



جمهورية العراق  
وزارة التعليم العالي والبحث العلمي  
جامعة وارث الانبياء  
كلية العلوم الاسلامية

وصف المقرر الدراسي – المرحلة الثانية – 2024-2025- باللغة الانكليزية  
جامعة وارث الانبياء – كلية العلوم الاسلامية – قسم علوم القرآن



The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

<b>1. College</b>	College of Islamic Sciences
<b>2. Scientific Department</b>	Quranic Sciences
<b>3. Teaching Name</b>	Lect. Dr. Ahmed Abbas Mashal
<b>4. Stage</b>	The second
<b>5. Course Name/Code</b>	Crimes of the Baath regime
<b>6. Semester / Year</b>	Semester 1/2024-2025
<b>7. Number of Hours (Total)</b>	30
<b>8. Date of this description</b>	24/9/2024

<b>9. Course Objectives</b>
Introducing students to the most important crimes of the Baath Party in Iraq.
Highlight serious human rights violations.
A detailed explanation of the violations that took place under the previous regime.
Explaining the facts of this unjust regime from generations that have not gone through the stages of its rule.

<b>10. Course Outputs and Methods of Teaching, Learning and Assessment</b>
<b>A- Cognitive Objectives</b>  A1- Studying the most important crimes committed by the Baath regime.  A2. Disclosing the nature of the crimes committed by the Baath regime.  A3- Clarification of the most important of these crimes and the serious consequences that have been reflected on the reality and have affected all sectors without exception.
<b>B . Skills objectives of the course</b>  B1 – Understanding the nature of the crimes committed by the Baath regime and the extent of human rights violations.  B2- Having the ability to distinguish between good governance and authoritarian rule, and the impact of each on the future of peoples.  B3- Improving the skills of discussion on legal and political topics.
<b>Teaching and learning methods</b>
1. Assigning students to prepare the lecture topic (self-learning) 2. Presenting the scientific material in front of the students. 3. Opening the discussion among the students about the scientific material prepared for the lecture topic
<b>Evaluation methods</b>
1. Homework. 2. Prepare a report on the topics covered. 3. Written Exam 4. Oral Exam.
<b>C. Emotional and Value Goals</b> A1- The student has sufficient information about the history of the scientific subject he is studying. A2- Increasing his knowledge store with regard to the information supporting his scientific specialization.
<b>Teaching and learning methods</b>

- Study of the most important crimes committed by the Baath regime.
- Revealing the nature of the crimes committed by the Baath regime.
- Clarification of the most important of these crimes and the dangerous consequences that have been reflected on reality and have affected all Sectors without exception

### Evaluation methods

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1- The student should practice how to evaluate the policies adopted towards the peoples.

D2- The student should practice the process of distinguishing between the nature of the regulations and the extent to which they apply human rights.

## 11. Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Oral and written tests.	Presentation, discussion and clarification by presenting the explanatory diagrams of the subject	Introduction to the Crimes of the Baath Party	The crimes of the Baath Party in Iraq	2	First
Oral and written tests.		Concept of Crimes – Crime Sections		2	Second
Oral and written tests.		Definition of the crime in language and terminology – crimes of the Baath regime according to the Criminal Court		2	Third
Oral and written tests.		Types of International Crimes - Decisions of the Supreme Criminal Court		2	Fourth
Oral and written tests.		Introduction to Psychosocial Crimes, Their Effects and the Most Prominent Violations		2	V
Oral and written tests.		Psychological Crimes – Mechanisms of Psychological Crimes – Effects of Psychological Crimes		2	Sixth

Oral and written tests.		Social Crimes – Militarization of Society		2	Seventh
Oral and written tests.		The Baathist Regime's Attitude toward Religion – Violations of Iraqi Laws		2	Eighth
Oral and written tests.		Images of Human Rights Violations and the Crimes of the Authority – Some of the Decisions of the Political and Military Violations of the Baath Regime		2	Ninth
Oral and written tests.		Introduction to Environmental Crimes – War and Radioactive Pollution		2	X
Oral and written tests.		The Destruction of Cities and Villages ( Scorched-Earth Policy) – Evidence of Scorched-Earth Policy		2	Eleventh
Oral and written tests.		Draining marshes and bulldozing palm groves		2	Twelfth
Oral and written tests.		Introduction to Mass Grave Crimes		2	Thirteenth
Oral and written tests.		Introduction to Mass Graves – Genocide Incidents Committed by the Former Regime		2	Fourteenth
Oral and written tests.		Events of 1963 and events of 1979-2003 Chronological Classification of Genocide Graves		2	Fifteenth

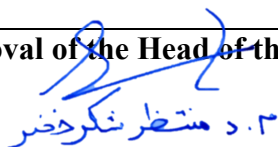
12. Infrastructure	
1- Required Textbooks	Crimes of the Baath Regime in Iraq - Preparation of a Specialized Committee at the Ministry of Education and Scientific Research

2- Key Reference(s)	1. Archive of the Political Prisoners Foundation 2- Martyrs Foundation Archive 3- Archive of the Iraqi Center for the Documentation of Crimes of Extremism at the al-Abbas's (p) Shrine 4- Salim Matar – Encyclopedia of the Iraqi Environment 5- The Mesopotamian Civilization Raed Abis and Dr. Abbas Attia. 6- The United Nations reports condemning the Baath regime for human rights violations for the period from 1991 to 2003 and other sources
1) Recommended Books and References (Scientific Journals, Reports, .....)	Hassan Al-Khayyat – The geography of the marshes and swamps of southern Iraq.
2) Electronic References, Websites	All thesites related to the vocabulary of the article.

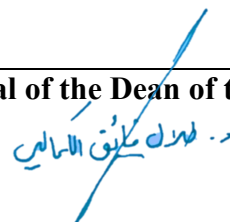
### 13. Course Development Plan (Suggested Vocabulary)

- A. Screening documentaries about the crimes of the Baath Party.
- B. Organizing scientific field visits for students to some sites that document the crimes of the Baath Party.

Approval of the Head of the Department

  
د. منظر شكر خضر

Approval of the Dean of the College

  
د. فهد بن علي المالكي



Faculty of Islamic Sciences/ Warith Al-Anbiya University

Course Description Sample for Developmental Psychology

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist.Lect. Asaad Badri Aziz
4. Stage	The second
5. Course Name/Code	<b>217CSDP</b>
6. Academic Year	2025
7. Number of Hours	30
8. Date of this description	5/8/2025
9. