------------|------------------------------|-----------------------|--------------------|
| practical | theoretical | | | 2023/2024 |

| | | | | |
|---|---|--|--|--------------------------|
| | 2 | Greek philosophy | | The first / first course |
| | 2 | An introduction to the study of faith | | |
| | 2 | Sufism and ethics | | |
| | 2 | Grammar (1) | | |
| | 3 | Islamic jurisprudence (for acts of worship) | | |
| | 2 | Democracy and rights | | |
| 2 | 1 | Computer | | |
| | 2 | English | | |
| 1 | 2 | Recitation and memorization | | The first/second course |
| | 2 | An introduction to the study of Islamic thought | | |
| | 2 | Positive religions | | |
| | 2 | Grammar (2) | | |
| | 2 | Hadith sciences | | |
| | 2 | Quran Sciences | | |
| 2 | 1 | Computers | | |
| | 3 | Biography of the Prophet | | |
| | 2 | Educational psychology | | |
| | 2 | General principles of interpretation of the Qur'an | | The second/first course |

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| | 2 | Grammar (3) | | |
| | 3 | Theology (theology) | | |
| | 2 | Principles and purposes of logic | | |
| | 2 | Islamic systems | | |
| | 2 | Principles of advocacy and public speaking | | |
| | 3 | Hadiths of faith | | |
| 2 | 1 | Computer | | |
| | 2 | Al Baath crimes | | |
| | 3 | Grammar | | The second/second course |
| | 3 | Logic issues and its rulings | | |
| | 3 | Biography of the Prophet's family and companions | | |
| | 2 | Rhetoric (science of exquisiteness and eloquence) | | |
| | 2 | Developmental psychology | | |
| | 2 | Heavenly religions | | |
| | 2 | English | | |
| 2 | 1 | Computer | | |
| | 2 | Memorizing the Qur'an | | |
| 1 | 2 | Recitation and memorization (Part 28) | | Third/first course |
| 1 | 2 | Curricula and teaching methods | | |
| | 3 | Islamic thought | | |

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| | 2 | Analytical talk | | |
| | 3 | Theology (prophecies) | | |
| | 3 | Islamic jurisprudence (transactions) | | |
| | 2 | Rhetoric (semantics) | | |
| | 3 | Analytical interpretation | | Third/second course |
| | 3 | Speech schools | | |
| | 2 | Grammar | | |
| | 3 | Islamic philosophy | | |
| | 2 | Fundamentals of jurisprudence (discussions on words and meanings) | | |
| | 2 | English | | |
| 1 | 2 | Research and investigation methodology | | |
| | 3 | Fundamentals of jurisprudence | | Fourth/first course |
| | 3 | Speech Science (Audio) | | |
| | 2 | Methods of hadith scholars | | |
| | 2 | Grammar | | |
| | 3 | Orientalism | | |
| | 2 | Contemporary theology | | |
| | 2 | English | | |
| | 4 | View and implementation | | Fourth/second course |

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| | 2 | Research project | | |
| | 3 | Speakers' curricula | | |
| | 3 | Interpretation of the verses of the Creed | | |
| | 2 | Sociology of religion | | |
| | 2 | Memorizing the Qur'an | | |
| | 2 | Professional ethics | | |

| 8. Expected learning outcomes of the programme | |
|--|--|
| Knowledge | |
| Statement of learning outcomes1 | <p>Learning Outcomes1</p> <p>A1-Knowledge (memorization) represents the student's memorization of the vocabulary related to the doctrine.</p> <p>A2-Understanding: It consists of understanding the verses and hadiths related to belief.</p> <p>A3- implementation: The student applies the material to what he has previously learned in the subsequent stages.</p> <p>A4-Analysis: It consists of dividing the scientific material into its Islamic elements and understanding them.</p> <p>A5-Synthesis: The</p> |

| | |
|---------------------------------|---|
| | <p>student writes a composition of what he has previously learned and discusses it.</p> <p>a6- Evaluation: It consists of the student's or teacher's evaluation of what he has learned previously for the student, or the teacher's evaluation of the students.</p> |
| Skills | |
| Statement of learning outcomes2 | Learning Outcomes2 |
| Statement of learning outcomes3 | Learning Outcomes3 |
| Value | |
| Statement of learning outcomes4 | <p>Learning Outcomes4</p> <ol style="list-style-type: none"> 1.Method of discussion. 2. Meaningful learning method. 3. Daily tests through class questions for the same subject. |
| Statement of learning outcomes5 | Learning Outcomes5 |

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| 9.Teaching and learning strategies |
| <p>Teaching and learning strategies and methods adopted in implementing the program in general</p> <ol style="list-style-type: none"> 1- Story method. 2- Lecture method. 3- Discussion method. |

10. Evaluation methods

1- Discussion

method.

2- Meaningful learning method.

3- Daily tests through class questions for the same subject.

11. education institution

Faculty members

| Preparing the teaching staff | | Requirements /special skills(If any) | | Specialization | | Scientific rank |
|------------------------------|-------|--------------------------------------|--|--------------------------------|-------------------------------------|--|
| lecturer | angel | | | private | general | |
| | √ | | | Philosophy and Theology | philosophy | Prof. Ibrahim Rajab Abdullah |
| | √ | | | Doctrine | The fundamentals of religion | Prof. Ahmed Abdel Razzaq Khalaf |
| | √ | | | Islamic thought | Fundamentals | Prof. Khaled Amer Obaid Al-Shuwaikh |

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|--|---|--|--|--------------------------------|-------------------------------------|---|
| | √ | | | Islamic thought | Fundamentals | Prof . Taklif Latif Razij |
| | √ | | | Doctrine | The fundamentals of religion | Prof . Muhammad Salman Dawood |
| | √ | | | Philosophy and Theology | philosophy | Prof. Hadi Obaid Hassan |
| | √ | | | Comparative religions | The fundamentals of religion | assistant prof .Hussein Ali Abdullah |
| | √ | | | Doctrine | The fundamentals of religion | assistant prof . Ayser Fayiq Jihad |
| | √ | | | Philosophy and Sufism | philosophy | assistant prof .Muhammad Tariq Hamoudi |
| | √ | | | doctrine | The fundamentals of religion | assistant prof .Muhammad Mohsen Radhi |
| | √ | | | Islamic thought | Fundamentals | assistant prof . Nizar Amer Hussein |
| | √ | | | Grammar | education | assistant prof . Enad Mokhlif Mahbish |
| | √ | | | Doctrine | Fundamentals | Dr. Abdullah Hanafash Hamad |
| | √ | | | Doctrine | Fundamentals | Dr. Muhammad |

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| | | | | | | Musdif Their |
| | √ | | | Islamic thought | The fundamentals of religion | Dr. Abdul Samad Hatem Abdullah |
| | √ | | | Islamic Education | education | Lecturer .Bahaa Hamid Abd Ali |
| | √ | | | English Literature | literature | assistant Lect. Idris Samir Deli |
| | √ | | | Islamic history | Arts | assistant Lect. Ahmed Khalil Ibrahim |
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| Professional development |
| Orienting new faculty members |
| Briefly describe the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels. |
| Professional development for faculty members |
| Briefly describe the academic development plan and arrangements for faculty members, including teaching and learning strategies, and assessment Learning outcomes, professional development, etc. |

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| 12. Acceptance standard |
| (Establishing regulations related to enrollment in the college or institute, whether central admission or otherwise mentioned) |
| <ol style="list-style-type: none"> 1. Central admission offered from Ministry education According to the terms and conditions you make. 2. Student average in middle school.60 3. Department capacity.60 |

13. The most important sources of information about the program

- 1- Academic websites.
- 2- Books on doctrine, Sufism, ethics, thought, advocacy, jurisprudence and its origins, hadith, and interpretation by a group of researchers and authors

14. Program development plan

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| Program skills chart | | | | | | | | | | | | | | | | |
|---|----|----|----|--------|----|----|----|-----------|----|----|----|------------------------|-------------|---------------------------------------|--------------------|-----------|
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | |
| Value | | | | Skills | | | | Knowledge | | | | Essential or optional? | Course Name | Course Code | the year/the level | |
| C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | a4 | a3 | a2 | a1 | | | | | |
| * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Greek philosophy | | The first |
| | | | | | | | | | | | | | Basic | An introduction to the study of faith | | |
| | | | | | | | | | | | | | Basic | Sufism and ethics | | |
| | | | | | | | | | | | | | Basic | Grammar | | |
| | | | | | | | | | | | | | Basic | Islamic jurisprudence (worship) | | |
| | | | | | | | | | | | | | Basic | Democracy and rights | | |
| | | | | | | | | | | | | | Basic | Computers | | |
| | | | | | | | | | | | | | Basic | English | | |

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| * | * | * | * | * | * | * | * | * | * | * | * | Basic | Recitation | | |
| | | | | | | | | | | | | Basic | and | | |
| | | | | | | | | | | | | Basic | memorizati | | |
| | | | | | | | | | | | | Basic | on | | |
| | | | | | | | | | | | | Basic | An | | |
| | | | | | | | | | | | | Basic | introductio | | |
| | | | | | | | | | | | | Basic | n to the | | |
| | | | | | | | | | | | | Basic | study of | | |
| | | | | | | | | | | | | Basic | thought | | |
| | | | | | | | | | | | | Basic | statutory | | |
| | | | | | | | | | | | | Basic | religions | | |
| | | | | | | | | | | | | Basic | Grammar | | |
| | | | | | | | | | | | | | Hadith | | |
| | | | | | | | | | | | | | sciences | | |
| | | | | | | | | | | | | | Biography | | |
| | | | | | | | | | | | | | of the | | |
| | | | | | | | | | | | | | Prophet | | |
| | | | | | | | | | | | | | Quran | | |
| | | | | | | | | | | | | | Sciences | | |
| | | | | | | | | | | | | | Educational | | |
| | | | | | | | | | | | | | psychology | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|-------|--|--|------------|
| * | * | * | * | * | * | * | * | * | * | * | * | Basic | General principles of interpretation of the Qur'an | | |
| | | | | | | | | | | | | Basic | Grammar | | |
| | | | | | | | | | | | | Basic | Theology (theology) | | |
| | | | | | | | | | | | | Basic | Principles and purposes of logic | | |
| | | | | | | | | | | | | Basic | Islamic systems | | |
| | | | | | | | | | | | | | Principles of advocacy and public speaking | | the second |
| | | | | | | | | | | | | | Hadiths of faith | | |
| | | | | | | | | | | | | | English | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|-------|--|--|--|
| * | * | * | * | * | * | * | * | * | * | * | * | Basic | Grammar | | |
| | | | | | | | | | | | | Basic | Logic issues and its rulings | | |
| | | | | | | | | | | | | Basic | Biography of the Prophet's family and companions | | |
| | | | | | | | | | | | | Basic | Rhetoric (science of badi' and Bayan) | | |
| | | | | | | | | | | | | Basic | Computers | | |
| | | | | | | | | | | | | | Developmental psychology | | |
| | | | | | | | | | | | | | Heavenly religions | | |

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| * | * | * | * | * | * | * | * | * | * | * | * | Basic | Recitation | Third |
| | | | | | | | | | | | | Basic | and | |
| | | | | | | | | | | | | Basic | memorizati | |
| | | | | | | | | | | | | Basic | on | |
| | | | | | | | | | | | | Basic | Islamic | |
| | | | | | | | | | | | | Basic | thought | |
| | | | | | | | | | | | | Basic | Theology | |
| | | | | | | | | | | | | Basic | (prophecies | |
| | | | | | | | | | | | | Basic |) | |
| | | | | | | | | | | | | Basic | Islamic | |
| | | | | | | | | | | | | | jurispruden | |
| | | | | | | | | | | | | | ce | |
| | | | | | | | | | | | | | (transaction | |
| | | | | | | | | | | | | | s) | |
| | | | | | | | | | | | | | Rhetoric | |
| | | | | | | | | | | | | | (semantics) | |
| | | | | | | | | | | | | | Curricula | |
| | | | | | | | | | | | | | and | |
| | | | | | | | | | | | | | methods for | |
| | | | | | | | | | | | | | teaching | |
| | | | | | | | | | | | | | Computers | |
| | | | | | | | | | | | | | Analytical | |
| | | | | | | | | | | | | | of Hadith | |

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|---|---|---|---|---|---|---|---|---|---|---|---|-------|--------------|--|--|
| * | * | * | * | * | * | * | * | * | * | * | * | Basic | Islamic | | |
| | | | | | | | | | | | | Basic | philosophy | | |
| | | | | | | | | | | | | Basic | Theology | | |
| | | | | | | | | | | | | Basic | Grammar | | |
| | | | | | | | | | | | | Basic | Research | | |
| | | | | | | | | | | | | Basic | and | | |
| | | | | | | | | | | | | Basic | investigatio | | |
| | | | | | | | | | | | | Basic | n | | |
| | | | | | | | | | | | | | methodolog | | |
| | | | | | | | | | | | | | y | | |
| | | | | | | | | | | | | | Fundament | | |
| | | | | | | | | | | | | | als of | | |
| | | | | | | | | | | | | | jurispruden | | |
| | | | | | | | | | | | | | ce | | |
| | | | | | | | | | | | | | Analytical | | |
| | | | | | | | | | | | | | interpretati | | |
| | | | | | | | | | | | | | on | | |
| | | | | | | | | | | | | | English | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|-------|---------------------------------------|--------|
| * | * | * | * | * | * | * | * | * | * | * | * | Basic | Memorizing the Qur'an | Fourth |
| | | | | | | | | | | | | Basic | Principles of jurisprudence (rulings) | |
| | | | | | | | | | | | | Basic | Orientalism | |
| | | | | | | | | | | | | Basic | Contemporary intellectual trends | |
| | | | | | | | | | | | | Basic | Teaching methods and applied | |
| | | | | | | | | | | | | Basic | Speech Science (Audio) | |
| * | * | * | * | * | * | * | * | * | * | * | * | Basic | Curricula Speakers And philosophers | |
| | | | | | | | | | | | | Basic | Organized Islamic | |
| | | | | | | | | | | | | Basic | Theology of Contemporary project | |
| | | | | | | | | | | | | Basic | to watch And applied | |

- Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Course Description

| | |
|---|---|
| 1. Course Name: | |
| Greek philosophy / first stage | |
| Course Code: | |
| | |
| 2. Semester / Year | |
| : First semester (2023-2024) | |
| 3. Description Preparation Date: | |
| 11/1/2023 | |
| 4. Available Attendance Forms | |
| : Attendance in the hall | |
| 5. Number of Credit Hours (Total) / Number of Units (Total) | |
| 30 hours | |
| 6. Course administrator's name (mention all, if more than one name) | |
| Name: Dr. Ibrahim Rajab Abdullah | |
| Email: : ibrahim.rajab@uoanbar.edu.iq | |
| 7. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Introducing the student to Greek philosophy and its relationship to human thought on the one hand, and its relationship to Islamic philosophical thought on the other hand. |
| 8. Teaching and Learning Strategies | |
| Strategy | <p>A - The student must be familiar with Greek philosophical thought and its intersection in the circles of Arab-Islamic thought</p> <p>B - The skills objectives of the course. The student's ability to discuss and dialogue, use rational evidence, and distinguish right from wrong</p> |

9. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--------------------------------|---|-----------------|------------------------|
| 1 | 2 | Understanding material at hand | Definition of philosophy and its sections | theoretical | اختبار + مناقشات يومية |
| 2 | 2 | | Greek thought before philosophy | | |
| 3 | 2 | | Religious thought in Greece | | |
| 4 | 2 | | Philosophers before Socrates | | |
| 5 | 2 | | Philosophers before Socrates | | |
| 6 | 2 | | Philosophers before Socrates | | |
| 7 | 2 | | Sophists | | |
| 8 | 2 | | Socrates' philosophy | | |
| 9 | 2 | | Plato's philosophy | | |
| 10 | 2 | | Aristotle's philosophy | | |
| 11 | 2 | | Epicureanism and Stoicism | | |

| | | | | | |
|----|--|--|--------------|--|--|
| 12 | | | Skeptics and | | |
| 13 | | | Gnosticism | | |
| 14 | | | Neoplatonism | | |
| 15 | | | | | |

10. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

11. Learning and Teaching Resources

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| Required textbooks (curricular books, if any) | History of Greek Philosophy / Youssef Karam |
| Main references (source) | History of Western Philosophy / Bertrand Russell |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | |

Course description

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|--|
| Course Name .١ |
| Sufism and ethics |
| Course Code .٢ |
| |
| Semester/year .٣ |
| The first is 2023-2024 |
| The date this description was prepared .٤ |
| 1/9/2023 |
| Available attendance forms .٥ |

| | |
|--|--|
| First stage students | |
| Number of study hours (total)\number of units (total) .٦ | |
| 2 hours 2 units | |
| Name of the course administrator (if more than one name is mentioned) .٧ | |
| Name: A.M.D. Acer Fayeq Jihad Email: aysar.faiq@uoanbar.edu.iq | |
| Course objectives .٨ | |
| <p>1- Understanding the basic concepts in the course on Sufism and Islamic ethics. 2- Introducing students to the concept of Sufism and ethics according to linguists and scholars in Islam. 3- Introducing students to the importance of Sufism and ethics in building the individual and society. 4- Introducing students to the relationship between Sufism and ethics and the link between ethics, belief, and worship. 5- Introducing students to the pillars upon which good morals are based. 6- Introducing students to acquired and innate character. 7- Introducing students to the etiquette that an individual must adhere to with God Almighty, His Messenger, and creation.</p> <p>8- Introducing students to the factors that helped the emergence of Sufism and the roles it went through. 9- Introducing students to the best morals of Sufis, such as humility, altruism, and tolerance of harm.</p> | Objectives of the study subject |
| Teaching and learning strategies .٩ | |
| Guidance -١ Interventions -٢ | The strategy |

| Using computers and data -٣ | | | | | |
|-----------------------------|------------------------------|--|---|-------|----------|
| Course structure .\. | | | | | |
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
| Written tests | Presentati on and discussion | Definition of Sufism and its linguistic derivations | Referred to in the previous axis, each according to content | 2 | 1 |
| Written tests | Presentati on and discussion | Factors for the emergence of Sufism and the roles it went through | = | 2 | 2 |
| Written tests | Presentati on and discussion | Conditions, positions, and the difference between the ascetic, the worshiper, and the knower | = | 2 | 3 |
| Written tests | Presentati on and discussion | Sufi ethics | = | 2 | 4 |
| Written tests | Presentati on and discussion | Pantheism and Ibn al-Arabi | = | 2 | 5 |
| Written tests | Presentati on and discussion | Definition of morality and its connection to belief and worship | = | 2 | 6 |
| Written tests | Presentati on and discussion | Ethics sections | = | 2 | 7 |
| Written | Presentati | The importance of | = | 2 | 8 |

| | | | | | |
|---------------|------------------------------|---|---|---|----|
| tests | on and discussion | ethics in achieving happiness for the individual and society | | | |
| Written tests | Presentati on and discussion | The Qur'an's approach to guidance and moral education | = | 2 | 9 |
| Written tests | Presentati on and discussion | Literature with God Almighty | = | 2 | 10 |
| Written tests | Presentati on and discussion | Manners with the Messenger of God, may God bless him and grant him peace | = | 2 | 11 |
| Written tests | Presentati on and discussion | Literature with creation | = | 2 | 12 |
| Written tests | Presentati on and discussion | The most important areas of ethics - individual ethics (sincerity, honesty, patience) | = | 2 | 13 |
| Written tests | Presentati on and discussion | Honesty, humility, trust, and chastity. | = | 2 | 14 |
| Written tests | Presentati on and discussion | Ethics and social etiquette (honoring one's parents, maintaining family ties, good neighbourliness, cooperating in righteousness and piety) | = | 2 | 15 |

Course evaluation .\ \

Distribution of the grade out of 100 according to the tasks assigned to the student, such as

daily preparation, daily, oral, monthly, written exams, reports, etc.

Learning and teaching resources .١٢

Facts about Sufism - Sheikh Abdul Qadir Issa

Al-Risala Al-Qushayri - Abu Al-Qasim Al-Qushayri

Tahdheeb al-Akhlaq - Ibn Miskawayh

Ethics in Islam - Al-Malhi

Required textbooks (methodology, if any)

Facts about Sufism - Sheikh Abdul Qadir Issa

Al-Risala Al-Qushayri - Abu Al-Qasim Al-Qushayri

Tahdheeb al-Akhlaq - Ibn Miskawayh

Ethics in Islam - Al-Malhi

Main references (sources)

Recommended supporting books and references (scientific journals, reports...)

Electronic references, websites

Course Description

| | |
|---|--|
| 1. Course Name: | |
| Jurisprudence of worship | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| The first- 2023-2024 | |
| 4. Description Preparation Date: | |
| 11-11-2024 | |
| 5. Available Attendance Forms: | |
| In presence | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 30 hours | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: aiman abd alkader abd alhlem Email: aiman.abd@uoanbar.edu.iq | |
| 8. Course Objectives | |
| <p>Course Objectives</p> | <ul style="list-style-type: none"> • The student must have knowledge of the rulings on water, impurities, the rulings on purity, the rulings on prayer, fasting, zakat, and Hajj, and some of the rulings related to calamities, with an explanation of the differences of Islamic jurisprudence scholars regarding those rulings. • To have knowledge of Islamic law and its sources. • He must have knowledge of jurisprudence and Islamic doctrines. |

9. Teaching and Learning Strategies

Strategy

The learning outcomes of the main course must be consistent with the course's mission, objectives, and outcomes. What is expected from the course: Getting to know the student's future work options, which helps determine the purposes served by each individual exit.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|--|-------------------------|-------------------|
| 1 | 2 | Referred to in the previous axis, each according to content | The book of purity | Presentation discussion | Written tests |
| 2 | 2 | Referred to in the previous axis, each according to content | Ablution | Presentation discussion | Written tests |
| 3 | 2 | Referred to in the previous axis, each according to content | Ghusl, its obligations and sunnahs | Presentation discussion | Written tests |
| 4 | 2 | Referred to in the previous axis, each according to content | Dead skins | Presentation discussion | Written tests |
| 5 | 2 | Referred to in the previous axis, each according to content | Impurities and impurities | Presentation discussion | Written tests |
| 6 | 2 | Referred to in the previous axis, each according to content | Rulings on tayammum and wiping over the socks | Presentation discussion | Written tests |
| 7 | 2 | Referred to in the previous axis, each according to content | Menstruation, those with excuses, and postpartum | Presentation discussion | Written tests |
| 8 | 2 | Referred to in the previous axis, each according to content | prayer book | Presentation discussion | Written tests |
| 9 | 2 | Referred to in the previous axis, each according to content | (Prayer times, Adhan and Iqama) | Presentation discussion | Written tests |
| 10 | 2 | Referred to in the previous axis, each according to content | What to do before prayer | Presentation discussion | Written tests |
| 11 | 2 | Referred to in the previous axis, each according to content | And the actions of prayer | Presentation discussion | Written tests |

| | | | | | |
|----|---|---|--|-------------------------|---------------|
| 12 | 2 | Referred to in the previous axis, each according to content | Chapter on Witr prayer and recitation Chapter on congregational prayer | Presentation discussion | Written tests |
| 13 | 2 | Referred to in the previous axis, each according to content | Fasting and the provisions related to it | Presentation discussion | Written tests |
| 14 | 2 | Referred to in the previous axis, each according to content | What invalidates fasting and its expiation | Presentation discussion | Written tests |
| 15 | 2 | Referred to in the previous axis, each according to content | Its types and spatial time | Presentation discussion | Written tests |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | The choice to explain the chosen one / Mahmoud bin Maudud Al-Mawsili Al-Hidaya/Al-Marginani |
| Main references (source) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | |

Course description

| | |
|---|---------------------------------|
| 1. Course Name | |
| English | |
| 2. Course Code | |
| The first stage | |
| 3. Semester/year | |
| First course / 2023-2024 | |
| 4. The date this description was prepared | |
| 2023 -2024 | |
| 5. Available attendance forms | |
| In presence | |
| 6. Number of study hours (total)\number of units (total) | |
| 2 hours per week | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Name: Idris Samir Deli Email: idrees.sameer@uoanbar.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> • The course aims to teach non-major university students how to communicate using English as a foreign language at the college level • Focus on reading and writing skills, in addition to training them on how to write correct sentences by teaching them grammar • | Objectives of the study subject |
| 9. Teaching and learning strategies | |
| 1- Method of presentation, interrogation and discussion 2- Use some relevant explanations 3- Require and teach students to write a report and search for the meanings of words | The strategy |

| | |
|--|--|
| 4- An application for each topic with examples and dialogues between students | |
|--|--|

10- Course structure

| Evaluation method | Teaching method | Unit name/Course or topic | Required learning outcomes | hours | the week |
|--------------------------|------------------------------|---|--|--------------|-----------------|
| Written and daily tests | Explanation- examples | Is/are/am Plural/singular Numbers | Knowledge of English grammar Knowing the components of a sentence, how to connect them, and speaking in English | 2 | 1 |
| Written and daily tests | Explanation- examples | Questions Numbers | Referred to | 2 | 2 |
| Written and daily tests | Explanation- examples | Verb to be/personal information/social expiration | Referred to | 2 | 3 |
| Written and daily tests | Explanation- examples | Possessive adjective The family | Referred to | 2 | 4 |
| Written and daily tests | Explanation- examples | Present simple/ sport / food / drink / | Referred to | 2 | 5 |
| Written and daily tests | Explanation- examples | Present simple Days of week | Referred to | 2 | 6 |
| Written and | Explanation- examples | Adverbs of frequency | Referred to | 2 | 7 |

| | | | | | |
|-------------------------|---------------------------------------|-------------------------------------|-------------|---|----|
| daily tests | on- examples | Adjective | | | |
| Written and daily tests | Explanati on- examples | Question words /rooms/directions | Referred to | 2 | 8 |
| Written and daily tests | Explanati on- examples | There is/there are Years | Referred to | 2 | 9 |
| Written and daily tests | Explanati on- examples | Past continues Birthday | Referred to | 2 | 10 |

10. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

11. Learning and teaching resources

| | |
|---|--|
| New Headway plus beginner for -\ student New Headway plus beginner -٢ workbook | Required prescribed books (Methodology, if any) |
| | Main references (sources) |
| The book of the Prophet's biography in English | Books and referencesaRecommended items (scientific journals, reports...) |
| | Electronic references, websites |

Course Description

| | | | | | |
|--|--|---|-----------------------------|------------------------|--------------------------|
| 1. Course Name: | | | | | |
| Grammer Science | | | | | |
| 2. Course Code: | | | | | |
| Selected grammatical topics from the chapters on Arabic grammar | | | | | |
| 3. Semester / Year: | | | | | |
| 2023/2024 Course one | | | | | |
| 4. Description Preparation Date: | | | | | |
| ٢٠٢٣/١/١ | | | | | |
| 5. Available Attendance Forms: | | | | | |
| Basic | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| (6) hours per week | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Mohmmmed Ibrahim shallal Email: moh.shallal@uoanbar.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | <ul style="list-style-type: none"> • Enable the student to read correctly • To acquire the ability to use the language correctly in communication with others • Stay away from melody and mistakes | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | Identify the goals of grammar Learn about grammar topics Learn about creating grammatical structures | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

| | | | | | |
|----|---|----------------------------|---|--|------------------------------|
| 1 | 3 | the course included | Speech and what it consists of | lecture Student participation | Participa in t lecture |
| 2 | 3 | = | Name tags | lecture Student participation | Participa in t lecture |
| 3 | 3 | = | Verb signs | lecture Student participation | Pop test |
| 4 | 3 | = | The inflected and constructed form of nouns | standard Student participation | Participa in t lecture |
| 5 | 3 | = | The inflected and constructed form of verbs | standard Student participation | Pop test |
| 6 | 3 | = | Parsing signs | lecture Student participation | Participa in t lecture |
| 7 | 3 | = | The six names | | Written test |
| 8 | 3 | = | Double | lecture Student participation | Pop test |
| 9 | 3 | = | Sound masculine plural | lecture Student participation | Participa in t lecture |
| 10 | 3 | = | Sound feminine plural | lecture Student participation | Pop test |
| 11 | 3 | = | What does not go away | lecture Student participation | Participa in t lecture |
| 12 | 3 | = | The five examples | lecture Student participation | Participa in t lecture |
| 13 | 3 | = | Parsing the defective nouns | ----- | Written test |
| 14 | 3 | = | Parsing the | lecture | Participa |

| | | | | | |
|----|---|---|------------------------------|--------------------------------------|------------|
| | | | defective verbs | Student participation | in lecture |
| 15 | 3 | = | Indefiniteness and knowledge | lecture Student participation | Pop test |
| | | | | | |

11. Course Evaluation

Score distribution out of 100

Daily preparation and daily and monthly exams: 40

And final exams: 60

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Facilitating and completing explanation of Ibn Aqeel |
| Main references (source) | Explanation of Ibn Aqeel on Alfiyyah Ibn Malik |
| Recommended books and references (scientific journals, reports...) | The clearest path to Alfiyyah Ibn Malik, Al-Ashmouni's explanation of Alfiyyah Ibn Malik, comprehensive grammar collector of Arabic lesson |
| Electronic references, websites. | http://www.alwarraq.com |

Course description

| |
|--|
| Course Name .١ |
| Biography of the Prophet |
| Course Code .٢ |
| |
| Semester/year .٣ |
| 2023-2024 |
| The date this description was prepared .٤ |
| 15/2/2023 |
| Available attendance forms .٥ |

| basic | | | | | |
|---|-----------------------------|---|----------------------------|--|----------|
| Number of study hours (total)\number of units (total) .٦ | | | | | |
| 6 | | | | | |
| Name of the course administrator (if more than one name is mentioned) .٧ | | | | | |
| Name: Mahmoud Obaid Jassim Al-Karbouli Email: mah19a4012@uoanbar.edu.iq | | | | | |
| Course objectives .٨ | | | | | |
| <p>The course aims to enable students to know the biography of the Chosen One (may God's prayers and peace be upon him), from whose noble source generations derive torches for the faith and the growth of their journey, the elements of its survival, and the foundations of its expansion. They must learn this from its correct origins, and it will be factors of attraction and contemplation.</p> | | | | Objectives of the study subject | |
| Teaching and learning strategies .٩ | | | | | |
| <p>Introducing the student to the importance of the Prophet's biography -١ That the student knows how to read the noble Prophetic text and deduce lessons and sermons for them -٢ That the student should be aware of how the Messenger of God (may God bless him and grant him peace) treated him while he was in an environment where piety was his religion -٣ 4- The foundation Enabling students to learn about the Companions and the classes of the Companions.</p> | | | | The strategy | |
| Course structure .١٠ | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
| Written tests | Presentation and discussion | Definition of the importance of biography | Biography of the Prophet | 2 | 1 |

| | | | | | |
|---------------|------------------------------|--|--------------------------|---|----|
| Written tests | Presentati on and discussion | Religions in the Arabian Peninsula | Biography of the Prophet | 2 | 2 |
| Written tests | Presentati on and discussion | Economic and social conditions in that era | Biography of the Prophet | 2 | 3 |
| Written tests | Presentati on and discussion | Noble lineage and upbringing | Biography of the Prophet | 2 | 4 |
| Written tests | Presentati on and discussion | In the Cave of Hira, and its source, may God bless him and grant him peace | Biography of the Prophet | 2 | 5 |
| Written tests | Presentati on and discussion | Secret invitation | Biography of the Prophet | 2 | 6 |
| Written tests | Presentati on and discussion | The public call and the Quraish uprising | Biography of the Prophet | 2 | 7 |
| Written tests | Presentati on and discussion | Calling for monotheism and consolidating worship of God | Biography of the Prophet | 2 | 8 |
| Written tests | Presentati on and discussion | Factors of victory and stability | Biography of the Prophet | 2 | 9 |
| Written tests | Presentati on and discussion | Presenting Islam to the tribes | Biography of the Prophet | 2 | 10 |
| Written tests | Presentati on and discussion | Israa and meraaj | Biography of the Prophet | 2 | 11 |
| Written tests | Presentati on and discussion | The events of the Pledge of Aqaba, and its causes | Biography of the Prophet | 2 | 12 |
| Written tests | Presentati on and discussion | Reasons for migration between Abyssinia and Medina | Biography of the Prophet | 2 | 13 |
| Written tests | Presentati on and | Building civil society | Biography of the Prophet | 2 | 14 |

| | | | | | |
|---|-------------------------------------|--------------|--|----------|-----------|
| | discussion | | | | |
| Written tests | Presentati on and discussion | Tests | Biography of the Prophet | 2 | 15 |
| Course evaluation .\1 | | | | | |
| Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. | | | | | |
| Learning and teaching resources .\2 | | | | | |
| The Sealed Nectar / by Mubarakpuri | | | Required textbooks (methodology, if any) | | |
| Biography of the Prophet by Ibn Hisham | | | Main references (sources) | | |
| The Internet | | | Recommended supporting books and references (scientific journals, reports...) | | |
| www.qurani.islamic. | | | Electronic references, websites | | |

Course Description

| | |
|--|---|
| 1. Course Name: | |
| Computer/computer basics and office applications | |
| 2. Course Code: | |
| The first stage – the first course | |
| 3. Semester / Year: | |
| Second semester 2023/2024 | |
| 4. Description Preparation Date: | |
| 2023–2024 | |
| 5. Available Attendance Forms: | |
| Theoretical lecture - practical application in the computer laboratory | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 3 hours per week (theoretical and practical), three units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Assistant teacher Sahar Hamad Ahmed Email: sah19c1010@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none">• Introducing the student to computer basics and computer components through the following:• Introducing the student to the meaning of the stages of the computer life cycle.• Introducing the student to the meaning of an electronic computer.• Introducing the student to the meaning of data and information.• Introducing the student to the features of the computer, its areas of use, components, and types.• Introducing the student to the meaning of the physical parts of the computer, input and output devices and their types.• Introducing the student to the meaning of the programming entity and the number systems in the computer.• Introducing the student to the meaning of a personal computer, its most important features, and the factors that must be taken into consideration when purchasing a computer. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none">1- Delivering - Discussion - Practical application - through direct communication with male and female students in the lecture hall2- Method of delivery, interrogation and discussion3- Use some relevant means of explanation4- An application for each topic in the laboratory |

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|--|---|--------------------------------------|
| 1 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Defining the stages of the computer life cycle, the development of computer generations, and knowing how to turn the computer on and off and access the required files | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 2 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Definition of the electronic computer, data, information, computer features, explanation of Microsoft Office, its most important applications, and how to access it | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 3 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Areas of computer use, computer components, types of computers, and a general explanation of how to run Microsoft Word 2019 and create a new file. | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 4 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Classification of computers according to purpose of use, size, performance, and types of microcomputers, and an explanation of all the menus on the Microsoft Word interface | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 5 | | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the | Classification of computers according to the type of data entered, classification of | Discussion during lecture and | Written tests With the laboratory |

| | | | | | |
|----|---|--|--|---|--------------------------------------|
| | 3 | computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | computers based on the operating system, and an explanation of how to format writing and change the font type and size | application in the laboratory | |
| 6 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Definition of computer components, the physical entity of the computer, its divisions, and types of input devices such as the keyboard (theoretical and practical) | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 7 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | The mouse, its types, and ways to connect it to the computer (theoretical and practical) | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 8 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Output devices, their types, and types of printers (theoretical and practical) | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 9 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Defining the computer box or system unit and explaining the external and internal parts (theoretical and practical) | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 10 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Central processing unit, main memory units, and types of main memory (theoretical and practical) | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 11 | | Knowledge of computer basics, | Secondary or auxiliary | Discussion | Written tests |

| | | | | | |
|------------------------------|---|--|---|---|--------------------------------------|
| | 3 | electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | memory, its types, and definition of bit, byte, and bios (theoretical and practical) | during lecture and application in the laboratory | With the laboratory |
| 12 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | The software entity and its types, operating system, applied programs, programming languages, and preparation systems (theoretical and practical) | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 13 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Computer platform and main features of the personal computer (theoretical and practical) | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 14 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Explanation of the Design menu and Layout menu in the Microsoft Word interface | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 15 | 3 | Knowledge of computer basics, electronic computers, computer components, types of computers, physical parts of the computer and the software entity, knowledge of interfaces and working on Microsoft Word 2019. | Explanation of the reference list and drawing list in the Microsoft Word interface | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 11. Course Evaluation | | | | | |

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

| Class estimates | Semester | Laboratory | Daily exams | final exam | Final total |
|------------------------|-----------------|-------------------|--------------------|-------------------|--------------------|
| | 25% | 10% | 5% | 60% | 100 |

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Computer basics and office applications book - Part One |
| Main references (source) | |
| Recommended books and references (scientific journals, reports...) | Microsoft Office Word 2019 |
| Electronic references, websites. | https://cc.uomustansiriyah.edu.iq/cc-Platform/Files/kafaa_word.pdf |

Course Description

| | |
|--|--|
| 12. Course Name: | |
| Human Rights | |
| 13. Course Code: | |
| | |
| 14. Semester / Year: | |
| First Semester (2023–2024) | |
| 15. Description Preparation Date: | |
| ٢٠٢٣/٩/١ | |
| 16. Available Attendance Forms: | |
| Came | |
| 17. Number of Credit Hours (Total) / Number of Units (Total) | |
| (30) hours | |
| 18. Course administrator's name (mention all, if more than one name) | |
| Name: Mohmed Tarek Hamodi Email: mohammed.tareq@uoanbar.edu.iq | |
| 19. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • • Introducing the student to principles of human rights • • Define briefly what human rights and freedoms are and why democracy is and its types • • Giving the student the possibility of partial knowledge of human rights and freedoms in light of the existing reality and the types of countries. |
| 20. Teaching and Learning Strategies | |
| Strategy | Introducing the student to human rights and freedom and how to deal with international and regional treaties and their internal legislation Deriving knowledge related to human rights and how they are |

reflected and their real civilized role in the lives of peoples

21. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|----------------------------------|--|
| ١ | ٢ | Course Contents | The nature of human rights | Lecture Student Participation | Participation in the lecture and daily tests |
| ٢ | ٢ | = | The history of human rights in the Iraqi, Greek, Roman, Persian, and Egyptian civilizations | Lecture Student Participation | Participation in the lecture and daily tests |
| ٣ | ٢ | = | Human rights in the heavenly religions of Judaism and Christianity | Lecture Student Participation | Participation in the lecture and daily tests |
| ٤ | ٢ | = | Human rights in Islam Administration of Human Rights in the Middle Ages Feudalism and the Church The Royal Institution (King) | Lecture Student Participation | Participation in the lecture and daily tests |
| ٥ | ٢ | = | Human rights in full, the sudden revolutions of the West | Lecture Student Participation | Participation in the lecture and daily tests |

| | | | | | |
|----|---|---|---|----------------------------------|---|
| ٦ | ٢ | = | Human rights, their identification and definition | Lecture Student Participation | Participation in the lecture and daily teaching |
| ٧ | ٢ | = | Exam | | |
| ٨ | ٢ | = | Human civil and political rights | Lecture Student Participation | Participation in the lecture and daily teaching |
| ٩ | ٢ | = | Economic human rights | Lecture Student Participation | Participation in the lecture and daily teaching |
| ١٠ | ٢ | = | Social and cultural human rights | Lecture Student Participation | Participation in the lecture and daily teaching |
| ١١ | ٢ | = | Modern human rights | Lecture Student Participation | Participation in the lecture and daily teaching |
| ١٢ | ٢ | = | Human rights in the Universal Declaration 1948 | Lecture Student Participation | Participation in the lecture and daily teaching |
| ١٣ | ٢ | = | Rights and human rights organizations | Lecture | Participation in the lecture |

| | | | | | |
|----|---|---|---|-------------------------------|--|
| | | | | Student Participation | and daily t |
| ١٤ | ٢ | = | exam | | |
| ١٥ | ٢ | = | Non-governmental organizations and human rights | Lecture Student Participation | Participation in the lecture and daily t |

22. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

23. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (source) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | |

Course Description

| | |
|--|---|
| Course Name: | |
| Introduction to Doctrine / First Stage, First Course | |
| Course Code: | |
| nothing | |
| Semester / Year: | |
| Second semester 2023–2024 | |
| Description Preparation Date: | |
| 2024 | |
| Available Attendance Forms: | |
| My presence | |
| Number of Credit Hours (Total) / Number of Units (Total) | |
| 7 hours | |
| Course administrator's name (mention all, if more than one name) | |
| Name: : Prof Dr Mohammed.Salman. Dawoud Email: Mohammed.Salman@uoanbar.edu.iq | |
| Course Objectives | |
| Course Objectives | <p>The course aims to explain the Islamic doctrine through its definition and name, explain the Islamic sects and the principles of the Islamic religion that were unanimously agreed upon among them, and focus on the internal and external factors of the emergence of the science of doctrine....</p> |
| 24. Teaching and Learning Strategies | |

| | |
|-----------------|--|
| Strategy | <ul style="list-style-type: none"> • Giving the lecture. • Guidance. • Interventions. |
|-----------------|--|

25. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---------------|-------------------------------|--|--------------------------|-----------------|---|
| Written tests | Presentations and discussions | Definition of belief, linguistics and idiomatics <ul style="list-style-type: none"> • The most prominent names of the doctrine • The emergence of the science of belief • Its characteristics and importance • Doctrine during the era of the Rightly Guided Caliphate • Doctrine in the Umayyad and Abbasid era • Explaining the principles of faith according to Islamic schools of thought • The pillars of faith according to the Sunnis and the community • The pillars of faith according to the Shiites | Introduction to doctrine | ε | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 |

| | | | | | |
|--|--|---|--|--|--|
| | | <p>the Imami Shiit masters</p> <ul style="list-style-type: none"> • The pillars faith according the Mu'tazilites | | | |
|--|--|---|--|--|--|

Course Evaluation

Lectures on the introduction to the doctrine / Prof. Dr. Muhammad Salman Daoud

Learning and Teaching Resources

| | |
|--|--|
| The Islamic faith and its doctrines / by Dr. Qahtan Al-Douri | |
| | |
| | |
| | |

Course Description

| | |
|---|---|
| 26. | Course Name: |
| Ancient religions | |
| 27. | Course Code: |
| | |
| 28. | Semester / Year: |
| Second semester 2023-2024 | |
| 29. | Description Preparation Date: |
| ٢٠٢٤/٠٢/٠١ | |
| 30. | Available Attendance Forms: |
| In-person courses | |
| 31. | Number of Credit Hours (Total) / Number of Units (Total) |
| 30 hours | |
| 32. | Course administrator's name (mention all, if more than one name) |
| Name: Hussein Ali Abdullah | |
| Email: hussein.aziz@uoanbar.edu.iq | |
| 33. | Course Objectives |
| Course Objectives | <ul style="list-style-type: none">• Grasping the fundamental concepts of religious studies.• Familiarizing the student with the key terminologies covered in the subject of religious studies.• Introducing the student to the origins, significance, and history of religious studies.• Introducing the student to the most important ancient and modern religions. |
| 34. | Teaching and Learning Strategies |
| Strategy | <ul style="list-style-type: none">• Lecture and Discussion |

- Written exams
- Reports
- Self-learning

35. Course Structure

| Week | Hrs | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-----|----------------------------|---|-----------------------|--------------------------------|
| 1 | 2 | | - Concept of Religion Linguistically & Technically, Importance of Religion & its Functions in Individual & Social Life | Lecture Discussion | Q & A Quizzes Discussion |
| 2 | 2 | | - Components of Religion, Religion & Instinct, Classification of Religions, Value and Goals of Religion | | |
| 3 | 2 | | - Scientific Theories in Explaining the Origin of Religion: | | |
| 4 | 2 | | 1. Naturalistic Theory 2. Biological Theory 3. Mana Theory 4. Totemic Theory 5. Integrative Theoretical Theory 6. Theory of Monotheism | | |
| 5 | 2 | | - Study of Comparative Religion: (A: Its concept, B: Its Subject, C: Origins & Evolutionary History) | | |
| 6 | 2 | | -Methodology of Scientific Research in Comparative Religion | | |
| 7 | 2 | | -Religion in Ancient Mesopotamia: 1. The Doctrine of Divinity in Mesopotamia, Monotheism, Polytheism (Multiplicity of Gods & Worship of Planets) | | |
| 8 | 2 | | 2. The Doctrine of Prophethood & Mediation between God & Humans 3. Beliefs Related to Death, Afterlife, Judgment Day, & the Idea of Immortality | | |
| 9 | 2 | | 4. Temples | | |

| | | | | |
|----|---|---|--|--|
| 10 | 2 | 5. Sacred Religious Texts 6. Religious Legislation, Sacrifices, Vows, Rituals, and Ceremonies - Yazidi Religion: History of Yazidis, Emergence & Appearance of Yazidi Religion, Identity & Belonging of Yazidis | | |
| 11 | 2 | - Holy Books among Yazidis, Yazidi Beliefs | | |
| 12 | 2 | - Yazidi Sharia & Rituals, Family System & its Rules in Yazidi, Religion, Social System & its Rules in Yazidi Religion | | |
| 13 | 2 | - Sabeanism: History of Sabaeans Emergence & Appearance of Sabeanism Identity & Belonging of Sabaeans. | | |
| 14 | 2 | - Holy Books among Sabaeans Sabean Beliefs | | |
| 15 | 2 | - Sabean Sharia and Rituals, Family System and its Rules in Sabeanism, Social System and its Rules in Sabeanism | | |

36. Course Evaluation

-Reports: 10, Quizzes: 30, final exam: 60

37. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | -Lectures authored by the course instructor ("Introduction to the Study of Religions"), the subject's teacher. |
| Main references (source) | - Religions (Comparative Historical Study) Part1 / Dr. Rashdi Alian - Encyclopedia of Ancient Religions / Dr. Saadoun Al-Samouk |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | |

Course Description

| | |
|--|---|
| 1. . Name of the course | |
| Hadith sciences | |
| 2. Course code | |
| | |
| 3. 1. Semester/year | |
| First semester, 2023/2024 | |
| 4. 1. The date this description was prepared | |
| 2024 | |
| 5. 1. Available attendance forms | |
| My presence only | |
| 6. 1. Number of study hours (total)\number of units (total) | |
| 60 hours / number of units (4) | |
| 7. 1. Name of the course administrator (if more than one name is mentioned) | |
| Name: Dr. Qasim Muhammad Najm Email: isl.qasimm.n@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objective | <p>For the student to become familiar with the basic sciences that introduce him to the sciences of hadith, its virtues and characteristics.1</p> <ul style="list-style-type: none"> - ٢ To become acquainted with the knowledge and sciences that make him realize the greatness and status of the Noble Prophet’s Hadith. . 3 - The student must be familiar with the terminological rules that help him understand the hadith and act on it according to a sound approach. |
| 9. Teaching and Learning Strategies | |
| Strategy | <p>Understanding the basic concepts of (Hadith - \ (Sciences</p> <p>The student must have the ability to distinguish authentic hadiths from invalid ones and be familiar with the sciences of hadith, knowledge and narration.</p> |

| | |
|--|--|
| | |
|--|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|-----------------------------|------------------------|
| 1. | 4 | What the course included | An overview of the origins of hadith science | Presentation and discussion | Written and oral exams |
| 2. | 4 | What the course included | Introduction to the most important modern terms | Presentation and discussion | Written and oral exams |
| 3. | 4 | What the course included | Definition of narrator and narration | Presentation and discussion | Written and oral exams |
| 4. | 4 | What the course included | News and its types in terms of flowers | Presentation and discussion | Written and oral exams |
| 5. | 4 | What the course included | News (al-mutawatir) | Presentation and discussion | Written and oral exams |
| 6. | 4 | What the course included | News of the Ones (famous) | Presentation and discussion | Written and oral exams |
| 7. | 4 | What the course included | Strange and its types | Presentation and discussion | Written and oral exams |
| 8. | 4 | What the course included | Sections of the news in terms of strength and weakness | Presentation and discussion | Written and oral exams |
| 9. | 4 | What the course included | The correct news | Presentation and discussion | Written and oral exams |
| 10. | 4 | What the course included | The good news | Presentation and discussion | Written and oral exams |
| 11. | 4 | What the course included | The return news | Presentation and discussion | Written and oral exams |
| 12. | 4 | What the course included | The weak and its types | Presentation and discussion | Written and oral exams |
| 13. | 4 | What the course included | Commentator | Presentation and discussion | Written and oral exams |
| 14. | 4 | What the course included | Sender | Presentation and discussion | Written and oral exams |
| 15. | 4 | What the course included | General Review | Presentation and discussion | Written and oral exams |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

Quest: 40 degrees and includes:

First month exam: 15, daily: 5 (preparation, daily tests, and assignments).

Second month exam: 15, daily: 5 (preparation, daily tests, and assignments).
Final exam: 60 marks.

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Facilitating the term Hadith |
| Main references (source) | Facilitating the term Hadith: Mahmoud Al-Tahan |
| Recommended books and references (scientific journals, reports...) | Introduction by Ibn al-Salah - ʿAl-Baʿid Al-Hathith in Sharh Mukhtasar Al-Hadith by Ibn Kathir - ʿ Editing of Hadith Sciences - Abdullah Al-Jadaʿi |
| Electronic references, websites. | www.qurani.islamic |

Course Description

| | | | | | |
|--|--|---|-----------------------------|------------------------|--------------------------|
| 1. Course Name: | | | | | |
| Grammar Science | | | | | |
| 2. Course Code: | | | | | |
| Selected grammatical topics from the chapters on Arabic grammar | | | | | |
| 3. Semester / Year: | | | | | |
| 2023L2024 | | | | | |
| 4. Description Preparation Date: | | | | | |
| ٢٠٢٣/١/١ | | | | | |
| 5. Available Attendance Forms: | | | | | |
| Basic | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| (6) hours per week | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Mohmmmed Ibrahim shallal Email: moh.shallal@uoanbar.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | <ul style="list-style-type: none"> • Enable the student to read correctly • To acquire the ability to use the language correctly in communication with others • Stay away from melody and mistakes | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | Identify the goals of grammar Learn about grammar topics Learn about creating grammatical structures | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

| | | | | | |
|----|---|----------------------------|--|--------------------------------------|------------------------|
| 1 | 3 | the course included | Indefiniteness and knowledge personal pronoun A | lecture Student participation | Participa in t lecture |
| 2 | 3 | = | Separate pronoun | lecture Student participation | Participa in t lecture |
| 3 | 3 | = | Science | lecture Student participation | Pop test |
| 4 | 3 | = | Demonstrative noun | standard Student participation | Participa in t lecture |
| 5 | 3 | = | relative | standard Student participation | Pop test |
| 6 | 3 | = | Conjunctive link | lecture Student participation | Participa in t lecture |
| 7 | 3 | = | Definite article | | Written test |
| 8 | 3 | = | Getting started | lecture Student participation | Pop test |
| 9 | 3 | = | The worker in the subject and the predicate | lecture Student participation | Participa in t lecture |
| 10 | 3 | = | Types of news | lecture Student participation | Pop test |
| 11 | 3 | = | Justifications for starting with the indefinite noun | lecture Student participation | Participa in t lecture |
| 12 | 3 | = | Providing the news is permissible | lecture Student participation | Participa in t lecture |
| 13 | 3 | = | Submitting news is mandatory | ----- | Written test |
| 14 | 3 | = | The news must be deleted | lecture Student participation | Participa in t lecture |

| | | | | | |
|----|---|---|---------------|-------------------------------------|----------|
| 15 | 3 | = | Multiple news | lecture Student participation | Pop test |
| | | | | | |

11. Course Evaluation

Score distribution out of 100

Daily preparation and daily and monthly exams: 40

And final exams: 60

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Facilitating and completing explanation of Ibn Aqeel |
| Main references (source) | Explanation of Ibn Aqeel on Alfiyyah Ibn Malik |
| Recommended books and references (scientific journals, reports...) | The clearest path to Alfiyyah Ibn Malik Al-Ashmouni's explanation of Alfiyyah Ibn Malik, comprehensive grammar collector of Arabic lesson |
| Electronic references, websites. | http://www.alwarraq.com |

Course Description

| | |
|---|--|
| 11. Course Name: | |
| Recitation and memorization / first stage | |
| 12. Course Code: | |
| Memorization and recitation of the thirtieth part of the Qur'an (Juz Amma) | |
| 13. Semester / Year: | |
| Second semester: (2023 – 2024) | |
| 14. Description Preparation Date: | |
| 2024 | |
| 15. Available Attendance Forms: | |
| face to face | |
| 16. Number of Credit Hours (Total) / Number of Units (Total) | |
| (45) hours, (3) hours per week | |
| 17. Course administrator's name (mention all, if more than one name) | |
| Name: Dr. Mohammed Musdif Thir Email: mohammed.ther@uoanbar.edu.iq | |
| 18. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • That the student learns to read the surahs of the thirtieth part of the Qur'an (Juz Amma). • The student should memorize the surahs of the thirtieth part of the Qur'an (Juz Amma). • For the student to become familiar with the rulings on the sakinīn (Nun and Meem). • The student should apply the rulings of the two sakinahs of the Nun and Mim. |
| 19. Teaching and Learning Strategies | |

| | |
|-----------------|---|
| Strategy | <p>1-Method of discussion and problem solving.</p> <p>2- Teaching methods include the use of the blackboard or a drawing board.</p> <p>3- Encouraging students to self-learn.</p> |
|-----------------|---|

20. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|--------------|-----------------------------------|--|---------------------------------|--------------------------|
| 1. | 3 | What the course included | Surat Al-Naba' | Lecture student participat | Oral test |
| 2. | 3 | What the course included | Surah An-Nazi'at | Lecture student participat | Oral test |
| 3. | 3 | What the course included | Rulings of the Nun Saakin: Manifestation | Inductive Student participat | Quiz |
| 4. | 3 | What the course included | Surat Abs and Al-Infitar | Lecture student participat | Oral test |
| 5. | 3 | What the course included | Rulings of the nun sakinah: diphthongs | Standard Student participa | Quiz |
| 6. | 3 | What the course included | Surah Al-Muttaffin | Lecture student participat | Oral test |
| 7. | 3 | What the course included | Rulings of the Sakinah Nun: concealment and inversion | Standard Student participa | Quiz |
| 8. | 3 | What the course included | Exam | ----- | Written Exam |
| 9. | 3 | What the course included | Surat Al-Buruj and the Surat Al-Buruj and Al-Ala | Lecture student participati | Oral test |
| 10. | 3 | What the course included | Surat Al-Shams and Al-Duha | Lecture student participat | Oral test |
| 11. | 3 | What the course included | Rulings on the meem sakinah: manifestation, diphthong, and concealment | Inductive Student participat | Quiz |

| | | | | | |
|-----|---|--------------------------|--|----------------------------|--------------|
| 12. | 3 | What the course included | Surahs: Al-Qadr, Al-Asr, Al-Hamza, Al-Masad | Lecture student participat | Oral test |
| 13. | 3 | What the course included | Surah: ,Al Feel, Quraish, Al-Ma'un, Al-Kawthar, Al-Kafirun | Lecture | Oral test |
| | | | Surah: Al-Kawthar, Al-kafirun | Students participation | |
| 14. | 3 | What the course included | Exam | ----- | Written Exam |
| 15. | 3 | What the course included | Surah: Al-Nasr, Al-Masad, Al-Ikhlās, Al-Falaq, Al-Nas. | Lecture student participat | Quiz |

21. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

A. (40) marks on the monthly and oral exam with daily preparation

B. (60) marks on the final written exam

22. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | The thirtieth part of the Holy Qur'an (Juz' Amma) |
| Main references (source) | Bugyat Almustafeed Fe Elim Altajweed |
| Recommended books and references (scientific journals, reports...) | Determination in mastery and intonation: by Abu Amr Al-Dani. Introduction to the Science of Tajweed: by Ibn al-Jazari. Al-Jazariyyah Introduction: by Ibn al-Jazari. Al-Wajeez fi Ilm Tajweed: by Mahmoud Sibawayh Al-Badawi. The useful summary of the science of Tajweed: Ismail bin Ibrahim Al-Sharqawi. The aim of the disciple in the science of Tajweed: by Attiya Qabil Nasr. Tajweed teacher: by Dr. Khaled Al-Jarisi. |
| Electronic references, websites. | https://mawdoo3.com/ |

Course Description

| | |
|--|---|
| 1. Course Name: | |
| Computer/computer basics and office applications | |
| 2. Course Code: | |
| The first stage – the second course | |
| 3. Semester / Year: | |
| Second semester 2023/2024 | |
| 4. Description Preparation Date: | |
| 2023–2024 | |
| 5. Available Attendance Forms: | |
| Theoretical lecture - practical application in the computer laboratory | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 3 hours per week (theoretical and practical), three units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Assistant teacher Sahar Hamad Ahmed Email: sah19c1010@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>Introducing the student to the principles of computer security and software licensing through the following:</p> <ul style="list-style-type: none"> • Introducing the student to the meaning of ethics in the electronic world. • Introducing the student to the meaning of forms of abuse in the digital world. • Introducing the student to the meaning of computer security. • Introducing the student to the meaning of electronic hacking, its types, sources, and the most common risks. • Introducing the student to the meaning of malware and computer viruses, their harms, characteristics, and components. • Introducing the student to the meaning of the operating system, its functions, objectives, and types. • Introducing the student to the meaning of installation and installation of operating systems • Introducing the student to Microsoft Word 2019 |
| 9. Teaching and Learning Strategies | |
| Strategy | <p>1- Delivering - Discussion - Practical application - through direct communication with male and female students in the lecture hall</p> <p>2- Method of delivery, interrogation and discussion</p> |

3- Use some relevant means of explanation
 4- An application for each topic in the laboratory

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|--|---|--------------------------------------|
| 1 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Definition of computer security, software licenses, and forms of abuse in the digital world | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 2 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Types of licenses, intellectual property, and types of electronic hacking | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 3 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Computer viruses and the most important steps necessary to protect against hacking operations and computer harm to health | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 4 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Definition of the operating system, functions of the operating system, objectives of the operating system, and classification of operating systems | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 5 | | Knowledge of computer security, licenses for programs, operating systems, computer and | Examples of some operating systems are DOS, Macintosh | Discussion during lecture and | Written tests With the laboratory |

| | | | | | |
|----|---|---|--|---|--------------------------------------|
| | 3 | Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | operating system, and Windows | application in the laboratory | |
| 6 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Components of the Windows 7 operating system and requirements for installing or installing Windows | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 7 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | What is the Microsoft Word word processor and the Quick Access Toolbar | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 8 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Use help and hint tools and use access keys | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 9 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Navigate through a document and file tab | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 10 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Save the document and print settings | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 11 | | Knowledge of computer | Home tab, Insert | Discussion | Written tests |

| | | | | | |
|----|---|---|---|---|--------------------------------------|
| | 3 | security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | tab, and Formatting tables and cells | during lecture and application in the laboratory | With the laboratory |
| 12 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Desktop components: Start menu, Sleep state, Hibernation, and Taskbar | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 13 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Folders, files and operations on windows and desktop backgrounds | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 14 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Control panel and help instructions | Discussion during lecture and application in the laboratory | Written tests With the laboratory |
| 15 | 3 | Knowledge of computer security, licenses for programs, operating systems, computer and Internet terminology, knowledge of interfaces, and working on Microsoft Word 2019. | Add a user account and install a program | Discussion during lecture and application in the laboratory | Written tests With the laboratory |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

| Class estimates | Semester | Laboratory | Daily exams | final exam | Final total |
|------------------------|-----------------|-------------------|--------------------|-------------------|--------------------|
| | 25% | 10% | 5% | 60% | 100 |

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Computer basics and office applications book - Part One |
| Main references (source) | |
| Recommended books and references (scientific journals, reports...) | Microsoft Office Word 2019 |
| Electronic references, websites. | https://cc.uomustansiriyah.edu.iq/cc-Platform/Files/kafaa_word.pdf |

Course Description

| | |
|--|---|
| 23. Course Name: | |
| Educational psychology | |
| 24. Course Code: | |
| Educational psychology/first stage | |
| 25. Semester / Year: | |
| 2023– 2024 First course | |
| 26. Description Preparation Date: | |
| 1\9\2023 | |
| 27. Available Attendance Forms: | |
| First stage students | |
| 28. Number of Credit Hours (Total) / Number of Units (Total) | |
| (3) hours per week | |
| 29. Course administrator's name (mention all, if more than one name) | |
| Name: Bahaa Hamid Abd Email: bahaa.hameed@uonabar.edu.iq | |
| 30. Course Objectives | |
| Course Objectives | <p>.. •The learning outcomes for the major course should be consistent with the course mission, objectives, and outcomes.</p> <p>• What is expected from the course: Identifying the student's future employment options, helping to identify the purposes served by each individual output. during</p> <p>• The student's familiarity with the vocabulary of educational guidance and the criticisms directed at schools of psychology</p> |

| | |
|--|--|
| | <ul style="list-style-type: none"> • The ability to understand the of guidance and building individual's personality... • • |
|--|--|

31. Teaching and Learning Strategies

Strategy

32. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|---|-------------------------|------------------------------|
| ١ | ٢ | Computer curriculum for the first stage | The meaning and importance of psychology And his goals | Presentation discussion | Oral exams, scientific tests |
| ٢ | ٢ | Computer curriculum for the first stage | Characteristics of psychology | Presentation discussion | Oral exams, scientific tests |
| ٣ | ٢ | Computer curriculum for the first stage | Schools of psychology and their characteristics | Presentation discussion | Oral exams, scientific tests |
| ٤ | ٢ | Computer curriculum for the first stage | Branches of theoretical and applied psychology | Presentation discussion | Oral exams, scientific tests |
| ٥ | ٢ | Computer curriculum for the first stage | Behavior and factors affecting it | Presentation discussion | Oral exams, scientific tests |
| ٦ | ٢ | Computer curriculum for the first stage | Research methods in psychology and educational psychology | Presentation discussion | Oral exams, scientific tests |
| ٧ | ٢ | Computer curriculum for the first stage | First month exam | Presentation discussion | Oral exams, scientific tests |
| ٨ | ٢ | Computer curriculum for the first stage | Learning and teaching and their characteristics | Presentation discussion | Oral exams, scientific tests |
| ٩ | ٢ | Computer curriculum for the first stage | Attention and sensory perception | Presentation discussion | Oral exams, scientific tests |
| ١٠ | ٢ | Computer curriculum for the first stage | Types of attention External and internal | Presentation discussion | Oral exams, scientific tests |
| ١١ | ٢ | Computer | Sensory perception | Presentation | Oral exams, |

| | | | | | |
|----|---|---|---|-------------------------|------------------------------|
| | | curriculum for the first stage | | discussion | scientific tests |
| ١٢ | ٢ | Computer curriculum for the first stage | Factors affecting sensation and perception | Presentation discussion | Oral exams, scientific tests |
| ١٣ | ٢ | Computer curriculum for the first stage | Motivation in learning | Presentation discussion | Oral exams, scientific tests |
| ١٤ | ٢ | Computer curriculum for the first stage | The foundations upon which needs are determined | Presentation discussion | Oral exams, scientific tests |
| ١٥ | ٢ | Computer curriculum for the first stage | Second month exam | | |

33. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

34. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Educational psychology subject/Nav Muhammad Al-Salman |
| Main references (source) | Educational psychology subject/Nav Muhammad Al-Salman |
| Recommended books and references (scientific journals, reports...) | Websites |
| Electronic references, websites. | Al Noor Library |

Course Description

| | |
|---|---|
| 1. Course Name: | |
| Sciences of the Qur'an | |
| 2. Course Code: | |
| TAF 102 | |
| 3. Semester / Year: | |
| quarterly | |
| 4. Description Preparation Date: | |
| 26/2/2024 | |
| 5. Available Attendance Forms: | |
| weekly | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 30 hours | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Dr. Mahmood aqeel maarooof Email isl.mahmooda@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>1– That the student becomes familiar with the basic sciences that familiarize him with the Holy Qur'an and its virtues and characteristics.</p> <p>2– To become familiar with the knowledge and sciences that make him realize the greatness and status of the Holy Qur'an</p> <p>3– That the student is familiar with interpretive principles that help him understand the Qur'an and act upon it according to a sound approach.</p> |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> - Lecture method (delivery). - Use discussion - Educational (educational dialogue), which is based on exchange |

- Ideas to get to the facts.
- Using educational groups to prepare for the lesson topic
- Training activities and application solutions.
- Problem solving method.
- Brainstorming.
- Group discussions
- Case Study
- Small workshops
- For cooperative education
- Projects
- Raising open issues for discussion
- Assigning group work
- Cooperative education
- Presentations.
- Exchanging roles

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|-----------------------------|--------------------------|-----------------------------|-------------------|
| 1 | 2 | Knowledge and understanding | Definition of the word | Presentation and discussion | Written tests |
| 2 | 2 | Knowledge and understanding | interpretation and | discussion | Written tests |
| 3 | 2 | Knowledge and understanding | interpretation (language | Presentation and discussion | Written tests |
| 4 | 2 | Knowledge and understanding | and terminology) | discussion | Written tests |
| 5 | 2 | Knowledge and understanding | Definition of the word | Presentation and discussion | Written tests |
| 6 | 2 | Knowledge and understanding | interpretation and | discussion | Written tests |
| 7 | 2 | Knowledge and understanding | interpretation (language | Presentation and discussion | Written tests |
| 8 | 2 | Knowledge and understanding | and terminology) | discussion | Written tests |
| 9 | 2 | Knowledge and understanding | The difference between | Presentation and discussion | Written tests |
| 10 | 2 | Knowledge and understanding | interpretation and | discussion | Written tests |
| 11 | 2 | Knowledge and understanding | interpretation | Presentation and discussion | Written tests |
| 12 | 2 | Knowledge and understanding | The difference between | discussion | Written tests |
| 13 | 2 | Knowledge and understanding | interpretation and | Presentation and discussion | Written tests |
| 14 | 2 | Knowledge and understanding | interpretation | discussion | Written tests |
| 15 | 2 | Knowledge and understanding | The importance of | Presentation and discussion | Written tests |
| | | Knowledge and understanding | interpretation and the | discussion | Written tests |
| | | Knowledge and understanding | need for it | Presentation and discussion | Written tests |
| | | Knowledge and understanding | The importance of | discussion | Written tests |
| | | Knowledge and understanding | interpretation and the | Presentation and discussion | Written tests |
| | | Knowledge and understanding | need for it | discussion | Written tests |
| | | Knowledge and understanding | First month exam | | Written tests |
| | | Knowledge and understanding | The historical roots of | | |
| | | Knowledge and understanding | the emergence of the | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | <p>science of interpretation</p> <p>The historical roots of the emergence of the science of interpretation</p> <p>Interpretation etiquette</p> <p>The sciences that the interpreter needs</p> <p>The approach that the interpreter must follow</p> | | |
|--|--|--|--|--|--|

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc 40 10 10 20 60.

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | The science of interpretation, its principles and rules, Dr. Khalil Rajab Al-Kubaisi |
| Main references (source) | <p>Principles of interpretation and rules, Dr. Ab Rahman Al-Ak</p> <p>Interpretation and interpreters, Muhammad Hadi Maarifa</p> <p>Al-Itqan fi Ulum al-Qur'an, by Al-Suyuti</p> <p>Sciences of the Qur'an, Muhammad Baqir Hakim</p> |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | <p>the digital library. http://waqfeya.com/</p> <p>Comprehensive library. http://shamela.ws/</p> <p>Website of the People of Interpretation Forum http://vb.tafsir.net/</p> |

Course Description

| | |
|------------------------|---|
| 35. | . Name of the course |
| | Analytical talk |
| 36. | Course code |
| | |
| 37. | 1. Semester/year |
| | First semester, 2023/2024 |
| 38. | 1. The date this description was prepared |
| | 2023 |
| 39.1. | Available attendance forms |
| | My presence only |
| 40.1. | Number of study hours (total)\number of units (total) |
| | 60 hours / number of units (4) |
| 41. | 1. Name of the course administrator (if more than one name is mentioned) |
| | Name: Dr. Qasim Muhammad Najm Email: isl.qasimm.n@uoanbar.edu.iq |
| 42. | Course Objectives |
| Course Objectiv | The course aims to teach students what is meant by analytical hadith and to know the steps followed in analyzing hadiths, which by clarifying those steps can make it easier for other majors to cite prophetic hadiths. |
| 43. | Teaching and Learning Strategies |
| Strategy | <p>Introducing the student to the analytical talk</p> <p>That the student knows how to extract hadith from the books of the Prophet's Sunnah and translate it for the narrators, and how to judge the hadith</p> <p>That students pay attention to the noble Sunnah of the Prophet and distinguish the authentic hadith from the weak ones.</p> |

| | |
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44. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|-----------------------------|------------------------|
| 16. | 4 | What the course included | Introduction to analytical discourse | Presentation and discussion | Written and oral exams |
| 17. | 4 | What the course included | Steps for the analytical study of the Prophet's | Presentation and discussion | Written and oral exams |
| 18. | 4 | What the course included | How to translate narrators and judge the hadith | Presentation and discussion | Written and oral exams |
| 19. | 4 | What the course included | Explaining strange words and the most important | Presentation and discussion | Written and oral exams |
| 20. | 4 | What the course included | Blind imitation of other nations | Presentation and discussion | Written and oral exams |
| 21. | 4 | What the course included | Explaining intellectual invasion and how to deal | Presentation and discussion | Written and oral exams |
| 22. | 4 | What the course included | Muslims meeting in the Levant on the day of the | Presentation and discussion | Written and oral exams |
| 23. | 4 | What the course included | Wishing to return to this world to increase the | Presentation and discussion | Written and oral exams |
| 24. | 4 | What the course included | His (may God bless him and grant him peace) | Presentation and discussion | Written and oral exams |
| 25. | 4 | What the course included | Throwing stones during Hajj | Presentation and discussion | Written and oral exams |
| 26. | 4 | What the course included | The strong believer and the weak believer | Presentation and discussion | Written and oral exams |
| 27. | 4 | What the course included | Defining fate and explaining its types | Presentation and discussion | Written and oral exams |
| 28. | 4 | What the course included | Statement of charity in the believer | Presentation and discussion | Written and oral exams |
| 29. | 4 | What the course included | The advice of the Prophet (may God bless him and | Presentation and discussion | Written and oral exams |
| 30. | 4 | What the course included | Trust in the matter of livelihood | Presentation and discussion | Written and oral exams |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

Quest: 40 degrees and includes:
 First month exam: 15, daily: 5 (preparation, daily tests, and assignments).
 Second month exam: 15, daily: 5 (preparation, daily tests, and assignments).
 Final exam: 60 marks.

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Lectures on analytical hadith by Dr. Abu Lubabah Al-Tahir Hussein |
| Main references (source) | |
| Recommended books and references (scientific journals, reports...) | Fath Al-Bari, Al-Nawawi's explanation of Sahih Muslim, Introduction by Ibn Al-Salah, Tahdheeb Al-Kamal, Al-Nihaya fi Ghareeb Al-Hadith and Al-Athar, Tuhfat Al-Ahwadhi, Taqrib Al-Tahdheeb, Lion of the Jungle |
| Electronic references, websites. | www.qurani.islamic |

Course Description

| | |
|--|--|
| 45. Course Name: | Introduction to the study of Islamic thought |
| 46. Course Code: | |
| 47. Semester / Year: | Second semester (2023-2024), first stage |
| 48. Description Preparation Date: | 1/9/2023 |
| 49. Available Attendance Forms: | Official working hours |
| 50. Number of Credit Hours (Total) / Number of Units (Total) | |

Thirty (30) hours, (two hours per week)

51. Course administrator's name (mention all, if more than one name)

Name: Prof. Dr. Khaled Amer Abeed
 Email: Khaled.amer@uoanbar.edu.iq

52. Course Objectives

Course Objectives

- That the student is able to understand the meaning of Islamic thought and the most prominent intellectual terms and concepts
- Defeating the suspicions raised about Islam and responding to them according to a scientific methodology
- Identify the sources of Islamic thought and the difference between it and other ideas
- Identify the renewal controls, limits and mechanisms

53. Teaching and Learning Strategies

Strategy

- All types of teaching methods: lecture, inductive, standard.
- Assigning students to write reports and research on topics related to Islamic thought
 - Referral to electronic sources from documented programs and websites on the Internet
 - Conduct practical debates between two teams of students, with each team adopting an opposite direction to the other
 - Raise some issues for discussion
 - Use available technical means for clarification and explanation
 - Brainstorming
 - Discussion .
 - Various questions in the specialty.

54. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|----------------------------------|-------------------|
| 1 | 2 | What the course included | General introductions to Islamic thought | lecture Student participation | oral test |
| 2 | 2 | = | The concept of Islamic thought and what is related to it | = | = |
| 3 | 2 | = | The legal foundation of Islamic thought + sources of Islamic thought | = | = |

| | | | | | |
|----|---|---|---|---|---|
| 4 | 2 | = | The difference between Islamic studies and Islamic thought | = | = |
| 5 | 2 | = | Topics of Islamic thought + foundations of Islamic thought: | = | = |
| 6 | 2 | = | Features of mature Islamic thought | = | = |
| 7 | 2 | = | The concept of renewal in Islamic thought and what is related to it | = | = |
| 8 | 2 | = | Controls for renewing Islamic thought | = | = |
| 9 | 2 | = | Conditions for the innovator + the necessity of disciplined renewal in Islamic thought: | = | = |
| 10 | 2 | = | A general introduction to Islamic systems | = | = |
| 11 | 2 | = | First: The economic system in Islam | = | = |
| 12 | 2 | = | Second: The moral system in Islam | = | = |
| 13 | 2 | = | Fourth: The system of government | = | = |
| 14 | 2 | = | System: worship | = | = |
| 15 | 2 | = | Islamic civilization | = | = |

55. Course Evaluation

Term Tests/ 30% Quizzes/10% Final Exam/60%

56. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | madkhal lidirasat alfikr al'iislami/ du. khalid eamir eubayd |
| Main references (source) | Choosing modern, detailed educational books |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | Websites related to academic courses |

Course Description

| | |
|---|--|
| 57. Course Name: | |
| Hadiths of faith | |
| 58. Course Code: | |
| | |
| 59. Semester / Year: | |
| | |
| 60. Description Preparation Date: | |
| | |
| 61. Available Attendance Forms: | |
| | |
| 62. Number of Credit Hours (Total) / Number of Units (Total) | |
| | |
| 63. Course administrator's name (mention all, if more than one name) | |
| Name: Dr. Mohammed Musdif Ther Email: mohammed.ther@uoanbar.edu.iq | |
| 64. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Introducing the student to the meaning of the science of belief and relationship between it and the Sunnah. • Knowing the benefits and importance of hadith in relation to faith. • Introducing students to the concept of hadiths of faith. • Knowledge of the Prophetic approach in presenting the Islamic faith. • Understanding the basic concepts of the hadiths of faith course. |
| 65. Teaching and Learning Strategies | |

| | |
|-----------------|--|
| Strategy | 1-Method of discussion and problem solving. 2- Teaching methods include the use of the blackboard or a drawing board. 3- Encouraging students to self-learn. |
|-----------------|--|

66. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|-------------------------|-------------------|
| 1 | 3 | According to the course | The relationship between the Noble Hadith and Islamic beliefs | Presentation discussion | Written exam |
| 2 | 3 | According to the course | The noble hadiths contained in the effect of belief in building human personality | Presentation discussion | Written exam |
| 3 | 3 | According to the Course | The importance of deriving beliefs from the noble hadiths | Presentation discussion | Written exam |
| 4 | 3 | According to the Course | The noble prophetic hadiths contained in knowing God Almighty | Presentation discussion | Written exam |
| 5 | 3 | According to the Course | Noble hadiths containing evidence of the existence of God Almighty | Presentation discussion | Written exam |
| 6 | 3 | According to the Course | Noble hadiths containing evidence (evidence of occurrence - evidence of order - evidence of duty) | Presentation discussion | Written exam |
| 7 | 3 | According to the Course | Hadiths contained in the monotheism of God Almighty | Presentation discussion | Written exam |
| 8 | 3 | According to the Course | Hadiths containing the attributes of God Almighty | Presentation discussion | Written exam |
| 9 | 3 | According to the Course | Hadiths contained in evidentiary attributes | Presentation discussion | Written exam |
| 10 | 3 | According to the Course | Hadiths containing negative qualities | Presentation discussion | Written exam |
| 11 | 3 | According to the Course | Hadiths contained in the word of God Almighty | Presentation discussion | Written exam |

| | | | | | |
|----|---|-------------------------|--|-------------------------|--------------|
| 12 | 3 | According to the Course | Hadiths about seeing God Almighty or not | Presentation discussion | Written exam |
| 13 | 3 | According to the Course | Hadiths contained in divine justice | Presentation discussion | Written exam |
| 14 | 3 | According to the Course | Hadiths about divine kindness | Presentation discussion | Written exam |
| 15 | 3 | According to the course | Hadiths contained in destiny and destiny | Presentation discussion | Written exam |

67. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

- a. (40) marks on the monthly and oral exam with daily preparation
- b. (60) marks on the final written exam

68. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Collecting a subject according to vocabulary by the subject teacher |
| Main references (source) | Al-Jami' al-Sahih fi Hadiths about the Creed. Author: Mustafa Bahu |
| Recommended books and references (scientific journals, reports...) | Hadiths of faith in the two Sahih. Ahmed Turki Al-Mutairi. |
| Electronic references, websites. | Comprehensive library |

Course Description

| | |
|--|---|
| 1. Course Name: | |
| Principles of Dawah, first course. | |
| 2. Course Code: | |
| nothing | |
| 3. Semester / Year: | |
| ٢٠٢٤-٢٠٢٣ Chapter one | |
| 4. Description Preparation Date: | |
| ٢٠٢٤ | |
| 5. Available Attendance Forms: | |
| My presence | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| hour٦. | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof Dr Mohammed.Salman. Dawoud Email: Mohammed.Salman@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | The course aims to introduce students to the fundamentals of advocacy, which includes the subject of advocacy that is introduced and taught to students and to explain the most important issues related to its studies, which includes the correct conditions to support the call. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> • Giving the lecture. • Guidance. |

- Interventions

10. Course Structure

| | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|--|---------------|----------------------------|--|------------------------|---|
| | Written tests | Presentatio and discussion | <ul style="list-style-type: none"> - Defining the origin of the call, its origin, virtue, importance and fruit - The ruling on calling people to God Almighty - The transmission evidence and its significance. - Deduced mental evidence. - The obligation of the call and an explanation of its provisions - Suspicions about the call - Responding to suspicions. 8- Sources of the origins of advocacy <ul style="list-style-type: none"> - Characteristics of Islamic call - The subject of the call: Islam and its pillars - The preacher: his definition, status and characteristics - -The invited person: its definition and types - Dawah methods: <ul style="list-style-type: none"> - The style of wisdom and good advice. Lessons learned from the call. | Principles of advocacy | ١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥ |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

12. Learning and Teaching Resources

| | |
|---|--|
| Lectures on the principles of advocacy. | |
| Fundamentals of the Call, Abdul Karim Zidane. | |
| Introduction to the Science of Da'wah, Muhammad Abu al-Fath al-Bayanouni | |
| | |
| . | |

Course Description

| | |
|---|--|
| 1. Course Name: | |
| General principles of interpretation | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| Academic year 2023–2024 AD | |
| 4. Description Preparation Date: | |
| 9/17/2023 AD | |
| 5. Available Attendance Forms: | |
| Basic | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| (3 hours | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Muhammad Mutani Ahmed Khalaf Al-Dulaimi Email: :isl.mohammedm@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>For the student to become familiar with the basic sciences that introduce him to the Holy Qur'an and its virtues and characteristics.</p> <p>To become acquainted with the knowledge and sciences that make him realize the greatness and status of the Holy Qur'an.</p> <p>That the student is familiar with the interpretive principles that help him understand the Qur'an and act on it according to a sound approach.</p> |

9. Teaching and Learning Strategies

| | |
|-----------------|---|
| Strategy | <p>1- Introducing the student to the importance of interpretation</p> <p>2- That the student knows how to study the basic principles of the science of interpretation, and apply those sciences to the Qur'anic text.</p> <p>3- That the student understands the foundations and controls that each interpreter bases his interpretation on the sciences of interpretation, and how he can apply them to him.</p> |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|--|--|--|--|--|--|
| 1 3 Study paragraph according to the curriculum decisions. introductory to the science of interpretation. Recitation and discussion through examination, participation and commitment. | 1 3 Study paragraph according to the curriculum decisions. introductory to the science of interpretation. Recitation and discussion through examination, participation and commitment. | 1 3 Study paragraph according to the curriculum decisions. introductory to the science of interpretation. Recitation and discussion through examination, participation and commitment. | 1 3 Study paragraph according to the curriculum decisions. introductory to the science of interpretation. Recitation and discussion through examination, participation and commitment. | 1 3 Study paragraph according to the curriculum decisions. introductory to the science of interpretation. Recitation and discussion through examination, participation and commitment. | 1 3 Study paragraph according to the curriculum decisions. introductory to the science of interpretation. Recitation and discussion through examination, participation and commitment. |
| 2 3 = concept interpretation and definition. | 2 3 = concept interpretation and definition. | 2 3 = concept interpretation and definition. | 2 3 = concept interpretation and definition. | 2 3 = concept interpretation and definition. | 2 3 = concept interpretation and definition. |
| 3 3 = concept ta'wil, definition, and meaning ta'wil in Qur'an = | 3 3 = concept ta'wil, definition, and meaning ta'wil in Qur'an = | 3 3 = concept ta'wil, definition, and meaning ta'wil in Qur'an = | 3 3 = concept ta'wil, definition, and meaning ta'wil in Qur'an = | 3 3 = concept ta'wil, definition, and meaning ta'wil in Qur'an = | 3 3 = concept ta'wil, definition, and meaning ta'wil in Qur'an = |

| | | | | | |
|---|---|---|---|---|---|
| by the Qu == | by the Qu == | by the Qu == | by the Qu == | by the Qu == | by the Qu == |
| 14 3 Methods interpretin the Qu according the Qur'a = | 14 3 Methods interpretin the Qu according the Qur'a = | 14 3 Methods interpretin the Qu according the Qur'a = | 14 3 Methods interpretin the Qu according the Qur'a = | 14 3 Methods interpretin the Qu according the Qur'a = | 14 3 Methods interpretin the Qu according the Qur'a = |
| 15 3 Interpretat of the Qu according the Sunna = | 15 3 Interpretat of the Qu according the Sunna = | 15 3 Interpretat of the Qu according the Sunna = | 15 3 Interpretat of the Qu according the Sunna = | 15 3 Interpretat of the Qu according the Sunna = | 15 3 Interpretat of the Qu according the Sunna = |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.
Written tests and observation.

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (source) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | |

Course Description

| | |
|--|--|
| 1. Course Name: | |
| The crimes of the Baath regime in Iraq | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| Academic year 2023–2024 AD | |
| 4. Description Preparation Date: | |
| 10/31/2023 AD | |
| 5. Available Attendance Forms: | |
| Basic | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| (2) hours | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Hadi Obaid Hassan Email: hadi.abeed@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none">• Identifying the crimes of the Baath Party• Analysis and study of what really happened in our country• Identifying the Baath crime that expanded life's aspects• Focus on the position of the Divine Court of Justice on the Day of Resurrection when the books, every major and small one, will appear.• Contemplate with an informed mind and heart what happened |

to our death in order to prevent it from happening again

9. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | <p>- Knowledge and understanding:</p> <ol style="list-style-type: none"> 1- That the student learns about these crimes. 2- That the student understands the importance of what happened in Iraq at that time. 3- That the student learns about the injustice and oppression that happened in Iraq. 4- That the student understands his duties through the experience. <p>1- The student should be able to distinguish right from wrong</p> |
|-----------------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|--|--|--|--|--|--|
| 1 2 refer to in previous and each according to the content of Baath crimes according to the Criminal Court Law 2005. Publication Discussion Written test | 1 2 refer to in previous and each according to the content of Baath crimes according to the Criminal Court Law 2005. Publication Discussion Written test | 1 2 refer to in previous and each according to the content of Baath crimes according to the Criminal Court Law 2005. Publication Discussion Written test | 1 2 refer to in previous and each according to the content of Baath crimes according to the Criminal Court Law 2005. Publication Discussion Written test | 1 2 refer to in previous and each according to the content of Baath crimes according to the Criminal Court Law 2005. Publication Discussion Written test | 1 2 refer to in previous and each according to the content of Baath crimes according to the Criminal Court Law 2005. Publication Discussion Written test |
| 2 2 = concept crimes their types presentation discussion written test | 2 2 = concept crimes their types presentation discussion written test | 2 2 = concept crimes their types presentation discussion written test | 2 2 = concept crimes their types presentation discussion written test | 2 2 = concept crimes their types presentation discussion written test | 2 2 = concept crimes their types presentation discussion written test |
| 3 2 Definition of the criminal language | 3 2 Definition of the criminal language | 3 2 Definition of the criminal language | 3 2 Definition of the criminal language | 3 2 Definition of the criminal language | 3 2 Definition of the criminal language |

| | | | | | |
|--|--|--|--|--|--|
| of soci Publicatio Discussio Written te | of soci Publicatio Discussio Written te | of soci Publicatio Discussio Written te | of soci Publicatio Discussio Written te | of soci Publicatio Discussio Written te | of soci Publicatio Discussio Written te |
| 13 2 = Baathist regime's position religion. Publicatio Discussio Written te | 13 2 = Baathist regime's position religion. Publicatio Discussio Written te | 13 2 = Baathist regime's position religion. Publicatio Discussio Written te | 13 2 = Baathist regime's position religion. Publicatio Discussio Written te | 13 2 = Baathist regime's position religion. Publicatio Discussio Written te | 13 2 = Baathist regime's position religion. Publicatio Discussio Written te |
| 14 2 Violations Iraqi laws | 14 2 Violations Iraqi laws | 14 2 Violations Iraqi laws | 14 2 Violations Iraqi laws | 14 2 Violations Iraqi laws | 14 2 Violations Iraqi laws |
| Deliveran Discussio Written te | Deliveran Discussio Written te | Deliveran Discussio Written te | Deliveran Discussio Written te | Deliveran Discussio Written te | Deliveran Discussio Written te |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.
Written tests and observation.

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books, if any) | The crimes of the Baath regim in Iraq A course for all public a private universities from t Ministry of Higher Educati and Scientific Induction |
| Main references (source) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | |

Course Description

| | |
|---|---|
| 69. Course Name: | |
| Computers – Microsoft Office Word 2010 | |
| 70. Course Code: | |
| Computer basics and office applications book, part two, number of pages (192) | |
| 71. Semester / Year: | |
| 2023–2024 | |
| 72. Description Preparation Date: | |
| 1/9/2023 | |
| 73. Available Attendance Forms: | |
| Second stage students | |
| 74. Number of Credit Hours (Total) / Number of Units (Total) | |
| (2) hours per week | |
| 75. Course administrator's name (mention all, if more than one name) | |
| Name: Abd Abraham Mosslah Email: isl.abide@uoanbar.edu.iq | |
| 76. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • The learning outcomes of the main course should consistent with the course's mission, objectives and outcomes • What is expected from the course: to learn about student's future work options, which helps determine purposes served by each individual output. through • The student's familiarity with the computer and its uses • The ability to use practical research • The ability to use the Internet in the scientific process |
| 77. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none"> 1. Teaching and learning methods: lecturing method 2. Guidance 3. Interventions |

4. Use of computers and data displays

5. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|---|-------------------------|------------------------------|
| ١ | ٢ | Computer curriculum for the first stage | Introduction to Microsoft Office Word | Presentation discussion | Oral exams, scientific tests |
| ٢ | ٢ | Computer curriculum for the first stage | Identify the word process "Word" in Microsoft Office 2010, run it, and close it | Presentation discussion | Oral exams, scientific tests |
| ٣ | ٢ | Computer curriculum for the first stage | File handling | Presentation discussion | Oral exams, scientific tests |
| ٤ | ٢ | Computer curriculum for the first stage | Navigate the document | Presentation discussion | Oral exams, scientific tests |
| ٥ | ٢ | Computer curriculum for the first stage | File tab, Home tab | Presentation discussion | Oral exams, scientific tests |
| ٦ | ٢ | Computer curriculum for the first stage | Insert tab, Page layout tab, References tab | Presentation discussion | Oral exams, scientific tests |
| ٧ | ٢ | Computer curriculum for the first stage | Review tab, View tab | Presentation discussion | Oral exams, scientific tests |
| ٨ | ٢ | Computer curriculum for the first stage | First month exam | Presentation discussion | Oral exams, scientific tests |
| ٩ | ٢ | Computer curriculum for the first stage | Introduction to Microsoft PowerPoint 2010 - User Interface | Presentation discussion | Oral exams, scientific tests |
| ١٠ | ٢ | Computer curriculum for the first stage | Slide setup | Presentation discussion | Oral exams, scientific tests |
| ١١ | ٢ | Computer curriculum for the first stage | Animating objects on the slide Animation Custom | Presentation discussion | Oral exams, scientific tests |
| ١٢ | ٢ | Computer curriculum for the first stage | File storage formats | Presentation discussion | Oral exams, scientific tests |
| ١٣ | ٢ | Computer curriculum for the first stage | Prepare a multi-slide project | Presentation discussion | Oral exams, scientific tests |
| ١٤ | ٢ | Computer | Preparing an Interactive | Presentation | Oral exams, |

| | | | | | |
|----|---|---|--------------------------------|------------|------------------|
| | | curriculum for the first stage | Presentation Show Int - Review | discussion | scientific tests |
| ١٥ | ٢ | Computer curriculum for the first stage | Second month exam | | |
| | | | | | |

6. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

7. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Computer Basics and Office Application Book, Part two, Number of Pages (192) |
| Main references (source) | Computer Basics and Office Application Book, Part two, Number of Pages (192) |
| Recommended books and references (scientific journals, reports...) | Microsoft Office Word book |
| Electronic references, websites. | Al Noor Library |

Course Description

| 1. Course Name: | | | | | |
|---|-------|--|--|---------------------|-------------------|
| Islamic faith/theism | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: | | | | | |
| One /2023–2024 | | | | | |
| 4. Description Preparation Date: | | | | | |
| 28/3/2024 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| Attendance in classrooms | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| Three hours a week / total number of hours 45 hours / number of units three | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: prof. Dr. Ahmed Abdel Razzaq Khalaf | | | | | |
| Email: :ahmed.abdulrazzaq@uoaanbar.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | <ul style="list-style-type: none"> • Teaching the correct doctrin • Rejecting differences and fanaticism | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | <ul style="list-style-type: none"> - Presentation - Discussion - Self-regulated learning. - Cooperative learning | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 3 | For the studie | Terms relate to doctrine | Lectures scientific | Written tests |

| | | | | | |
|--|--|--------------------------------------|---|-----------------------------------|--|
| | | become fam with the Isla faith | theology Pillars of the Islamic faith Evidence of the existenc Lectures and scientific discussions within lectures of God Almighty Evidence of occurrence Evidence of obligation Care and Invention Guide Ethical guid Existential evidence the names o Allah Negative tra Attributes o meanings Moral qualities Gain theory Fate and destiny | discussions within lectures | |
|--|--|--------------------------------------|---|-----------------------------------|--|

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. Daily preparation 5 marks / daily exam 5 marks / monthly exams 30 marks, total pursuit score 40 marks / final exam 60 marks / so the total becomes 100 marks

12. Learning and Teaching Resources

| | |
|--|-------------------------------------|
| Required textbooks (curricular books, if any) | The Islamic faith and its doctrines |
|--|-------------------------------------|

| | |
|---|---|
| | Professor Dr. Qahtan Abdul Rahman |
| Main references (source) | Explanation of objectives by Al-Taftaza / Explanation of positions by Al-Iji |
| Recommended books and references (scientific journals, reports...) | Islamic Faith / Saeed Al-Khan |
| Electronic references, websites. | All sites related to faith |

Course Description

| | |
|--|---|
| 1. Course Name: | |
| Logic (Principles and purposes of logic) | |
| 2. Course Code: | |
| 3. Semester / Year: | |
| First Course (2023–2024) | |
| 4. Description Preparation Date: | |
| 1/9/2023 | |
| 5. Available Attendance Forms: | |
| In-person education | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 30 hours | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. Prof. Dr. Mohammed Mohsin Radhi Email: mohammed.mohsin@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> . Introducing the student to the meaning of logic linguistically and idiomatically. a. Introducing the student to the meaning of visualization and its divisions. b. Introducing the student to the meaning of attestation and its divisions. c. Introducing the student to the meaning of significance and its divisions. d. Introducing the student to the meaning of the singular and the compound, the whole and the part, and the total and the partial. |

| | |
|--|---|
| | <p>e. Introducing the student to the meaning of the five colleges.</p> <p>f. Introducing the student to the meaning of the identifier and its conditions.</p> |
|--|---|

9. Teaching and Learning Strategies

| | |
|-----------------|---|
| Strategy | <ul style="list-style-type: none"> • All types of teaching methods: lecture, inductive, standard. • Slide show (Power Point) • Questions. • Encouraging the student to make interventions • Assignments and student participation. • Mind maps. |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|---------------------------------|----------------------------|
| 31. | 2 | What the course included | A historical overview of logic and the ruling on working with it | lecture Student participation | Participate in the lecture |
| 32. | 2 | What the course included | Definition of logic, its subject and its benefit | lecture Student participation | Participate in the lecture |
| 33. | 2 | What the course included | Definition of visualization and its divisions | Inductive Student participation | quiz |
| 34. | 2 | What the course included | Definition of attestation and its sections | Inductive Student participation | Participate in the lecture |
| 35. | 2 | What the course included | The significance and an explanation of its divisions in general | Standard Student participation | quiz |
| 36. | 2 | What the course included | Situational verbal semantics and its sections | lecture Student participation | Participate in the lecture |
| 37. | 2 | What the course included | Immanence and its parts | lecture Student participation | quiz |
| 38. | 2 | What the course included | Words: Definition of the singular and its categories | lecture Student participation | quiz |
| 39. | 2 | What the course included | Terms: Definition of the compound and its divisions | lecture Student participation | Participate in the lecture |
| 40. | 2 | What the course included | Words: sections of a noun considering the union of its meaning and its plurality | lecture Student participation | quiz |
| 41. | 2 | What the course included | Words: parts of a noun considering its meaning | lecture Student participation | Participate in the lecture |
| 42. | 2 | What the course included | The principles of the five universal perceptions: sex and gender | lecture Student participation | Participate in the lecture |

| | | | | | |
|------------|---|---------------------------------|---|-------------------------------|----------------------------|
| 43. | 2 | What the course included | The principles of the five universal concepts: separation, specificity, and general presentation | lecture Student participation | quiz |
| 44. | 2 | What the course included | Objectives of perceptions (The meaning of the identifier and its sections) | lecture Student participation | Participate in the lecture |
| 45. | 2 | What the course included | Objectives of perceptions (ID terms) | lecture Student participation | quiz |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

Quest: 40 degrees and includes:

First month exam: 15, daily: 5 (preparation, daily tests, and assignments).

Second month exam: 15, daily: 5 (preparation, daily tests, and assignments).

Final exam: 60 marks.

46. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Logic science by Professor Dr. Muhammad Ramadan Abdullah |
| Main references (source) | 1- The text of the ladder in logic and its explanations. 2- The touchstone of consideration, Imam Al-Ghazali. |
| Recommended books and references (scientific journals, reports...) | Controls of Knowledge Abdul Rahman Hassan Habanka Al-Maidani. |
| Electronic references, websites. | A course in logic to benefit from while studying: https://youtu.be/bGneC6rHV30?si=23Q9wkTNUJ6obM7M |

Course Description

| | | |
|--------------------------|---|---|
| 11. | Course Name: | |
| | | Islamic systems |
| 12. | Course Code: | |
| 13. | Semester / Year: | |
| | | first semester 2023-2024 |
| 14. | Description Preparation Date: | |
| | | ٢٠٢٣/١٠/٠١ |
| 15. | Available Attendance Forms: | |
| | | In-person courses |
| 16. | Number of Credit Hours (Total) / Number of Units (Total) | |
| | | 30 hours |
| 17. | Course administrator's name (mention all, if more than one name) | |
| | | Name: Hussein Ali Abdullah Email: hussein.aziz@uoanbar.edu.iq |
| 18. | Course Objectives | |
| Course Objectives | Introduction to Islamic systems compared to secular systems, and an explanation of the extent to which communities need Islamic systems. It also discusses the most important general characteristics that distinguish these systems, as well as addressing a range of Islamic systems such as the judicial and educational systems, and the political system in Islam. | |
| 19. | Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> • Lecture and Discussion | |

- Written exams
- Reports
- Self-learning

20. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|-----------------------|--------------------------------|
| 1 | 2 | | Concept of systems linguistically & technically - Types of systems | Lecture Discussion | Q & A Quizzes Discussion |
| 2 | 2 | | Islamic Systems - Their importance & Sources | | |
| 3 | 2 | | General features of Islamic systems - Islamic Systems: Intellect & Thought | | |
| 4 | 2 | | Devotional System & its Philosophy | | |
| 5 | 2 | | Foundations of Governance in Islam | | |
| 6 | 2 | | Imamate & Caliphate: Attributes of the Caliph | | |
| 7 | | | <u>Review & Exam</u> | | |
| 8 | 2 | | Administrative Systems – Governors | | |
| 9 | 2 | | Sensory Diwans - Ministry | | |
| 10 | 2 | | Judicial System: Its Etiquette & Independence | | |
| 11 | 2 | | Judicial System: Its Principles and Evidence | | |
| 12 | 2 | | Financial System and Its Importance | | |
| 13 | 2 | | Lands and Their Divisions | | |
| 14 | 2 | | Obligatory and Recommended Taxes | | |
| 15 | 2 | | Educational System in Islam | | |
| 16 | 2 | | <u>Exam</u> | | |

21. Course Evaluation

-Reports: 10, Quizzes: 30, final exam: 60

22. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | -Islamic Systems, Dr. Jawad Mohammad Al-Taraihi, and others. |
| Main references (source) | - Islamic Systems, Dr. Munir Al-Bayati. |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | |

Course Description

| |
|---|
| 23. Course Name: |
| Abrahamic religions – Judaism and Christianity |
| 24. Course Code: |
| |
| 25. Semester / Year: |
| Second semester 2023-2024 |
| 26. Description Preparation Date: |
| ٢٠٢٤/٠٢/٠١ |
| 27. Available Attendance Forms: |
| In-person courses |
| 28. Number of Credit Hours (Total) / Number of Units (Total) |
| 30 hours |
| 29. Course administrator's name (mention all, if more than one name) |
| Name: Hussein Ali Abdullah |
| Email: hussein.aziz@uoanbar.edu.iq |

30. Course Objectives

| | |
|--------------------------|--|
| Course Objectives | <ul style="list-style-type: none"> ● Introduction to the Abrahamic religions of Judaism and Christianity, their beliefs, rituals, sacred texts, and holidays. |
|--------------------------|--|

31. Teaching and Learning Strategies

| | |
|-----------------|---|
| Strategy | <ul style="list-style-type: none"> ● Lecture and Discussion ● Written exams ● Reports ● Self-learning |
|-----------------|---|

32. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|----------------------|-----------------|-------------------|
| | | | | | |

33. Course Evaluation

-Reports: 10, Quizzes: 30, final exam: 60

34. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | -History of Judaism and Christianity / Dr. Saadoun Al-Samouk, Dr. Rashdi Alian. |
| Main references (source) | - Comparative Religion / Dr. Ahmed Shalabi. -Comparative Religion / Dr. Mohammed Ahmed Al-Khatib. |
| Recommended books and references (scientific journals, reports...) | |

Electronic references,
websites.

Course Description

35. Course Name: Arabic rhetoric

36. Course Code: The science of rhetoric and the science of Budaiya

37. Semester / Year: the second ٢٠٢٤

38. Description Preparation Date: ٢٠٢٤

39. Available Attendance Forms: My presence is essential

40. Number of Credit Hours (Total) / Number of Units (Total) 30 hours

41. Course administrator's name (mention all, if more than one name)

Name: . Dr. yousif ibrahim moad

Email: yousif.ibrahim@uoanbar.edu.iq

42. Course Objectives

Course Objectives

Introducing the student to the meaning of

semantics and systems in language and

terminology

Introducing the student to the meaning of advance
delay through Qur'anic evidence

Introducing the student to the origins of Al-B
according to Ibn Al-Mu'tazz

43. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | <p>1- Introducing the student to the meaning of rhetoric language and terminology and explaining its sections</p> <p>٢_ Introduce the student to the difference between metaphor and metonymy</p> <p>٣_ Introducing the student to the upbringing of Al-Ba according to Ibn Al-Mu'tazz</p> |
|-----------------|--|

44. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|--------------------------|-------------------|
| ١ | ٣ | According to course | The origins of science of rhet and the explanat of its divisions | Presentati - discussi | Writte exam |
| ٢ | ٣ | According to Course | Simile and types | Presentati - discussi | Writte exam |
| ٣ | ٣ | According to course | Metaphor and pillars | Presentati - discussi | Writte exam |
| ٤ | ٣ | According to course | The metaphor its sections | Presentati - discussi | Writte exam |
| ٥ | ٣ | According to course | Relationships of transmitted metaphor | Presentati - discussi | Writte exam |
| ٦ | ٣ | According to course | Mental metap relationships | Presentati - discussi | Writte exam |
| ٧ | ٣ | According to Course | Metonymy and sections | Presentati - discussi | Writte exam |
| | | According to | Redundancy equality are t | Presentati | Writte exam |

| | | | | | |
|----|---|---------------------|----------------------------------|---------------------------|--------------------------|
| ٨ | ٣ | course | concepts | - discussio | Writte |
| ٩ | ٣ | According to Course | Places of separa and conjunction | Presentati - discussio | exam Writte exam |
| ١٠ | ٣ | According to Course | Badi, its cond and origin | Presentati - discussio | Writte exam Writte |
| ١١ | ٣ | According to course | Verbal enhancers | Presentati - discussio | exam Writte exam |
| ١٢ | ٣ | According to course | Alliteration, concept and type | Presentati - discussio | Writte exam Writte |
| ١٣ | ٣ | | | | |
| ١٤ | ٣ | According to course | muhsinat almaenawia | Presentati - discussio | exam Writte exam |
| ١٥ | ٣ | According to course | altibaq | Presentati | |

45. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

A. (40) marks on the monthly and oral exam with daily preparation

B. (60) marks on the final written exam

46. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Collecting a subject according to vocabul by the subject teacher |
| Main references (source) | The clear eloquence of Ali Al-Jarim |
| Recommended books and references (scientific journals, reports...) | Rhetoric and application Ahmed is require |
| Electronic references, websites. | Comprehensive library |

Course description

| | |
|--|---------------------------------|
| 1. Course Name | |
| English | |
| 2. Course Code | |
| The second stage | |
| 3. Semester/year | |
| Second course / 2024 | |
| 4. The date this description was prepared | |
| 10/1/2024 | |
| 5. Available attendance forms | |
| In presence | |
| 6. Number of study hours (total)\number of units (total) | |
| 2 hours per week | |
| 7. Name of the course administrator (if more than one name is mentioned) | |
| Name: Idris Samir Deli Email: idrees.sameer@uoanbar.edu.iq | |
| 8. Course objectives | |
| <ul style="list-style-type: none"> The course aims to teach non-major university students how to communicate using English as a foreign language at the college level Focus on reading and writing skills, in addition to training them on how to write correct sentences by teaching them grammar | Objectives of the study subject |
| 9. Teaching and learning strategies | |
| <ol style="list-style-type: none"> 1- Method of presentation, interrogation and discussion 2- Use some relevant explanations 3- Require and teach students to write a report and search for the meanings of words | The strategy |

4- An application for each topic with examples and dialogues between students

10- Course structure

| Evaluation method | Teaching method | Unit name/Course or topic | Required learning outcomes | hours | the week |
|--------------------------|------------------------------|--|--|--------------|-----------------|
| Written and daily tests | Explanation- examples | Part of speech - present- people communications- social expression | Knowledge of English grammar Knowing the components of a sentence, how to connect them, and speaking in English | 2 | 1 |
| Written and daily tests | Explanation- examples | Past – future - questions – beautiful country – daily life- conversation | Referred to | 2 | 2 |
| Written and daily tests | Explanation- examples | Present (simple- continuous – perfect) Irregular verb - adjective | Referred to | 2 | 3 |
| Written and daily tests | Explanation- examples | Negative – time expression | Referred to | 2 | 4 |
| Written and daily tests | Explanation- examples | Quantity -shopping - buying things - price and shopping-money | Referred to | 2 | 5 |
| Written and daily tests | Explanation- | Future - hot verbs - feeling | Referred to | 2 | 6 |

| | | | | | |
|-------------------------|-------------------------------|--|-------------|---|----|
| | examples | | | | |
| Written and daily tests | Explanati on- examples | What's like – talking about cities – directions – | Referred to | 2 | 7 |
| Written and daily tests | Explanati on- examples | Comparative and superlative adjectives | Referred to | 2 | 8 |
| Written and daily tests | Explanati on- examples | Fame -Present perfect and past simple -for and since - short answer - music - adverb | Referred to | 2 | 9 |
| Written and daily tests | Explanati on- examples | Do and don't -Modal verbs - jobs -the doctor - types of verbs | Referred to | 2 | 10 |

10. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

11. Learning and teaching resources

| | |
|---|--|
| New Headway plus pre- -١ intermediate for student New Headway plus pre- -٢ intermediate workbook | Required prescribed books (Methodology, if any) |
| | Main references (sources) |
| The book of the Prophet's biography in English | Books and referencesaRecommended items (scientific journals, reports...) |
| | Electronic references, websites |

Course Description

| | |
|---|---|
| 47. Course Name: | |
| Syntax/second stage/morning | |
| 48. Course Code: | |
| | |
| 49. Semester / Year: | |
| ٢٠٢٣-٢٠٢٤, second course | |
| 50. Description Preparation Date: | |
| ٢٨/٣/٢٠٢٤ | |
| 51. Available Attendance Forms: | |
| Basic | |
| 52. Number of Credit Hours (Total) / Number of Units (Total) | |
| 3 hours / 15 units | |
| 53. Course administrator's name (mention all, if more than one name) | |
| Name: ENAD MUKHLEF MUHABBAS Email enad.mukhleef@uoanbar.edu.iq | |
| 54. Course Objectives | |
| Course Objectives | <p>The course aims for the student to learn the foundations of Arabic grammar and its branches, which will help him properly understand Arabic texts and the way Arabs speak them. In service to the Book of God and the Sunnah of His Prophet (may God bless him and grant him peace) and assimilating the legal works and scientific treatises, which contribute to preparing a generation connected to Islamic and Arab culture and not alienated from it, among the most important objectives of the course are also:</p> <p>1- Identify the basic purpose of learning grammar.</p> <p>2- Striving to consolidate the pillars of this</p> |

language and develop the linguistic sense.
3- Knowing the structure of the topics required in the grammar course.

55. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | <p>1 - Creating a theoretical background through explanations, example questions and answers.</p> <p>2 - Discussion in the hall and allowing students to express their opinions and suggestions.</p> <p>3 - Providing students with exercises inside the hall and encouraging them to ask questions and answers.</p> <p>4- Providing students with home exercises and discussing mistakes and weaknesses for each topic until the best result is reached collectively.</p> <p>5- Identifying the student's future work options, and how to put what he has learned from the course to practical use in understanding and teaching Arabic texts and producing research that contributes to serving the Sharia sciences.</p> |
|-----------------|--|

56. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|---------------------------------------|-------------------|
| 1 | 3 | Syntax | The letters that are similar to the verb (inna and its sisters) | Public speaking and discussion | written tests |
| 2 | 3 | Syntax | Break the hamza (in) and open it | Public speaking and discussion | written tests |
| 3 | 3 | Syntax | Reducing (Inna) and her sisters. | Public speaking and discussion | written tests |
| 4 | 3 | Syntax | The L of the beginning and the pronoun of the subject. | Public speaking and discussion | written tests |
| 5 | 3 | Syntax | (No) which denies gender. | Public speaking and discussion | written tests |
| 6 | 3 | Syntax | Sequel does not have to deny sex. | Public speaking and discussion | written tests |
| 7 | 3 | Syntax | Testing for the first month. | Public speaking and discussion | written tests |
| 8 | 3 | Syntax | (Think) and her sisters. | Public speaking and discussion | written tests |
| 9 | 3 | Syntax | Actions of hearts and preponderance. | Public speaking and discussion | written tests |
| 10 | 3 | Syntax | Suspension and cancellation. | Public speaking and discussion | written tests |
| 11 | 3 | Syntax | know and see. | Public speaking and discussion | written tests |

| | | | | | |
|----|---|---------------|---|---------------------------------------|----------------------|
| 12 | 3 | Syntax | Second month test. | Public speaking and discussion | written tests |
| ١٣ | ٣ | Syntax | the subject. | Public speaking and discussion | written tests |
| ١٤ | ٣ | Syntax | The representative of the actor. | Public speaking and discussion | written tests |
| ١٥ | ٣ | Syntax | Exercises based on what was previously studied. | Public speaking and discussion | written tests |

57. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

58. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | * Explanation of Ibn Aqeel on Alfiyyah Ibn Malik |
| Main references (source) | *Explanation of on Kafiah *Synax meanings *Arabic syntax |
| Recommended books and references (scientific journals, reports...) | *Basic grammar |
| Electronic references, websites. | |

Course Description

| | |
|--|--|
| 59. Course Name: | Computer |
| 60. Course Code: | |
| 61. Semester / Year: | The second semester / second stage / morning study |
| 62. Description Preparation Date: | 1/10/2023 |
| 63. Available Attendance Forms: | Theoretical lecture - practical application in the computer laboratory |
| 64. Number of Credit Hours (Total) / Number of Units (Total) | |

30

65. Course administrator's name (mention all, if more than one name)

Name: nadia mohammed fahad
Email: nadia.fahad@uoanbar.edu.iq

66. Course Objectives

| | |
|--------------------------|--|
| Course Objectives | The student will be familiar with the basics of using the program Microsoft office Excel 2010 and creating a workbook with useful information and application procedures such as the Excel interface – saving and closing – dealing with cells – keyboard shortcuts – using Excel features with mathematical and arithmetic equations. |
|--------------------------|--|

67. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | <ol style="list-style-type: none"> 1- Method of presentation, interrogation and discussion 2- Use some relevant examples of explanation 3- Requiring students and teaching them to write reports and research 4- An application for each topic in the laboratory |
|-----------------|--|

68. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|---|---|
| 1 | 2 | | <ul style="list-style-type: none"> • A brief overview of the electro spreadsheet program | Presentation discussion And practical application | Written examinations With laboratory |
| 2 | | | <ul style="list-style-type: none"> • MICROSOFT EXCEL - running program and getting to know Excel interface | | |
| 3 | | | <ul style="list-style-type: none"> • Basic tasks in Excel - File tab Home | | |
| 4 | | | <ul style="list-style-type: none"> • Insert tab - Tables - Illustration | | |
| 5 | | | <ul style="list-style-type: none"> • Filter group – text-symbols equations What is a hot cell? | | |
| 6 | | | <ul style="list-style-type: none"> • Working papers and workbook View tab | | |

| | | | | | |
|----|--|--|--|--|--|
| 7 | | | <ul style="list-style-type: none"> • Review tab | | |
| 8 | | | <ul style="list-style-type: none"> • What is an effective cell? | | |
| 9 | | | <ul style="list-style-type: none"> • Working papers and workbook | | |
| 10 | | | <ul style="list-style-type: none"> • Cell handling - | | |
| 11 | | | <ul style="list-style-type: none"> • Enter labels and values - Auto-populate data | | |
| 12 | | | <ul style="list-style-type: none"> • Auto-populate data | | |
| 13 | | | <ul style="list-style-type: none"> • Create application models | | |
| 14 | | | <ul style="list-style-type: none"> • Domain titles | | |
| 15 | | | <ul style="list-style-type: none"> • Methods of identifying cells | | |
| | | | <ul style="list-style-type: none"> • Insert rows and columns - Delete rows and columns- | | |
| | | | <ul style="list-style-type: none"> • Editing work papers and how to deal with them | | |

69. Course Evaluation

Distribution of the grade from 100 according to the tasks assigned to the student: semester from - 30, daily exam from 5 – lab application test from 5 - final from 60

70. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (source) | Computer basics and office applications - Part three – Microsoft office Excel 2010 |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | |

Course Description

| |
|---|
| 1. Course Name: |
| Memorizing the Holy Qur'an / Part Twenty-Nine |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| |

TWO /2023-2024

4. Description Preparation Date:

28/3/2024

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

Hours per week / total number of hours 30 hours / number of units / two units

7. Course administrator's name (mention all, if more than one name)

Name: prof. Dr. Ahmed Abdel Razzaq Khalaf

Email: :ahmed.abdulrazzaq@uoanbar.edu.iq

8. Course Objectives

Course Objectives

• Learn to read and memorize the Holy Quran

9. Teaching and Learning Strategies

Strategy

- Presentation - Discussion - Self-regulated learning.
- Cooperative learning

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---------------------------------------|--|---|-------------------|
| 1 | 3 | 1- To know how to read the Holy Quran | A lecture on the importance of memorizing the Holy Quran Learn about methods of careful memorization Learn the basics of | Lecture and scientific discussions with lecture | Written tests |

| | | | | |
|--|--|--|---------------------------------|--|
| | | | correct reading | |
| | | | Memorizing Surat Al-Mulk | |
| | | | Memorizing Surah N and the pen | |
| | | | Memorizing Surat Al-Haqq | |
| | | | Memorizing Surat Al-Ma'a | |
| | | | Memorizing Surat Nuh | |
| | | | Memorizing Surah Al-Jinn | |
| | | | Memorizing Surat Al-Muzzammil | |
| | | | Memorizing Surah Al-Muddaththir | |
| | | | Memorizing Surat Al-Qiyamah | |
| | | | Memorizing Surat Al-Insan | |
| | | | Memorizing Surah Al-Mursalat | |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. Daily preparation 5 marks / daily exam 5 marks / monthly exams 30 marks, total pursuit score 40 marks / final exam 60 marks / so the total becomes 100 marks

12. Learning and Teaching Resources

| | |
|---|----------------|
| Required textbooks (curricular books, if any) | The Holy Quran |
| Main references (source) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | |

Course description

| |
|---|
| Course name .١ |
| Biography of Ahl al-Bay |
| Course Code: |
| Biography of Ahl al-Bay |
| Semester year .٢ |
| Second Semester (2023-2024) Second Phase |
| Date of preparation |
| 1/2/2023 |
| Available Attendance Forms |
| In-person education |
| (Number of Credit Hours (Total) / Number of Units (Total |
| years .٣ |
| (Course administrator's name (mention all, if more than one name |
| Name : Dr. Abdullah Hanfash Hamad |
| abdulla.hanfash@uoanbar.edu.iq : |
| Course Objectives .٣ |

| | |
|---|-------------------|
| Introducing the student to the biography of Ahl al-Bayt and the personalities of Ahl al-Bayt through: 1- Introducing the student to the meaning of Ahl al-Bayt language and terminology. 2- Introducing the student to the meaning of the concept of home and what this term includes. 3- Introducing the student in the sense of links and ties between the Companions and the House 4- Introducing the student in the sense of our master Ali bin Abi Talib. 5- Defining the student in the sense of Fatima Al-Zahra Al-Batoul 6- Defining the student in the sense of our master Al-Hassan bin Ali 7- Defining the student in the sense of Al-Hussein bin Ali and his biography. 8- Introducing the student to the meaning of the rights of Ahl al-Bayt. 9- Introducing the student to the meaning of the companion. 10 – Ahl al-Bayt in the Qur'an and Sunnah | Course Objectives |
|---|-------------------|

Teaching and Learning Strategies

| | |
|---|----------|
| Teaching methods of all kinds: lecture, inductive, standard. Slideshow (PowerPoint) questions. Encourage student input assignments, and student participation. Mind maps. | Strategy |
|---|----------|

Course Structure .١٠ .٤

| Evaluation method | Learning method | Unit or subject name | Required Learning Outcomes | Hours | Week |
|------------------------------|-------------------------------|--|----------------------------|-------|------|
| Participation in the lecture | Lecture Student Engagement | Definition of the House in language and idiom | What the course included | 2 | .١ |
| Participation in the lecture | Lecture Student Engagement | | = | 2 | .١ |
| Daily test | Lecture Student Engagement | Links and connections between the Companions and the House | = | 2 | .٢ |
| Participation in the lecture | Lecture | Ahl al-Bayt in the Holy Quran | = | 2 | .٣ |

| | | | | | |
|-------------------------------------|--|---|----------|----------|------------|
| | Student Engagemen t | | | | |
| Daily test | Lecture Student Engagemen t | Ahl al-Bayt in the Sunnah of the Prophet | = | 2 | .٤ |
| Participation in the lecture | Lecture Student Engagemen t | Sayyidna Ali and Mrs. Fatima Zahra Al-Batool | = | 2 | .٥ |
| Daily test | Lecture Student Engagemen t | test | = | 2 | .٦ |
| Daily test | Lecture Student Engagemen t | We want the good between Ali | = | 2 | .٧ |
| Participation in the lecture | Lecture Student Engagemen t | Sayyidina Al-Hussein bin Ali | = | 2 | .٨ |
| Daily test | Lecture Student Engagemen t | What's the 'Mubahala | = | 2 | .٩ |
| Participation in the lecture | Lecture Student Engagemen t | What is the purification | = | 2 | .١٠ |
| Participation in the lecture | Lecture Student Engagemen t | The rights of Ahl al-Bayt and the duty of Muslims towards them | = | 2 | .١١ |

| | | | | | |
|------------------------------|-------------------------------|---|---|---|-----|
| Daily test | Lecture Student Engagement | Definition of companion language and terminology | = | 2 | .١٢ |
| Participation in the lecture | Lecture Student Engagement | The relationship between the companions and Ahl al-Bayt | = | 2 | .١٣ |
| Daily test | Lecture Student Engagement | teest | = | 2 | .١٤ |

٥. تقييم المقرر

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports... Pursuit: 40 degrees include: first month exam: 15, daily: 5 (preparation, daily tests, assignments). Second month exam: 15, daily: 5 (preparation, daily tests, assignments). Final exam: 60 marks.

Learning and Teaching Resourc

.٦

| | |
|--|---|
| The history of al-Tabari and the meadows of gold by al-Masoudi - the history of al-Yaqoubi | Required textbooks (methodology, if any) (|
| The Numanian lights of the Algerian - the guidance of Sheikh Al-Mufid | المراجع الرئيسية المصادر |
| The ultimate hope for the top - the upper series of Abu Nasr Al-Bukhari | Recommended supporting books and references (scientific journals, reports...) |
| Comprehensive Library & Internet | Electronic references, websites |

Course Description

| | |
|--|--|
| 71. Course Name: | |
| Developmental psychology | |
| 72. Course Code: | |
| Educational psychology/first stage | |
| 73. Semester / Year: | |
| 2023– 2024 First course | |
| 74. Description Preparation Date: | |
| 1\9\2023 | |
| 75. Available Attendance Forms: | |
| First stage students | |
| 76. Number of Credit Hours (Total) / Number of Units (Total) | |
| (3) hours per week | |
| 77. Course administrator's name (mention all, if more than one name) | |
| Name: Bahaa Hamid Abd Email: bahaa.hameed@uonabar.edu.iq | |
| 78. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Understanding the basic concepts the developmental psychology course • That the student is able to understand the reality of developmental psychology • The student should know the concept developmental psychology |
| 79. Teaching and Learning Strategies | |
| Strategy | 8. Teaching and learning methods: lecturing method 9. Guidance |

10. Interventions

80. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|---|-------------------------|------------------------------|
| ١ | ٢ | Computer curriculum for the first stage | The meaning and importance of psychology And his goals | Presentation discussion | Oral exams, scientific tests |
| ٢ | ٢ | Computer curriculum for the first stage | Characteristics of psychology | Presentation discussion | Oral exams, scientific tests |
| ٣ | ٢ | Computer curriculum for the first stage | Schools of psychology and their characteristics | Presentation discussion | Oral exams, scientific tests |
| ٤ | ٢ | Computer curriculum for the first stage | Branches of theoretical and applied psychology | Presentation discussion | Oral exams, scientific tests |
| ٥ | ٢ | Computer curriculum for the first stage | Behavior and factors affecting it | Presentation discussion | Oral exams, scientific tests |
| ٦ | ٢ | Computer curriculum for the first stage | Research methods in psychology and educational psychology | Presentation discussion | Oral exams, scientific tests |
| ٧ | ٢ | Computer curriculum for the first stage | First month exam | Presentation discussion | Oral exams, scientific tests |
| ٨ | ٢ | Computer curriculum for the first stage | Learning and teaching and their characteristics | Presentation discussion | Oral exams, scientific tests |
| ٩ | ٢ | Computer curriculum for the first stage | Attention and sensory perception | Presentation discussion | Oral exams, scientific tests |
| ١٠ | ٢ | Computer curriculum for the first stage | Types of attention External and internal | Presentation discussion | Oral exams, scientific tests |
| ١١ | ٢ | Computer curriculum for the first stage | Sensory perception | Presentation discussion | Oral exams, scientific tests |
| ١٢ | ٢ | Computer curriculum for the first stage | Factors affecting sensation and perception | Presentation discussion | Oral exams, scientific tests |
| ١٣ | ٢ | Computer curriculum for the first stage | Motivation in learning | Presentation discussion | Oral exams, scientific tests |
| ١٤ | ٢ | Computer | The foundations upon which | Presentation | Oral exams, |

| | | | | | |
|----|---|---|----------------------|------------|------------------|
| | | curriculum for the first stage | needs are determined | discussion | scientific tests |
| ١٥ | ٢ | Computer curriculum for the first stage | Second month exam | | |

81. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

82. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Educational psychology subject/Nav Muhammad Al-Salman |
| Main references (source) | Educational psychology subject/Nav Muhammad Al-Salman |
| Recommended books and references (scientific journals, reports...) | Websites |
| Electronic references, websites. | Al Noor Library |

Course Description

| | |
|--|--|
| 83. Course Name: | Logic (Logic issues and its rulings) |
| 84. Course Code: | |
| 85. Semester / Year: | second Course (2023-2024) |
| 86. Description Preparation Date: | 1/9/2023 |
| 87. Available Attendance Forms: | In-person education |
| 88. Number of Credit Hours (Total) / Number of Units (Total) | 30 hours |
| 89. Course administrator's name (mention all, if more than one name) | Name: Asst. Prof. Dr. Mohammed Mohsin Radhi Email: mohammed.mohsin@uoanbar.edu.iq |

90. Course Objectives

| | |
|--------------------------|---|
| Course Objectives | <ul style="list-style-type: none"> • Introducing the student to the meaning of the issue linguistically and idiomatically. • Introducing the student to the meaning of the surah and its sections. • Introducing the student to the meaning of the practical issue and its parts and divisions. • Introducing the student to the meaning of the conditional case and its parts and divisions. • Introducing the student to the meaning of contradiction, its conditions, coplanar inverse, and its results. • Introducing the student to the definition of measurement and its divisions in general. • Introducing the student to the meaning of convective conjugate measurement, its definition, parts, limits, forms, and types. • Introducing the student to the meaning of conditional conjunction analogy, its definition and parts. • Introducing the student to the meaning of exceptional measurement, its definition and types. • Introducing the student to the meaning of induction and representation. • Introducing the student to the meaning of demonstrative, dialectical, rhetorical, poetic, and sophistical analogy. |
|--------------------------|---|

91. Teaching and Learning Strategies

| | |
|-----------------|---|
| Strategy | <p>All types of teaching methods: lecture, inductive, standard.</p> <ul style="list-style-type: none"> • Slide show (Power Point) • questions. • Encouraging student input • Assignments and student participation. • Mind maps. |
|-----------------|---|

92. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|---------------------------------|----------------------------|
| 47. | 2 | What the course included | An introduction to introducing important terms from the previous course material | lecture Student participation | Participate in the lecture |
| 48. | 2 | What the course included | Definition of the issue and the surahs linguistically and idiomatically | lecture Student participation | Participate in the lecture |
| 49. | 2 | What the course included | The topical issue, its definition, parts, and divisions | Inductive Student participation | quiz |
| 50. | 2 | What the course included | The conditional case, its sections and parts | Standard Student participation | Participate in the lecture |
| 51. | 2 | What the course included | Definition of contradiction and its conditions | Standard Student participation | quiz |
| 52. | 2 | What the course included | Planar inverse and its results | lecture Student participation | Participate in the lecture |
| 53. | 2 | What the course included | Definition of measurement in language, terminology, and its sections in general | lecture Student participation | quiz |

| | | | | | |
|-----|---|--------------------------|--|-------------------------------|----------------------------|
| 54. | 2 | What the course included | Associative analogy, its definition and its sections in general | lecture Student participation | quiz |
| 55. | 2 | What the course included | Forms and types of convective conjugate measurement | lecture Student participation | Participate in the lecture |
| 56. | 2 | What the course included | Conditional conjunction, its definition and sections | lecture Student participation | quiz |
| 57. | 2 | What the course included | Exceptional measurement and its types | lecture Student participation | Participate in the lecture |
| 58. | 2 | What the course included | Definition of induction and its types & definition of representation and its pillars | lecture Student participation | Participate in the lecture |
| 59. | 2 | What the course included | Demonstrative analogy and its types | lecture Student participation | quiz |
| 60. | 2 | What the course included | Dialectical and rhetorical analogy | lecture Student participation | Participate in the lecture |
| 61. | 2 | What the course included | Poetic and sophistical analogy | lecture Student participation | quiz |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

Quest: 40 degrees and includes:

First month exam: 15, daily: 5 (preparation, daily tests, and assignments).

Second month exam: 15, daily: 5 (preparation, daily tests, and assignments).

Final exam: 60 marks.

62. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Logic science by Professor Dr. Muhammad Ramadan Abdullah |
| Main references (source) | 1- The text of the ladder in logic and its explanations. 2- The touchstone of consideration, Imam Al-Ghazali. |
| Recommended books and references (scientific journals, reports...) | Controls of Knowledge Abdul Rahman Hassan Habanka Al-Maidani. |
| Electronic references, websites. | A course in logic to benefit from while studying: https://youtu.be/bGneC6rHV30?si=23Q9wkTNUJ6obM7M |

Course Description

| | |
|-----------------|---|
| 93. | Course Name: Arabic rhetoric |
| 94. | Course Code: The science of meanings and the science of Budaiya |
| 95. | Semester / Year: the first ٢٠٢٤ / ٢٠٢٣ |
| 96. | Description Preparation Date: ٢٠٢٤ |
| 97. | Available Attendance Forms: My presence is essential |
| 98. | Number of Credit Hours (Total) / Number of Units (Total) 30 hours |
| 99. | Course administrator's name (mention all, if more than one name) Name: . Dr. yousif ibrahim moad Email: yousif.ibrahim@uoanbar.edu.iq |
| 100. | Course Objectives |
| | <p>Course Objectives</p> <p>Introducing the student to the meaning of semantics and systems in language and terminology</p> <p>Introducing the student to the meaning of advance delay through Qur'anic evidence</p> <p>Introducing the student to the origins of Al-B according to Ibn Al-Mu'tazz</p> |
| 101. | Teaching and Learning Strategies |
| Strategy | 1-Method of discussion and problem solving. |

- 2- Teaching methods include the use of the blackboard or drawing board.
 3- Encouraging students to self-learn.

102. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|---------------------------|-------------------|
| ١ | ٣ | According to t course | The emergence semantics systems theory | Presentati - discussio | Writte exam |
| ٢ | ٣ | According to t Course | Construction predicate exp their meaning multiply predicate | Presentati - discussio | Writte exam |
| ٣ | ٣ | According to t course | Establishment commands prohibitionS | Presentati - discussio | Writte exam |
| ٤ | ٣ | According to t course | Advance and de | Presentati - discussio | Writte exam |
| ٥ | ٣ | According to t course | Briefing, concept divisions | Presentati - discussio | Writte exam |
| ٦ | ٣ | According to t Course | The palace, concept divisions | Presentati - discussio | Writte exam |
| ٧ | ٣ | According to t course | Redundancy equality are t concepts | Presentati - discussio | Writte exam |
| ٨ | ٣ | According to t Course | Places separation conjunction | Presentati - discussio | Writte exam |
| ٩ | ٣ | According to t Course | Badi, its conc and origin | Presentati | Writte exam |

| | | | | | |
|----|---|--------------------------|----------------------------------|---------------------------|----------------|
| ١١ | ٣ | According to t course | Verbal enhance | - discussio | Writte exam |
| ١٢ | ٣ | | | Presentati | Writte |
| ١٣ | ٣ | According to t course | Alliteration, concept and typ | - discussio Presentati | exam Writte |
| ١٤ | ٣ | According to t course | muhsinat almaenawia | - discussio Presentati | exam |
| ١٥ | ٣ | According to t course | altibaq | - discussio Presentati | |

103. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

A. (40) marks on the monthly and oral exam with daily preparation

B. (60) marks on the final written exam

104. Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (curricular books, if any) | Collecting a subject according to vocabul by the subject teacher |
| Main references (source) | The clear eloquence of Ali Al-Jarim |
| Recommended books and references (scientific journals, reports...) | Rhetoric and application Ahmed is requir |
| Electronic references, websites. | Comprehensive library |

Course description

| | |
|--|---|
| Course Name .١ | |
| Recitation and memorization | |
| Course Code .٢ | |
| Semester/year .٣ | |
| The first is 2023-2024 | |
| The date this description was prepared .٤ | |
| 1/9/2023 | |
| Available attendance forms .٥ | |
| Third stage students | |
| Number of study hours (total)\number of units (total) .٦ | |
| 3 hours 3 units | |
| Name of the course administrator (if more than one name is mentioned) .٧ | |
| Name: A.M.D. Acer Fayeq Jihad Email: aysar.faiq@uoanbar.edu.iq | |
| Course objectives .٨ | |
| <p>11- That the student learns to read the surahs of the twenty-eighth part of the Qur'an (the part he has heard).</p> <p>2- That the student memorizes the surahs of the twenty-eighth part of the Qur'an (the part he has heard).</p> <p>3- For the student to become familiar with the rulings on the sakina nun and meem and the qalqalah and the stressed nun and meem.</p> <p>4- That the student applies the rules of</p> | <p style="text-align: center;">Objectives of the study subject</p> |

recitation while mastering memorization.

Teaching and learning strategies .٩

Method of discussion and problem solving. - \
 - Teaching methods include the use of a blackboard or - ٧
 a drawing board.
 - Encouraging students to self-learn.

The strategy

Course structure .١٠

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|-------------------|------------------------------|---|---|-------|----------|
| Written tests | Presentati on and discussion | Memorize the argument from verse 1 to verse 11 | Referred to in the previous axis, each according to content | 2 | 1 |
| Written tests | Presentati on and discussion | Save from verse 12 to the end of the argument | = | 2 | 2 |
| Written tests | Presentati on and discussion | He studied the rules of reciting the Ahkam of the Nun Sakinah and Tanween Izhar | = | 2 | 3 |
| Written tests | Presentati on and discussion | Memorization from verse 1 of the remembrance until verse 12 | = | 2 | 4 |
| Written tests | Presentati on and discussion | Memorize from verse 13 of Al-Hashr until the end of the surah | = | 2 | 5 |
| Written tests | Presentati on and discussion | Study the provisions of the ruling on concealment and inversion | = | 2 | 6 |

| | | | | | |
|----------------------|------------------------------------|---|---|----------|-----------|
| Written tests | Presentation and discussion | Memorize from verse 1 of verse 5 to verse 5 | = | 2 | 7 |
| Written tests | Presentation and discussion | Memorize from verse 6 of the verse until the end of the surah | = | 2 | 8 |
| Written tests | Presentation and discussion | He studied the rules of diphthongs, the meem, and the stressed noon | = | 2 | 9 |
| Written tests | Presentation and discussion | Memorizing Surat Al-Saff | = | 2 | 10 |
| Written tests | Presentation and discussion | Memorizing Surah Friday | = | 2 | 11 |
| Written tests | Presentation and discussion | Lesson on the rules of concealment of the silent meem | = | 2 | 12 |
| Written tests | Presentation and discussion | Memorizing Surat Al-Munafiqun | = | 2 | 13 |
| Written tests | Presentation and discussion | Memorizing Surat Al-Taghabun | = | 2 | 14 |
| Written tests | Presentation and discussion | Lesson on the provisions of the meem, assimilation and assimilation | = | 2 | 15 |

Course evaluation .\۱

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

Learning and teaching resources .\۲

**The twenty-eighth part of the -\۱
Holy Qur'an (Part has been**

Required textbooks (methodology, if any)

| | |
|---|---|
| heard). | |
| 2- In order to benefit from the knowledge of Tajweed. | |
| | Main references (sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |

Course Description

| | |
|---|--|
| 105. Course Name: | Jurisprudence of transactions |
| 106. Course Code: | |
| 107. Semester / Year: | First semester 2023-2024 |
| 108. Description Preparation Date: | ١/٤/2024 |
| 109. Available Attendance Forms: | Theoretical lecture |
| 110. Number of Credit Hours (Total) / Number of Units (Total) | 30Hours |
| 111. Course administrator's name (mention all, if more than one name) | Name: Assist. Prof. Ahmed Rasheed Thameel (PhD) Email: ahmedrasheed@uoanbar.edu.iq |
| 112. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Introducing students to the content of this course, which includes basics of legal science in transactions based on its rulings on agreed-upon sources, the Holy Qur'an and the Sunnah of the Prophet. Through the student is introduced to the approved jurisprudential schools |

thought and their opinions on disputed issues.

- Developing the ability to derive rulings on emerging issues and learn about the doctrines of jurists.
- Opening students' minds, developing their abilities, and developing their intellectual abilities in discussing, responding to, and objecting to false or false evidence, and arriving at the approved truth.

113. Teaching and Learning Strategies

Strategy

114. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|----------------------|------------------------------|--|------------------------|--------------------|
| The first | Eleventh and twelfth | Referred to in previous axis | | Deliverance discussion | Written oral tests |
| The second | Eleventh and twelfth | = | Definition jurisprudence and jurisprudential schools deduced from the book | Deliverance discussion | Written oral tests |
| The third | Eleventh and twelfth | = | Trade, its conditions and importance virtue. | Deliverance discussion | Written oral tests |
| The fourth | Eleventh and twelfth | = | Selling, divisions, examples, evidence of legitimacy. | Deliverance discussion | Written oral tests |
| The fifth | Eleventh and twelfth | = | Selling amusement instruments musical instruments | Deliverance discussion | Written oral tests |
| The sixth | Eleventh and twelfth | = | Types of pictures | Deliverance discussion | Written oral tests |
| The seventh | Eleventh and twelfth | = | Playing chess | Deliverance discussion | Written oral tests |
| The eighth | Eleventh and twelfth | = | Maysir among the Arabs pre-Islamic times | Deliverance discussion | Written oral tests |

| | | | | | |
|----------------|-------------------|---|----------------------------|------------------------|--------------------|
| The ninth | Eleventh and twel | = | Listening to so | Deliverance discussion | Written oral tests |
| The tenth | Eleventh and twel | = | Aid to the oppressors, | Deliverance discussion | Written oral tests |
| The eleventh | Eleventh and twel | = | Moaning shouting over dead | Deliverance discussion | Written oral tests |
| The thirteenth | Eleventh and twel | = | How to prevent backbit | Deliverance discussion | Written oral tests |
| The fourteenth | Eleventh and twel | = | Driving | Deliverance discussion | Written oral tests |
| The fifteenth | Eleventh and twel | = | Fraud in marriage contr | Deliverance discussion | Written oral tests |

115. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

116. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Selection to explain the chosen one Written by: Abdullah bin Mahmoud bin Maudud, Mosul House knowledge, Beirut. Lebanon. |
| Main references (source) | |
| Recommended books and references (scientific journals, reports...) | Guidance explaining the beginning of the beginner Written by: Burhan al-Din al-Margha Dar al-Kutub al-Ilmiyyah, Beirut Lebanon. |
| Electronic references, websites. | |

Course Description

| | |
|---|---|
| 117. Course Name:..... Islamic thought | |
| | |
| 118. Course Code: Islamic thought | |
| | |
| 119. Semester / Year:..... Chapter one 2023–2024 | |
| | |
| 120. Description Preparation Date: 1/9/2023 | |
| | |
| 121. Available Attendance Forms: Basic regular attendance | |
| | |
| 122. Number of Credit Hours (Total) / Number of Units (Total) (45) Three hours per week | |
| | |
| 123. Course administrator's name (mention all, if more than one name) | |
| Name: takleef.lateef@uoanbar.edu.iq | |
| Email: Takleef Lateef Razj | |
| 124. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Teaching correct Islamic thought. • consolidating the concepts of moderation and sound thinking. • Rejecting differences and sectarian fanaticism. • Respecting opinions and approving the principle of systematic disagreement. |
| 125. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> • For the student to become familiar with Islamic thought. • For the student to understand the importance of moderate thought and its role in |

establishing security and coexistence among people.

- For the student to recognize the difference between moderate thought and extremist thought

126. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|-----------------------|----------------------------|
| 1 | 3 | What the course included | Definition of Islamic thought | Student participation | Participate in the lecture |
| 2 | 3 | = | Terminology of Islamic thought | Student participation | Participate in the lecture |
| 3 | 3 | = | The importance of Islamic thought | Student participation | Participate in the lecture |
| 4 | 3 | = | Islamic thought according to Ahl al-Bayt and Muslim scholars | Student participation | Participate in the lecture |
| 5 | 3 | = | Thought and thinking in the Qur'an and Sunnah | Student participation | Participate in the lecture |
| 6 | 3 | = | Stages of development of Islamic thought | Student participation | Participate in the lecture |
| 7 | 3 | = | Difference and its impact on the formulation of Islamic thought | Student participation | Participate in the lecture |
| 8 | 3 | = | The Kharijites and their most prominent opinions | Student participation | Participate in the lecture |
| 9 | 3 | = | The Mu'tazilites and their most important ideas | Student participation | Participate in the lecture |
| 10 | 3 | = | The Imami Shiites and their most important beliefs | Student participation | Participate in the lecture |
| 11 | 3 | = | Theology and Islamic thought | Student participation | Participate in the lecture |

| | | | | | |
|---|---|---|---|-----------------------|----------------------------|
| 2 | 3 | = | The most prominent theological issues and their impact on Islamic thought | Student participation | participate in the lecture |
| 3 | 3 | = | Modern Islamic thought | Student participation | participate in the lecture |
| 4 | 3 | = | Renewal of Islamic thought | Student participation | participate in the lecture |
| 5 | 3 | = | Islamic thought and contemporary challenges | Student participation | participate in the lecture |

127. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

(40) marks on the monthly and oral exam with daily preparation

(60) marks on the final written exam

128. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Islamic thought: by a group of authors |
| Main references (source) | Interpretation books that address contemporary issues |
| Recommended books and references (scientific journals, reports...) | Introduction to Islamic Thought: Muhammad Hadi Sheikh |
| Electronic references, websites. | nothing |

Course Description

| | |
|--|---|
| 129. Course Name: | |
| Theology (Prophets) | |
| 130. Course Code: | |
| | |
| 131. Semester / Year: | |
| First semester (2023-2024), third stage | |
| 132. Description Preparation Date: | |
| 1/9/2023 | |
| 133. Available Attendance Forms: | |
| Official working hours | |
| 134. Number of Credit Hours (Total) / Number of Units (Total) | |
| Thirty (45) hours, (three hours per week) | |
| 135. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Dr. Khaled Amer Abeed Email: Khaled.amer@uoanbar.edu.iq | |
| 136. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> That the student be able to realize the truth of prophecy and the message, and the importance of believing in all prophets and messengers. Dispel suspicions raised about prophets and messengers, ancient and modern The importance of believing in the message of Muhammad, may God bless him and grant him peace, and that it is the conclusion of the messages, and rejecting the suspicions raised about the Islamic message That the student be able to employ scientific miracles to prove the prophethood of Muhammad, may God bless him and grant him peace |
| 137. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> All types of teaching methods: lecture, inductive, standard. Assigning students to write reports and research on topics related to Islamic thought Referral to electronic sources from documented programs and websites on the Internet Conduct practical debates between two teams of students, with each team adopting an opposite direction to the other Raise some issues for discussion Use available technical means for clarification and explanation Brainstorming Discussion . Various questions in the specialty. |

138. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|----------------------------------|-------------------|
| 1 | 2 | What the course included | Discussion of deniers of prophecies | lecture Student participation | oral test |
| 2 | 2 | = | Definition of the prophet and messenger, prophecy and message linguistically and idiomatically, the importance of believing in the prophets and messengers | = | = |
| 3 | 2 | = | The ruling on believing in the prophets and messengers, and the function of the prophets and messengers | = | = |
| 4 | 2 | = | Characteristics of prophets and messengers | = | = |
| 5 | 2 | = | The infallibility of the prophets and messengers, and the doubts raised around it | = | = |
| 6 | 2 | = | Revelation and heavenly books | = | = |
| 7 | 2 | = | Women's prophecy and what scholars say about it | = | = |
| 8 | 2 | = | Examples of the miracles of the prophets and messengers | = | = |
| 9 | 2 | = | Review + exam for the first month, first semester | = | = |
| 10 | 2 | = | The truth of the Islamic message (the conclusion of the messages) | = | = |
| 11 | 2 | = | Prophet Muhammad (may God bless him and grant him peace) his name, life, and biography | = | = |
| 12 | 2 | = | Characteristics and advantages of the message of the Prophet Muhammad (may God bless him and grant him peace.) | = | = |
| 13 | 2 | = | His miracles (may God bless him and grant him peace) | = | = |
| 14 | 2 | = | Types of revelation and how it was revealed | = | = |
| 15 | 2 | = | Contemporary scientific miracles in the Holy Qur'an and the Sunnah of the Prophet | = | = |

139. Course Evaluation

Term Tests/ 30% Quizzes/10% Final Exam/60%

140. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | madkhal lidirasat alfikr al'iislamii/ du. khalid eamir eubayd |
| Main references (source) | Choosing modern, detailed educational books |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | Websites related to academ courses |

Course Description

| | |
|--|---|
| 141. Course Name: | |
| Teaching curricula and methods | |
| 142. Course Code: | |
| Educational psychology/first stage | |
| 143. Semester / Year: | |
| 2023– 2024 First course | |
| 144. Description Preparation Date: | |
| 1\9\2023 | |
| 145. Available Attendance Forms: | |
| First stage students | |
| 146. Number of Credit Hours (Total) / Number of Units (Total) | |
| (3) hours per week | |
| 147. Course administrator's name (mention all, if more than one name) | |
| Name: Bahaa Hamid Abd Email: bahaa.hameed@uonabar.edu.iq | |
| 148. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Understanding the basic concepts of the curriculum and teaching methods • That the student is able to understand the reality of curricula and teaching methods • The student should know the concepts of the curriculum |
| 149. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none"> 1. Teaching and learning methods: lecturing method 2. Guidance |

3. Interventions

150. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|---|----------------------------|---------------------------------|
| ١ | ٢ | Computer curriculum for the first stage | The meaning and importance of psychology And his goals | Presentation discussion | Oral exams, scientific tests |
| ٢ | ٢ | Computer curriculum for the first stage | Characteristics of psychology | Presentation discussion | Oral exams, scientific tests |
| ٣ | ٢ | Computer curriculum for the first stage | Schools of psychology and their characteristics | Presentation discussion | Oral exams, scientific tests |
| ٤ | ٢ | Computer curriculum for the first stage | Branches of theoretical and applied psychology | Presentation discussion | Oral exams, scientific tests |
| ٥ | ٢ | Computer curriculum for the first stage | Behavior and factors affecting it | Presentation discussion | Oral exams, scientific tests |
| ٦ | ٢ | Computer curriculum for the first stage | Research methods in psychology and educational psychology | Presentation discussion | Oral exams, scientific tests |
| ٧ | ٢ | Computer curriculum for the first stage | First month exam | Presentation discussion | Oral exams, scientific tests |
| ٨ | ٢ | Computer curriculum for the first stage | Learning and teaching and their characteristics | Presentation discussion | Oral exams, scientific tests |
| ٩ | ٢ | Computer curriculum for the first stage | Attention and sensory perception | Presentation discussion | Oral exams, scientific tests |
| ١٠ | ٢ | Computer curriculum for the first stage | Types of attention External and internal | Presentation discussion | Oral exams, scientific tests |
| ١١ | ٢ | Computer curriculum for the first stage | Sensory perception | Presentation discussion | Oral exams, scientific tests |
| ١٢ | ٢ | Computer curriculum for the first stage | Factors affecting sensation and perception | Presentation discussion | Oral exams, scientific tests |
| ١٣ | ٢ | Computer curriculum for the first stage | Motivation in learning | Presentation discussion | Oral exams, scientific tests |
| ١٤ | ٢ | Computer | The foundations upon which | Presentation | Oral exams, |

| | | | | | |
|----|---|---|----------------------|------------|------------------|
| | | curriculum for the first stage | needs are determined | discussion | scientific tests |
| ١٥ | ٢ | Computer curriculum for the first stage | Second month exam | | |

151. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

152. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Curriculum and teaching strategies Dr. Cal Muhammad Baqir |
| Main references (source) | Curriculum and teaching strategies Dr. Cal Muhammad Baqir |
| Recommended books and references (scientific journals, reports...) | Book of curricula and teaching methods Majed Ayoub Al-Qaisi |
| Electronic references, websites. | Al Noor Library |

Course Description

| | | |
|--------------------------|--|--|
| 153. | Course Name: | Usul alfiqh |
| 154. | Course Code: | The third stage / doctrine section |
| 155. | Semester / Year: | Chapter II |
| 156. | Description Preparation Date: | 2023-2024 |
| 157. | Available Attendance Forms: | theoretical |
| 158. | Number of Credit Hours (Total) / Number of Units (Total) | 2 hours a week |
| 159. | Course administrator's name (mention all, if more than one name) | Name: dr. Zaid Abdulmunem Khaleel Email: zaid.hamed@uoanbar.edu.iq |
| 160. | Course Objectives | |
| Course Objectives | | <ul style="list-style-type: none"> ❖ Preparing a generation of believers, establishing cultural awareness and linking to intellectual heritage ❖ Enabling the student to have a good understanding of the principles jurisprudence in a thoughtful, scientific manner ❖ Developing cognitive, intellectual and behavioral skills |
| 161. | Teaching and Learning Strategies | |
| Strategy | | <p>A- Knowledge and understanding</p> <ol style="list-style-type: none"> 1_ Knowledge of the science of jurisprudence 2_ Identify the meaning of words and methods of deduction 3_ Recognizing texts 4_ How can the conflict between texts be resolved? <p>B- Subject-specific skills</p> <p style="padding-left: 40px;">Teaching and learning methods</p> |

| | |
|--|--|
| | <ul style="list-style-type: none"> 1_ Method of presentation, interrogation and discussion 2_ The method of discussion is by solving problems. 3_ Encouraging students to self-learn <p>Evaluation methods</p> <ul style="list-style-type: none"> 1_ Oral exams 2_ Monthly tests 3_ Activity inside the hall <p>C- Thinking skills</p> <ul style="list-style-type: none"> 1_ Planning 2_ Monitoring 3_ Calendar <p>D-General and transferable skills (other skills related employability and personal development).</p> |
|--|--|

162. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|--|-----------------------------|-------------------|
| 1 | 2 | Referred to in the previous axis, each according to the content | Definition of the science of jurisprudence, its subject, and ultimate goal | Presentation and discussion | Written tests |
| 2 | 2 | = | Clarity and vagueness: the obvious and its types | Presentation and discussion | Written tests |
| 3 | 2 | = | The ambiguous and its types | Presentation and discussion | Written tests |
| 4 | 2 | = | Knowing words in terms of their meanings: the Hanafi approach | Presentation and discussion | Written tests |
| 5 | 2 | = | The behavior of the speakers | Presentation and discussion | Written tests |
| 6 | 2 | = | Words in terms of what they contain and their description: specific | Presentation and discussion | Written tests |
| 7 | 2 | = | General | Presentation and discussion | Written tests |
| 8 | 2 | = | Subscriber | Presentation and discussion | Written tests |
| 9 | 2 | = | The absolute and the restricted | Presentation and discussion | Written tests |
| 10 | 2 | = | Words in terms of their use in meanings: truth and metaphor | Presentation and discussion | Written tests |
| 11 | 2 | = | Explicit and metaphorical | Presentation and discussion | Written tests |
| 12 | 2 | = | Assignment forms | Presentation and discussion | Written tests |
| 13 | 2 | = | Assignment forms | Presentation and discussion | Written tests |

| | | | | | |
|--|---|---|--|-----------------------------|---------------|
| | | | | discussion | |
| 14 | 2 | = | Forms of assignment and prohibition | Presentation and discussion | Written tests |
| 15 | 2 | = | Forms of assignment and prohibition | Presentation and discussion | Written tests |
| 163. Course Evaluation | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. | | | | | |
| 164. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | Principles of rulings and methods of deduction Islamic legislation by Dr. Hamad Obaid Al-Kubaisi | | |
| Main references (source) | | | Al-Wajeez fi Usul al-Fiqh by Dr. Wahba Al-Zuhaili | | |
| Recommended books and references (scientific journals, reports...) | | | Al-Ahkam fi Usul Al-Ahkam by Al-Amidi, Al-Burhan fi Usul Al-Fiqh | | |
| Electronic references, websites. | | | | | |

Course description

| |
|---|
| 12. Course Name |
| English |
| 13. Course Code |
| third stage |
| 14. Semester/year |
| Second course / 2024 |
| 15. The date this description was prepared |
| 10/1/2024 |
| 16. Available attendance forms |
| In presence |

| | |
|--|---------------------------------|
| 17. Number of study hours (total)\number of units (total) | |
| 2 hours per week | |
| 18. Name of the course administrator (if more than one name is mentioned) | |
| Name: Idris Samir Deli Email: idrees.sameer@uoanbar.edu.iq | |
| 19. Course objectives | |
| <ul style="list-style-type: none"> The course aims to teach non-major university students how to communicate using English as a foreign language at the college level Focus on reading and writing skills, in addition to training them on how to write correct sentences by teaching them grammar | Objectives of the study subject |
| 20. Teaching and learning strategies | |
| <p>5- Method of presentation, interrogation and discussion</p> <p>6- Use some relevant explanations</p> <p>7- Require and teach students to write a report and search for the meanings of words</p> <p>8- An application for each topic with examples and dialogues between students</p> | The strategy |

11- Course structure

| Evaluation method | Teaching method | Unit name/Course or topic | Required learning outcomes | hours | the week |
|-------------------------|--|---|--|-------|----------|
| Written and daily tests | Presentation - and discussion - examples | Its Wonderful World- auxiliary verb – main verb | Knowledge of English grammar Knowing the components of a sentence, how to connect them, and speaking in English | 2 | 1 |
| Written and daily tests | Presentation - and discussion - | Get Happy- type of present tenses | Referred to | 2 | 2 |

| | | | | | |
|-------------------------|--|---|-------------|---|----|
| | examples | | | | |
| Written and daily tests | Presentation - and discussion - examples | Telling tales | Referred to | 2 | 3 |
| Written and daily tests | Presentation - and discussion - examples | type of present tenses | Referred to | 2 | 4 |
| Written and daily tests | Presentation - and discussion - examples | Doing the wright thing-type of past tenses | Referred to | 2 | 5 |
| Written and daily tests | Presentation - and discussion - examples | The world of work-type of past tenses | Referred to | 2 | 6 |
| Written and daily tests | Presentation - and discussion - examples | Just imagine - | Referred to | 2 | 7 |
| Written and daily tests | Presentation - and discussion - examples | Getting on together - future | Referred to | 2 | 8 |
| Written and daily tests | Presentation - and discussion - examples | Obsession – conditions verbs | Referred to | 2 | 9 |
| Written and daily tests | Presentation - and discussion - examples | Tell me about it / Verbs of obligation and permission | Referred to | 2 | 10 |

21. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

| | |
|--|---|
| 22. Learning and teaching resources | |
| Headway New Intermediate student's book .١ Headway New Intermediate work book .٢ Hohn and Liz Soar | Required prescribed books (Methodology, if any) |
| | Main references (sources) |
| The book of the Prophet's biography in English | Books and referencesRecommended items (scientific journals, reports...) |
| | Electronic references, websites |

Course Description

| | |
|--|---|
| 1. Course Name: | |
| Analytical interpretation | |
| 2. Course Code: | |
| TAF403 | |
| 3. Semester / Year: | |
| quarterly | |
| 4. Description Preparation Date: | |
| 17/9/2023 | |
| 5. Available Attendance Forms: | |
| weekly | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 30 hours | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Dr. Ahmed Mikhlif Abd Email: isl.ahmedm@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | 1- To acquaint the student with the knowledge and skills that enable him to interpret the B |

of God in a correct analytical manner according to the methodology of the Salaf.

2- Getting to know the interpretation of the Holy Qur'an, and knowing its rulings and sermons.

3- Serving the community by transmitting what he has learned from the interpretation of Holy Qur'an to the community, and being a living example of the directives of the Qur'an.

4- Providing the student with knowledge of the meanings of the verses of the Holy Qur'an and the occasions between them, and knowledge of the purposes of the surahs, the reasons for revelation, and the prescribed virtues of surahs.

5- The student should distinguish between meanings of the verses with their many different narrations, while stating the objectives and lessons learned from the verses.

9. Teaching and Learning Strategies

Strategy

- Lecture method (delivery).
- Use discussion
- Educational (educational dialogue), which is based on exchange Ideas to get to the facts.
- Using educational groups to prepare for the lesson topic
- Training activities and application solutions.
- Problem solving method.
- Brainstorming.
- Group discussions
- Case Study
- Small workshops
- For cooperative education
- Projects
- Raising open issues for discussion
- Assigning group work
- Cooperative education
- Presentations.

- Exchanging roles

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|-----------------------------|--|-----------------------------|-------------------|
| 1 | 2 | Knowledge and understanding | Introduction to the definition of analytical interpretation | Presentation and discussion | Written tests |
| 2 | 2 | Knowledge and understanding | Introduction to the surah includes: | Presentation and discussion | Written tests |
| 3 | 2 | Knowledge and understanding | The name of the surah and the number of verses | Presentation and discussion | Written tests |
| 4 | 2 | Knowledge and understanding | Date of revelation (Meccan and Medani) | Presentation and discussion | Written tests |
| 5 | 2 | Knowledge and understanding | Arrangement in the Qur'an: A- Verse | Presentation and discussion | Written tests |
| 6 | 2 | Knowledge and understanding | arrangement. B- The arrangement of the surahs causes the revelation | Presentation and discussion | Written tests |
| 7 | 2 | Knowledge and understanding | Interpretation of all strange words, including: Strange books of the Qur'an, t | Presentation and discussion | Written tests |
| 8 | 2 | Knowledge and understanding | general meaning of verses with one syllab | Presentation and discussion | Written tests |
| 9 | 2 | Knowledge and understanding | An analytical | Presentation and discussion | Written tests |
| 10 | 2 | Knowledge and understanding | | Presentation and discussion | Written tests |
| 11 | 2 | Knowledge and understanding | | Presentation and discussion | Written tests |
| 12 | 2 | Knowledge and understanding | | Presentation and discussion | Written tests |
| 13 | 2 | Knowledge and understanding | | Presentation and discussion | Written tests |
| 14 | 2 | Knowledge and understanding | | Presentation and discussion | Written tests |
| 15 | 2 | Knowledge and understanding | | Presentation and discussion | Written tests |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc 40 10 10 20 60.

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | The method of analytical interpretation of Qur'anic text - Surat Al-Nasr as an example, Muhammad Saleh Atiya Al-Hamdani |
| Main references (source) | Analytical interpretation, history and development, Dr. Mishaan Saud |
| Recommended books and references (scientific journals, reports...) | |
| Electronic references, websites. | the digital library. http://waqfeya.com/ Comprehensive library. http://shamela.ws/ |

Course Description

| | |
|--|---|
| 1. Course Name: | |
| Islamic philosophy / third stage | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| Second course (2023-2024) | |
| 4. Description Preparation Date | |
| : 1/2/2024 | |
| 5. Available Attendance Forms | |
| : Attendance in the hall | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name. Dr. Ibrahim Rajab Abdullah | |
| Email: : ibrahim.rajab@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • The student must be familiar with Islamic philosophical thought and issues related to the faith and circles of ancient and contemporary Arab thought. |
| 9. Teaching and Learning Strategies | |
| Strategy | 1- All types of teaching methods: lecture, inductive, standard. 2- Slide show (Power Point) 3- Questions. 4- Assignments and student participation. |

- 5- Mind maps.
- 6- Preparing reports on course topics.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-----------|--------------------------------|--|-----------------|-------------------------|
| 1 | 5 - 7 \ 2 | Understanding material at hand | Definition of Islamic philosophy/Islamic philosophy and originality | theoretical | Test + daily discussion |
| 2 | | | Philosophy and Sharia | | |
| 3 | | | Al-Kindi and philosophy | | |
| 4 | | | Al-Razi and philosophy | | |
| 5 | | | Al-Farabi and philosophy | | |
| 6 | | | | | |
| 7 | | | Miskawayh and philosophy | | |
| 8 | | | | | |
| 9 | | | Ibn Sina and philosophy | | |
| 10 | | | Akhwan Safa | | |
| 11 | | | Al-Ghazali and philosophy | | |
| 12 | | | | | |
| 13 | | | Ibn Bajjah and philosophy | | |
| 14 | | | | | |
| 15 | | | Ibn Tufayl and philosophy Ibn Rushd and philosophy Ibn Khaldun | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | Contemporary studies Islamic philosophy | | |
| | | | Contemporary studies of Islam philosophy | | |
| 11. Course Evaluation | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | Islamic Philosophy / Nazla Al-Jubou | | |
| Main references (source) | | | Islamic philosophy / Paul Kraus | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic references, websites. | | | | | |

Course Description

| |
|--|
| 1. Course Name: |
| Theological schools |
| 2. Course Code: |
| |
| 3. Semester / Year: |
| Second / 2023-2024 |
| 4. Description Preparation Date: |
| 1/2/2024 AD |
| 5. Available Attendance Forms: |
| Basic |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |
| (3 hours |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Prof. Hadi Obaid Hassan |

Email: : hadi.abeed@uoanbar.edu.iq

8. Course Objectives

Course Objectives

- 1- Knowing the most important schools of thought that appeared in the history of Islam
- 2- Learn about the intellectual foundations of different schools of thought
- 3- Rejecting differences and intolerance towards them
- 4- Focus on the common foundations and unifying concepts of these schools and teams
- 5- Respecting opinions and appreciating those who hold them despite differences in viewpoints.

9. Teaching and Learning Strategies

Strategy

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---|---|---|---|---|---|
| 1 3 refer to in previous section, according the content | 1 3 refer to in previous section, according the content | 1 3 refer to in previous section, according the content | 1 3 refer to in previous section, according the content | 1 3 refer to in previous section, according the content | 1 3 refer to in previous section, according the content |
| Reasons the emergence of differences | Reasons the emergence of differences | Reasons the emergence of differences | Reasons the emergence of differences | Reasons the emergence of differences | Reasons the emergence of differences |
| Deliverance | Deliverance | Deliverance | Deliverance | Deliverance | Deliverance |

| | | | | | |
|--|--|--|--|--|--|
| discussion Written te | discussion Written te | discussion Written te | discussion Written te | Written tes | Written tes |
| 2 3 = Hac on Parting of Nation, Publicatio Discussio Written Examinat | 2 3 = Hac on Parting of Nation, Publicatio Discussio Written Examinat | 2 3 = Hac on Parting of Nation, Publicatio Discussio Written Examinat | 2 3 = Hac on the Par of the Nat Publicatio Discussio Written Examinati | 2 3 = Hac on the Par of the Nat Publicatio Discussio Written Examinati | 2 3 = Hac on the Par of the Nat Publicatio Discussio Written Examinati |
| 3 3 Opinions scholars sects. Publicatio discussion written tes | 3 3 Opinions scholars sects. Publicatio discussion written tes | 3 3 Opinions scholars sects. Publicatio discussion written tes | 3 3 Opinions scholars sects. Publicatio discussion written tes | 3 3 Opinions scholars sects. Publicatio discussion written tes | 3 3 Opinions scholars sects. Publicatio discussion written tes |
| 4 3 = Kharijite Sect, Recitation Discussio Written Exams | 4 3 = Kharijite Sect, Recitation Discussio Written Exams | 4 3 = Kharijite Sect, Recitation Discussio Written Exams | 4 3 = Kharijite Sect, Recitation Discussio Written Exams | 4 3 = Kharijite S Recitation Discussio Written Exams | 4 3 = Kharijite S Recitation Discussio Written Exams |
| 5 3 = SI definition language terminolo public speaking discussion written tes | 5 3 = SI definition language terminolo public speaking discussion written tes | 5 3 = SI definition language terminolo public speaking discussion written tes | 5 3 = SI definition, language terminolog public speaking discussion written tes | 5 3 = SI definition, language terminolog public speaking discussion written tes | 5 3 = SI definition, language terminolog public speaking discussion written tes |
| 6 3 = most important Shiite sec | 6 3 = most important Shiite sec | 6 3 = most important Shiite sec | 6 3 = most important Shiite sect | 6 3 = most important Shiite sect | 6 3 = most important Shiite sect |
| Zaidi Recitation Discussio Written Examinat | Zaidi Recitation Discussio Written Examinat | Zaidi Recitation Discussio Written Examinat | Zaidi Recitation Discussio Written Examinati | Zaidi Recitation Discussio Written Examinati | Zaidi Recitation Discussio Written Examinati |
| 8 3 Mu'tazila Sect, Recitation Discussio Written Exams | 8 3 Mu'tazila Sect, Recitation Discussio Written Exams | 8 3 Mu'tazila Sect, Recitation Discussio Written Exams | 8 3 Mu'tazila Sect, Recitation Discussio Written Exams | 8 3 Mu'tazila Sect, Recitation Discussio Written Exams | 8 3 Mu'tazila Sect, Recitation Discussio Written Exams |
| 9 3 = Five Principles the Mu'tazila Publicatio Discussio | 9 3 = Five Principles the Mu'tazila Publicatio Discussio | 9 3 = Five Principles the Mu'tazila Publicatio Discussio | 9 3 = Five Principles the Mu'ta Publicatio Discussio Written | 9 3 = Five Principles the Mu'ta Publicatio Discussio Written | 9 3 = Five Principles the Mu'ta Publicatio Discussio Written |

| Written Examinat | Written Examinat | Written Examinat | Examinati | Examinati | Examinati |
|---|---|---|--|---|---|
| 10 3 Ash'ari b recitation discussion written te | 10 3 Ash'ari b recitation discussion written te | 10 3 Ash'ari b recitation discussion written te | 10 3 Ash'ari b recitation discussion written tes | 10 3 = Ash band, recitation discussion written tes | 10 3 = Ash band, recitation discussion written tes |
| 11 3 Ash'ari intellectua opinions, presentati discussion written te | 11 3 Ash'ari intellectua opinions, presentati discussion written te | 11 3 Ash'ari intellectua opinions, presentati discussion written te | 11 3 Ash'ari intellectua opinions, presentati discussion written tes | 11 3 = Ash intellectua opinions, presentati discussion written tes | 11 3 = Ash intellectua opinions, presentati discussion written tes |
| 12 3 Maturidiy group, recitation discussion written te | 12 3 Maturidiy group, recitation discussion written te | 12 3 Maturidiy group, recitation discussion written te | 12 3 Maturidiy group, recitation discussion written tes | 12 3 Maturidiya group, recitation discussion written tes | 12 3 Maturidiya group, recitation discussion written tes |
| 13 3 Maturidite opinions, delivery discussion written te | 13 3 Maturidite opinions, delivery discussion written te | 13 3 Maturidite opinions, delivery discussion written te | 13 3 Maturidite opinions, delivery discussion written tes | 13 3 Maturidite opinions, delivery discussion written tes | 13 3 Maturidite opinions, delivery discussion written tes |
| 14 3 Esoteric speaking Discussion Written te | 14 3 Esoteric speaking Discussion Written te | 14 3 Esoteric speaking Discussion Written te | 14 3 Esoteric speaking Discussion Written te | 14 3 Esoteric speaking Discussion Written tes | 14 3 Esoteric speaking Discussion Written tes |
| 15 3 Esoteric opinions, presentati discussion written te | 15 3 Esoteric opinions, presentati discussion written te | 15 3 Esoteric opinions, presentati discussion written te | 15 3 Esoteric opinions, presentati discussion written tes | 15 3 Esoteric opinions, presentati discussion written tes | 15 3 Esoteric opinions, presentati discussion written tes |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

12. Learning and Teaching Resources

| | |
|---|---|
| Required textbooks (curricular books, if any) | Studies in Islamic sects and doctrine Professor Dr. Irfan Abdel Hamid. |
| Main references (source) | Islamic teams - Professor Dr. Qahtan Al Rahman Al-Douri. |
| Recommended books and references (scientific journals, reports...) | https://www.uoanbar.edu.iq/IslamicRamadi |
| Electronic references, websites. | https://www.loc.gov/collections/world-digit |

Course description

| | |
|---|---------------------------------|
| 23. Course Name | |
| Research and investigation methodology | |
| 24. Course Code | |
| Research Methodology | |
| 25. Semester/year | |
| The second academic year 2023-2024 | |
| 26. The date this description was prepared | |
| 1/2/2024 | |
| 27. Available attendance forms | |
| Basic | |
| 28. Number of study hours (total)\number of units (total) | |
| Three hours/six units | |
| 29. Name of the course administrator (if more than one name is mentioned) | |
| Name: Professor Nizar Amer Hussein Email:nizar.amer@uoanbar.edu.iq | |
| 30. Course objectives | |
| <ul style="list-style-type: none"> - Understanding the basic concepts of (research and investigation method) - For the student to become familiar with the most important terms that will be covered in the research material - Introducing the student to the best modern methods of writing scientific research | Objectives of the study subject |
| 31. Teaching and learning strategies | |
| -Lecture method and open discussion | The strategy |

2- Self-learning method
 3- Using modern means during the lecture (data show)

32. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|-------------------|-----------------|----------------------------|----------------------------|-------|----------|
| the exams | The casting | the definition In terms | Referred to in the | 3 | the |
| Editorial | And | Sections search | signs the previous | | first |
| the exams | discussion | Scientific | According to | 3 | the |
| Editorial | The casting | fields search Scientific | Content | 3 | secon |
| the exams | And | | = | 3 | d |
| Editorial | discussion | characteristics | = | 3 | the |
| the exams | The casting | researcher Features | = | 3 | third |
| Editorial | And | search | = | 3 | the |
| the exams | discussion | Importance Computer | = | 3 | fourth |
| Editorial | The casting | in search Scientific | = | 3 | Fifth |
| the exams | And | Introductions a job | = | 3 | VI |
| Editorial | discussion | researcher | = | 3 | Sevent |
| the exams | The casting | | = | 3 | h |
| Editorial | And | Supplements a job | = | 3 | VIII |
| the exams | discussion | researcher | = | 3 | Ninth |
| Editorial | The casting | Libraries And its | = | 3 | The |
| the exams | And | importance | = | 3 | tenth |
| Editorial | discussion | Sources And its types | = | 3 | eleven |
| the exams | The casting | plural Subject Scientific | = | 3 | th |
| Editorial | And | editing Subject Scientific | = | 3 | twelve |
| the exams | discussion | documentation Subject | = | | th |
| Editorial | The casting | Scientific | = | | Thirte |
| the exams | And | investigation | = | | enth |
| Editorial | discussion | Manuscripts | = | | fourte |
| the exams | The casting | | | | |

| | | | | | |
|--|---|--------------------|---|--|-----------------------|
| | And discussion The casting And discussion The casting And discussion The casting And discussion | Graduating Hadiths | = | | enth Fifteen th |
|--|---|--------------------|---|--|-----------------------|

33. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

Learning and teaching resources/ .\

a To cast-Discussion-Learning Organizer Self
Learning Cooperative .٢
education Electronic .٣

| | |
|---|--|
| The modern approach to research in the human sciences, Dr. Farouk Al-Samarrai | Required prescribed books (Methodology, if any) |
| Central Library and College Library | Main references (sources) |
| | Books and references a Recommended items (scientific journals, reports...) |
| | Electronic references, websites |

Course Description

| | |
|---|---|
| 165. Course Name: | |
| Syntax/Third | |
| 166. Course Code: | |
| | |
| 167. Semester / Year: | |
| ٢٠٢٣ -٢٠٢٤, Second course | |
| 168. Description Preparation Date: | |
| ٢٨/٣/٢٠٢٤ | |
| 169. Available Attendance Forms: | |
| Basic | |
| 170. Number of Credit Hours (Total) / Number of Units (Total) | |
| 3 hours / 15 units | |
| 171. Course administrator's name (mention all, if more than one name) | |
| Name: Othman khairi naser Email: isl.othmankn@uoanbar.edu.iq | |
| 172. Course Objectives | |
| Course Objectives | <p>The course aims for the student to learn the foundations of Arabic grammar and its branches, which will help him properly understand Arabic texts and the way Arabs speak them. In service to the Book of God and the Sunnah of His Prophet (may God bless him and grant him peace) and assimilating the literary works and scientific treatises, which contributes to preparing a generation connected to Islamic and Arab culture and not alienated from it, and among the most important objectives of the course are also:</p> <p>1- Identify the basic purpose of learning grammar.</p> |

- 2- Striving to consolidate the pillars of this language and develop the linguistic sense.
- 3- Knowing the structure of the topics required in the grammar course.

173. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | <p>1 - Creating a theoretical background through explanations, examples, questions and answers.</p> <p>2 - Discussion in the hall and allowing students to express their opinions and suggestions.</p> <p>3 - Providing students with exercises inside the hall and encouraging them to ask questions and answers.</p> <p>4- Providing students with home exercises and discussing mistakes and weaknesses for each topic until the best result is reached collectively.</p> <p>5- Identifying the student's future work options, and how to put what he has learned from the course to practical use in understanding and teaching Arabic texts and producing research that contributes to serving the Sharia sciences.</p> |
|-----------------|--|

174. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|--|--------------------------------|-------------------|
| 1 | 3 | Exception, its definition and elements. | Exception, its definition and elements. | Public speaking and discussion | written tests |
| 2 | 3 | Pictures and types of exception. | Pictures and types of exception. | Public speaking and discussion | written tests |
| 3 | 3 | Repeat (except). | Repeat (except). | Public speaking and discussion | written tests |
| 4 | 3 | Exception names | Exception names | Public speaking and discussion | written tests |
| 5 | 3 | The exception is with (except), (except), (forbidden), (not) and (not to be). | The exception is with (except), (except), (forbidden), (not), and (not to be). | Public speaking and discussion | written tests |
| 6 | 3 | Adverb (definition and conditions of adverb). | Adverb (definition and conditions of adverb). | Public speaking and discussion | written tests |
| 7 | 3 | The multiplicity of the case and its sections. | The multiplicity of the case and its sections. | Public speaking and discussion | written tests |

| | | | | | |
|----|---|--|---|---------------------------------------|----------------------|
| 8 | 3 | The adverb comes a sentence or semi-sentence. | The adverb comes in a sentence or semi-sentence. | Public speaking and discussion | written tests |
| 9 | 3 | The subject of the adverb and the deletion in the adverbial sentence | The subject of the adverb and the deletion in the adverbial sentence. | Public speaking and discussion | written tests |
| 10 | 3 | Discrimination (its definition and type of the discriminator) | Discrimination (its definition types of the discriminator). | Public speaking and discussion | written tests |
| 11 | 3 | Types of discrimination. | Types of discrimination. | Public speaking and discussion | written tests |
| 12 | 3 | Ruling on parsing discrimination. | Ruling on parsing discrimination. | Public speaking and discussion | written tests |
| ١٣ | ٣ | Introducing discrimination to worker. | Introducing discrimination to his worker. | Public speaking and discussion | written tests |
| ١٤ | ٣ | Qur'anic texts on subject of discrimination | Qur'anic texts on the subject of discrimination | Public speaking and discussion | written tests |
| ١٥ | ٣ | Exercises based on what was previously studied. | Exercises based on what previously studied. | Public speaking and discussion | written tests |

175. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

176. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | * Explanation of Ibn Aqeel on Alfiyyah Ibn Malik |
| Main references (source) | *Explanation of on Kafiah *Synax meanings *Arabic syntax |
| Recommended books and references (scientific journals, reports...) | *Basic grammar |
| Electronic references, websites. | |

Course Description

| | | |
|-------------------|--|--|
| 177. | Course Name: | Usul alfiqh |
| 178. | Course Code: | The fourth stage / doctrine section |
| 179. | Semester / Year: | Chapter I |
| 180. | Description Preparation Date: | 2023-2024 |
| 181. | Available Attendance Forms: | theoretical |
| 182. | Number of Credit Hours (Total) / Number of Units (Total) | 3 hours a week |
| 183. | Course administrator's name (mention all, if more than one name) | Name: dr. Zaid Abdulmunem Khaleel Email: zaid.hamed@uoanbar.edu.iq |
| 184. | Course Objectives | |
| Course Objectives | | <ul style="list-style-type: none"> ❖ Preparing a generation of believers, establishing cultural awareness and linking it to intellectual heritage ❖ Enabling the student to have a good understanding of the principles of jurisprudence in a thoughtful, scientific manner ❖ Developing cognitive, intellectual and behavioral skills |
| 185. | Teaching and Learning Strategies | |
| Strategy | | <p>A- Knowledge and understanding</p> <ol style="list-style-type: none"> 1_ Knowledge of the science of jurisprudence 2_ Identify the meaning of words and methods of deduction 3_ Recognizing texts 4_ How can the conflict between texts be resolved? <p>B- Subject-specific skills</p> <p style="padding-left: 40px;">Teaching and learning methods</p> |

| | |
|--|--|
| | <p>_ Method of presentation, interrogation and discussion</p> <p>2_ The method of discussion is by solving problems.</p> <p>3_ Encouraging students to self-learn</p> <p>Evaluation methods</p> <p>1_ Oral exams</p> <p>2_ Monthly tests</p> <p>3_ Activity inside the hall</p> <p>C- Thinking skills</p> <p>1_ Planning</p> <p>2_ Monitoring</p> <p>3_ Calendar</p> <p>D- General and transferable skills (other skills related to employability and personal development).</p> |
|--|--|

186. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|---|-------------------------|-------------------|
| 1 | 3 | Referred to in previous axis, e according to the conten | Definition of the science jurisprudence, its subject, purp and developmen | Presentation discussion | Written tests |
| 2 | 3 | = | The first evidence: the book, definition, and its authority | Presentation discussion | Written tests |
| 3 | 3 | = | The meaning of the book on rulings | Presentation discussion | Written tests |
| 4 | 3 | = | The second guide: Sunnah, definition, and types | Presentation discussion | Written tests |
| 5 | 3 | = | The authenticity of the Proph Sunnah | Presentation discussion | Written tests |
| 6 | 3 | = | Divisions of the Prophet's Sunna | Presentation discussion | Written tests |
| 7 | 3 | = | The third evidence: Consensus, definition, and types: A- Exp consensus and its authority | Presentation discussion | Written tests |
| 8 | 3 | = | B- Silent consensus and its validi | Presentation discussion | Written tests |
| 9 | 3 | = | The fourth guide: measurement, definition, its pillars. | Presentation discussion | Written tests |
| 10 | 3 | = | Authenticity of measurement | Presentation discussion | Written tests |
| 11 | 3 | = | Controversial evidence: A- Istihsan, its definition, its validity. The first type of approval: issues each of which there are conflicting measurements | Presentation discussion | Written tests |

| | | | | | |
|----|---|---|---|-------------------------|---------------|
| 12 | 3 | = | The second type of approval: iss covered by a general guide | Presentation discussion | Written tests |
| 13 | 3 | = | B-Reclamation (Muslah Mursalah) | Presentation discussion | Written tests |
| 14 | 3 | = | Evidence of the validity of transmitted interest and conditions | Presentation discussion | Written tests |
| 15 | 3 | = | C- Blocking pretexts | Presentation discussion | Written tests |

187. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

188. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books any) | Principles of rulings and methods of deduction Islamic legislation by Dr. Hamad Obaid Al-Kubaisi |
| Main references (source) | Al-Wajeez fi Usul al-Fiqh by Dr. Wahba Al-Zuhaili |
| Recommended books and references (scientific journals, reports...) | Al-Ahkam fi Usul Al-Ahkam by Al-Amidi, Al-Burhan fi Usul Al-Fiqh |
| Electronic references, websites. | |

Course description

| |
|---|
| 34. Course Name |
| Orientalism |
| 35. Course Code |
| Orientalism |
| 36. Semester/year |
| The first academic year 2023-2024 |
| 37. The date this description was prepared |
| 9/1/2023 |

| 38. Available attendance forms | | | | | |
|--|-----------------|---------------------------|----------------------------|---------------------------------|----------|
| Basic | | | | | |
| 39. Number of study hours (total)\number of units (total) | | | | | |
| Three hours/six units | | | | | |
| 40. Name of the course administrator (if more than one name is mentioned) | | | | | |
| Name: Professor Nizar Amer Hussein | | | | | |
| Email: nizar.amer@uoanbar.edu.iq | | | | | |
| 41. Course objectives | | | | | |
| Understanding the basic Concepts of(Orientalism) that He recognizes requester on Highlight Terminology that You will eat it material Orientalism identification requester With importance study this the topic Historically And its influence in the time Present | | | | Objectives of the study subject | |
| 42. Teaching and learning strategies | | | | | |
| -Lecture method and open discussion 2- Self-learning method 3- Using modern means during the lecture (data show) | | | | The strategy | |
| 43. Course structure | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
| the exams | The casting | the definition In terms | Referred to the | 3 | the |
| Editorial | And | the summary date | signs the previous | | first |
| the exams | discussion | Orientalism | According to | 3 | the |
| Editorial | The casting | trends Schools | Content | | second |
| the exams | And | Orientalism | = | 3 | d |
| Editorial | discussion | Activities Orientalists | = | | the |
| the exams | The casting | And their deeds | = | 3 | third |
| Editorial | And | | | | |
| the exams | discussion | | | | |

| | | | | | |
|-----------|-------------|--------------------------|---|---|---------|
| Editorial | The casting | antiquities Orientalism | = | 3 | the |
| the exams | And | on the world Islamic | = | 3 | fourth |
| Editorial | discussion | Motives Orientalists | = | 3 | Fifth |
| the exams | The casting | Goals Orientalism | = | 3 | VI |
| Editorial | And | scales search when | = | 3 | Sevent |
| the exams | discussion | Orientalists | = | 3 | h |
| Editorial | The casting | Orientalists And their | = | 3 | VIII |
| the exams | And | studies For the Qur'an | = | | Ninth |
| Editorial | discussion | Suspicious Orientalists | | 3 | The |
| the exams | The casting | around the year | = | 3 | tenth |
| Editorial | And | Schools Orientalism | = | | eleven |
| the exams | discussion | to rule cooperation with | = | 3 | th |
| Editorial | The casting | Orientalists | = | 3 | twelve |
| | And | International Islam | = | 3 | th |
| | discussion | Evangelism | = | | Thirte |
| | The casting | His goals , And its | = | | enth |
| | And | means | = | | fourte |
| | discussion | | = | | enth |
| | The casting | | = | | Fifteen |
| | And | | | | th |
| | discussion | | | | |
| | The casting | | | | |
| | And | | | | |
| | discussion | | | | |
| | The casting | | | | |
| | And | | | | |
| | discussion | | | | |
| | The casting | | | | |
| | And | | | | |
| | discussion | | | | |

44. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

| | |
|--|---|
| Learning and teaching resources/ .٤ | |
| a To cast-Discussion-Learning Organizer Self Learning Cooperative .٥ education Electronic .٦ | |
| wings Deception All three And her fears Orientalism_Evangelism_Colonialism / Abdul Rahman Al-Maidani | Required prescribed books (Methodology, if any) |
| Central Library and College Library | Main references (sources) |
| | Books and referencesaRecommended items (scientific journals, reports...) |
| | Electronic references, websites |

Course description

| |
|--|
| 45. Course Name |
| English |
| 46. Course Code |
| The fourth stage |
| 47. Semester/year |
| First course / 2023-2024 |
| 48. The date this description was prepared |
| 2023 -2024 |
| 49. Available attendance forms |
| In presence |
| 50. Number of study hours (total)\number of units (total) |
| 2 hours per week |
| 51. Name of the course administrator (if more than one name is mentioned) |
| Name: Idris Samir Deli Email: idrees.sameer@uoanbar.edu.iq |

| | |
|---|---------------------------------|
| 52. Course objectives | |
| <ul style="list-style-type: none"> • The course aims to teach non-major university students how to communicate using English as a foreign language at the college level • Focus on reading and writing skills, in addition to training them on how to write correct sentences by teaching them grammar • | Objectives of the study subject |
| 53. Teaching and learning strategies | |
| <p>9- Method of presentation, interrogation and discussion</p> <p>10- Use some relevant explanations</p> <p>11- Require and teach students to write a report and search for the meanings of words</p> <p>12- An application for each topic with examples and dialogues between students</p> | The strategy |

12- Course structure

| Evaluation method | Teaching method | Unit name/Course or topic | Required learning outcomes | hours | the week |
|-------------------------|------------------------------|--|--|-------|----------|
| Written and daily tests | Explanation- examples | No place like home - the tenses - compound words social expression | Knowledge of English grammar Knowing the components of a sentence, how to connect them, and speaking in English | 2 | 1 |
| Written and daily tests | Explanation- examples | Present perfect - simple -continuous- hot verbs | Referred to | 2 | 2 |
| Written and daily tests | Explanation- examples | Narrative tenses – book and films | Referred to | 2 | 3 |
| Written and | Explanation- examples | Narrative tenses – | Referred to | 2 | 4 |

| | | | | | |
|-------------------------|------------------------------|---|-------------|---|----|
| daily tests | on-examples | book and films | | | |
| Written and daily tests | Explanati on-examples | Question and negative – the truth | Referred to | 2 | 5 |
| Written and daily tests | Explanati on-examples | Future forms | Referred to | 2 | 6 |
| Written and daily tests | Explanati on-examples | Expression of quantity | Referred to | 2 | 7 |
| Written and daily tests | Explanati on-examples | Modals and related verb - hot verb(get) | Referred to | 2 | 8 |
| Written and daily tests | Explanati on-examples | Modals and related verb - hot verb(get) | Referred to | 2 | 9 |
| Written and daily tests | Explanati on-examples | Relative clauses – adverb – extreme | Referred to | 2 | 10 |

54. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

55. Learning and teaching resources

| | |
|---|--|
| New Headway plus upper- -۳ intermediate for student New Headway plus upper- -۴ intermediate workbook | Required prescribed books (Methodology, if any) |
| | Main references (sources) |
| The book of the Prophet's biography in English | Books and referencesaRecommended items (scientific journals, reports...) |

Course Description

| | |
|---|--|
| 189. Course Name: | |
| Syntax/foreth stage/morning | |
| 190. Course Code: | |
| | |
| 191. Semester / Year: | |
| ٢٠٢٣ -٢٠٢٤, First course | |
| 192. Description Preparation Date: | |
| ٢٨/٣/٢٠٢٤ | |
| 193. Available Attendance Forms: | |
| Basic | |
| 194. Number of Credit Hours (Total) / Number of Units (Total) | |
| 3 hours / 15 units | |
| 195. Course administrator's name (mention all, if more than one name) | |
| Name: Enad Mukhlef Muhabbash Email: enad.mukhlef@uoanbar.edu.iq | |
| 196. Course Objectives | |
| Course Objectives | <p>The course aims for the student to learn the foundations of Arabic grammar and its branches, which will help him properly understand Arabic texts and the way Arabs speak them. In service to the Book of God and the Sunnah of His Prophet (may God bless him and grant him peace) and assimilating the literary works and scientific treatises, which contributes to preparing a generation connected to Islamic and Arab culture and not alienated from it, and among the most</p> |

important objectives of the course are also:

- 1- Identify the basic purpose of learning grammar.
- 2- Striving to consolidate the pillars of this language and develop the linguistic sense.
- 3- Knowing the structure of the topics required in the grammar course.

197. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | <p>1 - Creating a theoretical background through explanations, examples, questions and answers.</p> <p>2 - Discussion in the hall and allowing students to express their opinions and suggestions.</p> <p>3 - Providing students with exercises inside the hall and encouraging them to ask questions and answers.</p> <p>4- Providing students with home exercises and discussing mistakes and weaknesses for each topic until the best result is reached collectively.</p> <p>5- Identifying the student's future work options, and how to put what he has learned from the course to practical use in understanding and teaching Arabic texts and producing research that contributes to serving the Sharia sciences.</p> |
|-----------------|--|

198. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|--|--------------------------------|-------------------|
| 1 | 3 | Exception, its definition and elements. | Exception, its definition elements. | Public speaking and discussion | written tests |
| 2 | 3 | Pictures and types of exception. | Pictures and types of exception. | Public speaking and discussion | written tests |
| 3 | 3 | Repeat (except). | Repeat (except). | Public speaking and discussion | written tests |
| 4 | 3 | Exception names | Exception names | Public speaking and discussion | written tests |
| 5 | 3 | The exception is (except), (except) (forbidden), (not) and (not to be). | The exception is with (except), (except), (forbidden), (not), and (not to be). | Public speaking and discussion | written tests |
| 6 | 3 | Adverb (definition and conditions of adverb). | Adverb (definition and conditions of adverb). | Public speaking and discussion | written tests |

| | | | | | |
|----|---|---|---|---------------------------------------|----------------------|
| 7 | 3 | The multiplicity of the case and its sections. | The multiplicity of the case and its sections. | Public speaking and discussion | written tests |
| 8 | 3 | The adverb comes in a sentence or semi-sentence. | The adverb comes in a sentence or semi-sentence. | Public speaking and discussion | written tests |
| 9 | 3 | The subject of the adverb and the deletion in the adverbial sentence. | The subject of the adverb and the deletion in the adverbial sentence. | Public speaking and discussion | written tests |
| 10 | 3 | Discrimination (its definition and types of the discriminator). | Discrimination (its definition and types of the discriminator). | Public speaking and discussion | written tests |
| 11 | 3 | Types of discrimination. | Types of discrimination. | Public speaking and discussion | written tests |
| 12 | 3 | Ruling on parsing discrimination. | Ruling on parsing discrimination. | Public speaking and discussion | written tests |
| ١٣ | ٣ | Introducing discrimination to worker. | Introducing discrimination to his worker. | Public speaking and discussion | written tests |
| ١٤ | ٣ | Qur'anic texts on subject of discrimination | Qur'anic texts on the subject of discrimination | Public speaking and discussion | written tests |
| ١٥ | ٣ | Exercises based on what was previously studied. | Exercises based on what was previously studied. | Public speaking and discussion | written tests |

199. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

200. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | * Explanation of Ibn Aqeel on Alfiyyah Ibn Malik |
| Main references (source) | *Explanation of on Kafiah *Synax meanings *Arabic syntax |
| Recommended books and references (scientific journals, reports...) | *Basic grammar |
| Electronic references, websites. | |

Course Description

| | |
|--|--|
| 1. Course Name: | |
| Theology (prophecies and audiology) | |
| 2. Course Code: | |
| Theology (prophecies and audiology) | |
| 3. Semester / Year: | |
| Ferst Course (2023–2024) ferst stage | |
| 4. Description Preparation Date: | |
| 1/9/2023 | |
| 5. Available Attendance Forms: | |
| In-person education | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 30 hours | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Dr. Abdulla Hanfash Hamd Email: abdulla.hanfash@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectiv | <ul style="list-style-type: none"> • For the student to become familiar with the Islamic faith. • The student understands the importance of faith in establishing security and peaceful coexistence. • That the student recognizes the difference between correct beliefs and corrupt beliefs. • That the student understands his duties through the principles of that doctrine • The student should be able to understand the Islamic faith correctly, away from excess and negligence • That the student learns the meaning of prophecy and the message, the difference between prophets and messengers, the characteristics of prophets and messengers, and everything related to it. • For the student to learn the meaning of audiology, its sections, and the characteristics of each section. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> • All types of teaching methods: lecture, inductive, standard. • Slide show (Power Point) • Questions. |

- Encouraging the student to make interventions
- Assignments and student participation.
- Mind maps.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|---------------------------------|----------------------------|
| 1. | 2 | What the course included | Sending messengers, selection of prophecy, humanity of messengers | lecture Student participation | Participate in the lecture |
| 2. | 2 | What the course included | Infallibility, its definition and evidence | lecture Student participation | Participate in the lecture |
| 3. | 2 | What the course included | Revelation: its definition, types, qualities and doubts about it | Inductive Student participation | quiz |
| 4. | 2 | What the course included | The miracle: its definition, conditions, and related topics | Inductive Student participation | Participate in the lecture |
| 5. | 2 | What the course included | The Messenger's miracles and evidence of the truth of his prophecy | Standard Student participation | quiz |
| 6. | 2 | What the course included | The generality of the message, the seal of prophecy, and our duty towards the Messenger | lecture Student participation | Participate in the lecture |
| 7. | 2 | What the course included | Exam | lecture Student participation | quiz |
| 8. | 2 | What the course included | The Last Day: its meaning, name, evidence, and the ruling on believing in it | lecture Student participation | quiz |
| 9. | 2 | What the course included | Death is the first stage of the afterlife, and the initiative to repent | lecture Student participation | Participate in the lecture |
| 10. | 2 | What the course included | The isthmus, and the question of the grave, its torment and its bliss | lecture Student participation | quiz |
| 11. | 2 | What the course included | The afterlife and its signs | lecture Student participation | Participate in the lecture |
| 12. | 2 | What the course included | Resurrection and publication | lecture Student participation | Participate in the lecture |
| 13. | 2 | What the course included | heaven and hell | lecture Student participation | quiz |
| 14. | 2 | What the course included | The intercession of the Prophet, may God bless him and grant him peace | lecture Student participation | Participate in the lecture |
| 15. | 2 | What the course included | Exam | lecture Student participation | quiz |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily

preparation, daily oral, monthly, or written exams, reports,...etc.

Quest: 40 degrees and includes:

First month exam: 15, daily: 5 (preparation, daily tests, and assignments).

Second month exam: 15, daily: 5 (preparation, daily tests, and assignments).

Final exam: 60 marks.

16. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | The Islamic faith and its doctrines / Professor Dr. Qahtan Abdul Rahman Al-Douri |
| Main references (source) | Islamic Faith / Saeed Al-Khan |
| Recommended books and references (scientific journals, reports...) | Economy in Belief by Al-Ghazali |
| Electronic references, websites. | Comprehensive library |

Course Description

| |
|---|
| 201. Course Name: |
| Contemporary Theology – Stage IV |
| 202. Course Code: |
| |
| 203. Semester / Year: |
| First Semester (2023–2024) |
| 204. Description Preparation Date: |
| ٢٠٢٣/٩/١ |
| 205. Available Attendance Forms: |
| Came |
| 206. Number of Credit Hours (Total) / Number of Units (Total) |

(30) hours

207. Course administrator's name (mention all, if more than one name)

Name: Mohmed Tarek Hamodi
Email: mohammed.tareq@uoanbar.edu.iq

208. Course Objectives

Course Objectives

- . Identify the new theology: principles, methods of epistemological engineering, and ability to benefit from scientific research in the field of contemporary theological studies, faith, instinct, philosophy of religion, distinguishing between religion and theology, philosophy of religion and new speech, and other contemporary and postmodern doctrinal and intellectual topics.

209. Teaching and Learning Strategies

Strategy

- 1- Understanding the basic concepts of (contemporary theology).
- 2- To familiarize the student with the most prominent terms that will be addressed by contemporary science

210. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|-------------------------------------|-------------------------------------|--|
| 1 | 2 | Course Contents | A general overview of contemporary | Lecture Student Participation | Participation in the lecture and daily tests |
| 2 | 2 | = | Advantages of contemporary theology | Lecture | Participation in the lecture |

| | | | | | |
|---|---|---|--|-------------------------------|---|
| | | | | Student Participation | and daily te |
| ٣ | ٢ | = | Responding to false doctrines | Lecture Student Participation | Participation in the lecture and daily te |
| ٤ | ٢ | = | Responding to philosophers | Lecture Student Participation | Participation in the lecture and daily te |
| ٥ | ٢ | = | Mistakes in the Greek philosophers' understanding of theologians | Lecture Student Participation | Participation in the lecture and daily te |
| ٦ | ٢ | = | Suspensions of atheists and responding to them | Lecture Student Participation | Participation in the lecture and daily te |
| ٧ | ٢ | = | Exam | | |
| ٨ | ٢ | = | Searching for interpretation | Lecture Student Participation | Participation in the lecture and daily te |
| ٩ | ٢ | = | Proving the doctrines of the new science of theology | Lecture | Participation in the lecture |

| | | | | | |
|----|---|---|---|-------------------------------|---|
| | | | | Student Participation | and daily to |
| ١٠ | ٢ | = | How to write down the new science of speech | Lecture Student Participation | Participation in the lecture and daily to |
| ١١ | ٢ | = | Religion and human nature | Lecture Student Participation | Participation in the lecture and daily to |
| ١٢ | ٢ | = | Evidence of prophecy through miracle | Lecture Student Participation | Participation in the lecture and daily to |
| ١٣ | ٢ | = | Rights and human rights organizations | Lecture Student Participation | Participation in the lecture and daily to |
| ١٤ | ٢ | = | exam | | |
| ١٥ | ٢ | = | Things contradict real in Sharia | Lecture Student Participation | Participation in the lecture and daily to |

211. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

212. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Lectures prepared by the subject teacher (contemporary theology), the subject teacher. |
| Main references (source) | |
| Recommended books and references (scientific journals, reports...) | An Introduction to the New Science Theology, Muhammad Mujtahid Shabashtari - The Prophet Muhammad Baqir Al-Sadr |
| Electronic references, websites. | |

Course Description

| | |
|--|---|
| 1. Course Name: | |
| Modern curricula | |
| 2. Course Code: | |
| The fourth stage is the section on belief, advocacy, and thought | |
| 3. Semester / Year: | |
| 2023–2024 AD / first course | |
| 4. Description Preparation Date: | |
| 25–9–2024 | |
| 5. Available Attendance Forms: | |
| basic | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| (3) Theoretical | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: A.M.D Alaa Kamel Abdel Razzaq Email: alaa.kamil@uoanbar.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Enabling the student to view the various curricula of modern scholars |

• The course aims to enable students to know the approach of the authors of the two Sahih the two Imams (Bukhari and Muslim), each imam and his method, whether in the chain of transmission or the text, the naming of the book, the conditions of each imam in his Sahih book, and other matters related to their two books.

9. Teaching and Learning Strategies

Strategy

- 1- Introducing the student to the importance of the hadith scholars' curricula
 - 2- That the student knows how to read the noble prophetic text, through Sahih al-Bukhari and Sahih Muslim.
 - 3- That the student should be aware of the approach of each imam, how he wrote his book, his conditions, his naming of the book, and the number of his hadiths.
 - 4- The basis is to enable students to become familiar with the style of each imam in his writing.
- B - The program's skill objectives
- B1 - The student acquires skills specific to the modern scholar curricula.
- B2 - Providing students with the necessary skills to know narrated hadiths.
- B3 - Providing the student with special skills to know chains of transmission and texts.
- Teaching and learning methods
- 1- Adopting the method of delivering lectures and linking each topic with real-life examples.
 - 2- Directing the student to write a report on a topic related to the subject
 - 3- Interventions
 - 4- Use questions and answers.
 - 5- Using the brainstorming method for students to generate creative ideas.

Evaluation methods:

1- Evaluation through students' participation in the lecture and their preparation for the subject and questions related to and outside the topic.

2- Evaluation through monthly examinations

C- Emotional and value goals.

C1- C- Emotional and value goals

C1- Reception and acceptance: The student must

☐ Listens to the lecture effectively

☐ Pays attention to the sequence of ideas within each topic and interacts with them

☐ Asks about the various ways to use different expressions

C2-Response: The student must

☐ Answers various questions on the topic

☐ The student feels pleasure in reading and listening to lectures

☐ The student participates in explaining each topic.

C3- Value judgment: The student must

☐ Appreciates the importance of each topic and its interconnection with other topics

☐ Suggests different uses of expressions for each topic

C4- Value organization: The student must

☐ Combines ideas from different topics to formulate new topics.

☐ Estimates the value of learning the skill of the given lesson.

Teaching and learning methods: Teaching and learning methods:

1- Adopting the method of delivering lectures and linking each topic with real-life examples.

2- Directing the student to write a report on a topic related to the subject

3- Interventions

4- Use questions and answers.

5- Using the brainstorming method for students to generate creative ideas.

Evaluation methods

1- Evaluation through students' participation in the lecture and their preparation for the subject and questions related to and outside the topic.

2- Evaluation through monthly examinations
 D - General and qualifying transferable skills (other skills related to employability and personal development).
 D1- Encouraging students to be creative and create a spirit of perseverance and self-denial in them through continuous encouragement of the necessity of joint and effective cooperation among them to accomplish their academic requirements.
 D2- Providing them with the university's website related to the availability of future opportunities for recruitment and employment
 D3- Giving them knowledge of the importance of developing their abilities through self-education by acquainting themselves with various knowledge
 D4- Emphasizing the development of students' personal talents, such as sports and arts of all kinds in their free time.
 Evaluation methods
 Written tests, oral tests, daily contributions, and completing assignments

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|----------------------|-----------------|-------------------|
| | | | | | |

11. Course Evaluation

Written tests, oral tests, daily contributions, and completing assignments
 Evaluation methods:
 1- Evaluation through students' participation in the lecture and their preparation for the subject and questions related to and outside the topic.
 2-Evaluation through monthly examinations

| 12. Learning and Teaching Resources | |
|--|--|
| Required textbooks (curricular books, if any) | Studies in the curricula of hadith scholars / Prof. Dr. Secretary of Judges and Prof. Dr. Amer Hassar Sabry Methods of hadith scholars/Dr. Yasser Al-Shamali Sahih Al-Bukhari and his explanation by Ibn Hajar |
| Main references (source) | Sahih Muslim and his explanation by Al-Nawawi |
| Recommended books and references (scientific journals, reports...) | Theses, dissertations, and books that were written according to the methods of hadith scholars general |
| Electronic references, websites. | The Internet, the comprehensive library, www.qurani.islamic |

Course Description

| | |
|---|--|
| 213. Course Name: | |
| 214. Course Code: | |
| 215. Semester / Year: | |
| 216. Description Preparation Date: | |
| 217. Available Attendance Forms: | |
| 218. Number of Credit Hours (Total) / Number of Units (Total) | |

219. Course administrator's name (mention all, if more than one name)

Name: Dr. Mohammed Musdif Ther
 Email: mohammed.ther@uoanbar.edu.iq

220. Course Objectives

| | |
|--------------------------|---|
| Course Objectives | <ul style="list-style-type: none"> • The student will be familiar with the definitions of ethics and the profession and the importance of ethics in practicing the profession. • That the student understands the importance of ethics and its place in Islam. • That the student learns about creating sincerity, serendipity, and chastity in the profession |
|--------------------------|---|

221. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | 1-Method of discussion and problem solving. 2- Teaching methods include the use of the blackboard or a drawing board. 3- Encouraging students to self-learn. |
|-----------------|--|

222. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|-------------------------|-------------------|
| 1 | 3 | According to the course | The concept of morality and status | Presentation discussion | Oral test |
| 2 | 3 | According to the course | Aspects of the connection between ethics and belief | Presentation discussion | Oral test |
| 3 | 3 | According to the course | The connection between morals and acts of worship | Presentation discussion | Oral test |
| 4 | 3 | According to the course | The link between ethics Islamic systems | Presentation discussion | Oral test |
| 5 | 3 | According to the course | The effects of ethics on individual and society | Presentation discussion | Oral test |
| 6 | 3 | According to the course | The concept of the profession its importance | Presentation discussion | Oral test |
| 7 | 3 | According to the course | Definition of unemployment means of treating the problem of unemployment | Presentation discussion | Oral test |

| | | | | | |
|----|---|-------------------------|---|-------------------------|-----------|
| 8 | 3 | According to the course | Professional conditions | Presentation discussion | Oral test |
| 9 | 3 | According to the course | Create sincerity and honesty | Presentation discussion | Oral test |
| 10 | 3 | According to the course | Creating honesty, chastity justice | Presentation discussion | Oral test |
| 11 | 3 | According to the course | Create good dealings cooperation | Presentation discussion | Oral test |
| 12 | 3 | According to the course | Create initiative | Presentation discussion | Oral test |
| 13 | 3 | According to the course | Efficiency and mastery | Presentation discussion | Oral test |
| 14 | 3 | According to the course | Management ethics in Islam | Presentation discussion | Oral test |
| 15 | 3 | According to the course | Professional ethics in Islamic civilization | Presentation discussion | Oral test |

223. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

- a. (40) marks on the monthly and oral exam with daily preparation.
- b. (60) marks on the final written exam

224. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | Professional ethics – a group of specialists King Saud University |
| Main references (source) | Islamic Ethics – Abdul Rahman Habanka |
| Recommended books and references (scientific journals, reports...) | Professional ethics, Islamic authenticity and modern vision – Dr. Saeed Al-Ghamdi |
| Electronic references, websites. | Comprehensive library |

Course Description

225. Course Name:..... **Interpretation of the verses of the Creed**

226. Course Code: **Interpretation of the verses of the Creed**

227. Semester / Year:..... **Chapter II 2023–2024**

228. Description Preparation Date: **28/1/2024**

229. Available Attendance Forms: **Basic regular attendance.**

230. Number of Credit Hours (Total) / Number of Units (Total) **(45) Three hours per week**

231. Course administrator's name (mention all, if more than one name)

Name: **takleef.lateef@uoanbar.edu.iq**

Email: **Takleef Lateef Razj**

232. Course Objectives

Course Objectives

- Introducing the student to the meaning of the science of belief and its most prominent names.
- • Knowing the benefits of faith, its goals, and characteristics
- • Introducing the evidence proving the Islamic faith
- • Knowing the approach of the Holy Qur’an in presenting the Islamic faith .

233. Teaching and Learning Strategies

Strategy

- The student should be able to define the science of belief, enumerate its names, explain the benefits of belief, and ability To distinguish the evidence that is suitable to prove issues of belief
- Knowing the way the Qur’an presents the Islamic faith
- ways to establish evidence for the existence of God Almighty

234. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|-----------------------|----------------------------|
| 1 | 3 | What the course included | Definition of the science of belief, its most prominent names, benefits of belief and its importance | Student participation | Participate in the lecture |
| 2 | 3 | = | Evidence proving the Islamic faith | Student participation | Participate in the lecture |
| 3 | 3 | = | The Qur'an's approach presenting belief | Student participation | Participate in the lecture |
| 4 | 3 | = | The Qur'an's approach presenting belief | Student participation | Participate in the lecture |
| 5 | 3 | = | The Qur'an's approach presenting evidence of existence of God Almighty | Student participation | Participate in the lecture |
| 6 | 3 | = | The Qur'an's approach presenting the evidence of care | Student participation | Participate in the lecture |
| 7 | 3 | = | a test | Student participation | Participate in the lecture |
| 8 | 3 | = | Evidence of the stability of existence of God Almighty, evidence of providence and invention | Student participation | Participate in the lecture |
| 9 | 3 | = | Coincidence is its concept, evidence of its invalidity, atheism is its concept and causes | Student participation | Participate in the lecture |
| 10 | 3 | = | The Qur'an's approach presenting attributes Psychological characteristic. | Student participation | Participate in the lecture |
| 11 | 3 | = | Foot, stay and accident violation | Student participation | Participate in the lecture |
| 12 | 3 | = | Doing oneself and oneness | Student participation | Participate in the lecture |
| 13 | 3 | = | Ability, will, knowledge, hearing, sight, speech, life | Student participation | Participate in the lecture |
| 14 | 3 | = | a test | Student participation | Participate in the lecture |

| | | | | | |
|----|---|---|--|-----------------------|----------------------------|
| 15 | 3 | = | the approach of the Qur'an presenting the vision of God Almighty and destiny and destiny | Student participation | participate in the lecture |
|----|---|---|--|-----------------------|----------------------------|

235. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.
 (40) marks on the monthly and oral exam with daily preparation
 (60) marks on the final written exam

236. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Collecting a subject according to vocabulary by subject teacher |
| Main references (source) | The Islamic faith between the approach of the Qur'an and the approaches of theologians Muhammad Ayyash Al-Kubaisi |
| Recommended books and references (scientific journals, reports...) | nothing |
| Electronic references, websites. | nothing |

Course description

| |
|---|
| 56. Course Name |
| Sociology of religion |
| 57. Course Code |
| Sociology of religion |
| 58. Semester/year |
| The second academic year 2023-2024 |
| 59. The date this description was prepared |
| 1/2/2024 |

| 60. Available attendance forms | | | | | |
|--|----------------------------------|---|---|---------------------------------|---------------|
| Basic | | | | | |
| 61. Number of study hours (total)\number of units (total) | | | | | |
| Two hours/four units | | | | | |
| 62. Name of the course administrator (if more than one name is mentioned) | | | | | |
| Name: Professor Nizar Amer Hussein | | | | | |
| Email:nizar.amer@uoanbar.edu.iq | | | | | |
| 63. Course objectives | | | | | |
| <ul style="list-style-type: none"> - Understanding the basic concepts of (sociology of religion) - For the student to become familiar with the most important terms that will be covered in the religious sociology course - that He recognizes on Highlight Theories that Founded For this Science And study it And understand it | | | | Objectives of the study subject | |
| 64. Teaching and learning strategies | | | | | |
| -Lecture method and open discussion 2- Self-learning method 3- Using modern means during the lecture (data show) | | | | The strategy | |
| 65. Course structure | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
| the exams Editorial | The casting And discussion | the definition In terms clarification meaning Religions | Referred to the signs of the previous According to Content | 3 3 | the first |
| the exams Editorial | The casting And discussion | features religions | = | 3 | the second |
| the exams Editorial | The casting And | Curricula search in A historical science the | = | 3 | the |

| | | | | | |
|-----------|-------------|-------------------------|---|---|---------|
| the exams | discussion | meeting Religious | = | 3 | third |
| Editorial | The casting | Curriculum My guess | = | 3 | the |
| the exams | And | And analytical | = | 3 | fourth |
| Editorial | The casting | Curriculum Integrative | = | 3 | Fifth |
| the exams | And | Career And its | = | 3 | VI |
| Editorial | discussion | requirements | = | 3 | Sevent |
| the exams | The casting | Doctrines And theories | = | 3 | h |
| Editorial | And | The interpreter For | = | 3 | VIII |
| the exams | discussion | religion | = | 3 | Ninth |
| Editorial | The casting | Doctrine Natural And | = | 3 | The |
| the exams | And | the doctrine Spiritual | = | 3 | tenth |
| Editorial | discussion | doctrine Subject The | = | 3 | eleven |
| the exams | The casting | snake(| = | 3 | th |
| Editorial | And | theory Monotheism | = | 3 | twelve |
| | discussion | Primitive | = | 3 | th |
| | The casting | the theory | = | 3 | Thirte |
| | And | Complementarity | = | 3 | enth |
| | discussion | Conciliation | = | 3 | fourte |
| | The casting | Religion Totemism And | = | 3 | enth |
| | And | layers Totem | = | 3 | Fifteen |
| | discussion | Theories The | = | 3 | th |
| | The casting | interpreter To automate | = | 3 | |
| | And | | = | 3 | |
| | discussion | | = | 3 | |
| | The casting | | = | 3 | |
| | And | | = | 3 | |
| | discussion | | = | 3 | |
| | The casting | | = | 3 | |
| | And | | = | 3 | |
| | discussion | | = | 3 | |

66. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

| | |
|--|--|
| Learning and teaching resources/ .V | |
| a To cast-Discussion-Learning Organizer Self Learning Cooperative .Λ education Electronic .9 | |
| Religious Sociology / Bassam Muhammad Abu Alyan | Required prescribed books (Methodology, if any) |
| Contemporary man and the social problem / Muhammad Baqir Al-Sadr | Main references (sources) |
| | Books and referencesaRecommended items (scientific journals, reports...) |
| | Electronic references, websites |

Course Description

| |
|---|
| 237. Course Name: |
| Contemporary Theology – Stage IV |
| 238. Course Code: |
| |
| 239. Semester / Year: |
| Second Semester (2023–2024) |
| 240. Description Preparation Date: |
| ٢٠٢٣/١٢/١ |
| 241. Available Attendance Forms: |
| Came |
| 242. Number of Credit Hours (Total) / Number of Units (Total) |
| (30) hours |
| 243. Course administrator's name (mention all, if more than one name) |
| Name: Mohmed Tarek Hamodi Email: mohammed.tareq@uoanbar.edu.iq |
| 244. Course Objectives |

| | |
|--------------------------|--|
| Course Objectives | <ul style="list-style-type: none"> • Understand the basic concepts (methods of theologians and philosophers). • – To familiarize the student with most prominent terms that will be addressed by the curricula of theologians and philosophers • – Introducing the student to origin, importance and history of science of theologians and philosophers. • – Introducing the student to most important curricula of theologians and philosophers |
|--------------------------|--|

245. Teaching and Learning Strategies

| | |
|-----------------|--|
| Strategy | Introducing the student to the importance of the science of theologians and philosophers' curricula and its history, then studying the curricula of theologians, philosophers, theological and philosophical schools |
|-----------------|--|

246. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|-----------------------------------|-------------------------------------|--|
| 1 | 2 | Course Contents | A brief overview of the curricula | Lecture Student Participation | Participation in the lecture and daily tests |
| 2 | 2 | = | Theologians and philosophers | Lecture Student Participation | Participation in the lecture and daily tests |
| 3 | 2 | = | Philosophical approach | Lecture | Participation |

| | | | | | |
|---|---|---|--|---|---|
| | | | | e Stud t Parti patic | in the lectu and daily to |
| ε | ϒ | = | The verbal approach | Lectu e Stud t Parti patic | Participati in the lectu and daily to |
| ο | ϒ | = | Philosophy origin and habitat | Lectu e Stud t Parti patic | Participati in the lectu and daily to |
| Ϛ | ϒ | = | The importance of philosophical research and the need for it | Lectu e Stud t Parti patic | Participati in the lectu and daily to |
| ϛ | ϒ | = | Exam | | |
| ϝ | ϒ | = | The four schools | Lectu e Stud t Parti patic | Participati in the lectu and daily to |
| Ϟ | ϒ | = | Walking school | Lectu e Stud t Parti patic | Participati in the lectu and daily to |
| Ϡ | ϒ | = | Theological religious | Lectu | Participati |

| | | | | | |
|----|---|---|-------------------------------------|---|---|
| | | | school | e Stud t Parti patic | in the lectu and daily to |
| ١١ | ٢ | = | The mystical school | Lectu e Stud t Parti patic | Participati in the lectu and daily to |
| ١٢ | ٢ | = | Al-Tawfiqiyya School | Lecture Student Participat n | Participati in the lectu and daily to |
| ١٣ | ٢ | = | Ishraqiya School | Lectu e Stud t Parti patic | Participati in the lectu and daily to |
| ١٤ | ٢ | = | exam | | |
| ١٥ | ٢ | = | The theolog school of Imamiya | Lectu e Stud t Parti patic | Participati in the lectu and daily to |

247. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

248. Learning and Teaching Resources

Required textbooks (curricular books, if any)

- Lectures prepared by the professor of the subject (curricula of speakers and philosophers) the teacher of the subject.

Main references (source)

| | |
|---|---|
| Recommended books and references (scientific journals, reports...) | Islamic philosophy Dr. Hamed Taher - Principles of Islamic Philosophy Abdul-Jabbar Al-Rifai |
| Electronic references, websites. | |

Course description

| |
|---|
| Course Name .١ |
| Memorizing the Qur'an |
| Course Code .٢ |
| |
| Semester/year .٣ |
| The second 2023-2024 |
| The date this description was prepared .٤ |
| 1/3/2024 |
| Available attendance forms .٥ |
| Fourth stage students |
| Number of study hours (total)\number of units (total) .٦ |
| 2 hours 2 units |
| Name of the course administrator (if more than one name is mentioned) .٧ |
| Name: A.M.D. Acer Fayegeq Jihad Email: aysar.faiq@uoanbar.edu.iq |
| Course objectives .٨ |

| <p>11- That the student learns to read the surahs of the twenty-seventh part of the Qur'an (Part Al-Dharyat).</p> <p>2- That the student memorizes the surahs of the twenty-seventh part of the Qur'an (Part Al-Dharyat).</p> <p>3- That the student applies the black recitation of the Qur'an while mastering memorization.</p> | | | <p>Objectives of the study subject</p> | | |
|--|------------------------------|---|---|---------------------|----------|
| Teaching and learning strategies .٩ | | | | | |
| <p>Guidance -\</p> <p>Interventions -٢</p> <p>Using computers and data -٣</p> | | | | <p>The strategy</p> | |
| Course structure .١٠ | | | | | |
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
| Written tests | Presentati on and discussion | Memorize from the beginning of Surat Al-Dharyat to verse 30 | Referred to in the previous axis, each according to content | 2 | 1 |
| Written tests | Presentati on and discussion | Memorizing the adjectives from verse 31 to the end of the surah | = | 2 | 2 |
| Written tests | Presentati on and discussion | Memorize from the beginning of Surat Al-Tur to verse 31 | = | 2 | 3 |
| Written tests | Presentati on and | Memorizing the stage from verse 32 to the end of the surah | = | 2 | 4 |

| | | | | | |
|----------------------|-------------------------------------|---|---|----------|-----------|
| | discussion | | | | |
| Written tests | Presentati on and discussion | Memorizing Surat An-Najm from the beginning to verse 22 | = | 2 | 5 |
| Written tests | Presentati on and discussion | Memorizing Surah Al-Najm from verse 23 to 42 | = | 2 | 6 |
| Written tests | Presentati on and discussion | Memorizing Surat An-Najm from verse 43 to the end of the surah | = | 2 | 7 |
| Written tests | Presentati on and discussion | Memorizing Surat Al-Qamar from the beginning of the surah to verse 27 | = | 2 | 8 |
| Written tests | Presentati on and discussion | Memorizing Surat Al-Qamar from verse 28 to verse 38 | = | 2 | 9 |
| Written tests | Presentati on and discussion | Memorizing Surat Al-Qamar from verse 39 to the end of the surah | = | 2 | 10 |
| Written tests | Presentati on and discussion | Memorizing Surah Ar-Rahman from the beginning to verse 40 | = | 2 | 11 |
| Written tests | Presentati on and discussion | Memorizing Surat Al-Rahman from verse 41 to verse 55 | = | 2 | 12 |
| Written tests | Presentati on and discussion | Memorizing Surat Al-Rahman from verse 56 to the end of the surah | = | 2 | 13 |
| Written tests | Presentati on and discussion | Memorizing Surat Al-Waqi'ah from the beginning to verse 50 | = | 2 | 14 |
| Written tests | Presentati on and discussion | Memorizing Surat Al-Waqi'ah from verse 50 to the end of the surah | = | 2 | 15 |

| | |
|--|--|
| Course evaluation .\۱ | |
| Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. | |
| Learning and teaching resources .\۲ | |
| The twenty-seventh part of the -\۱ Holy Qur'an (Part Al-Dharyat). | Required textbooks (methodology, if any) |
| | Main references (sources) |
| | Recommended supporting books and references (scientific journals, reports...) |
| | Electronic references, websites |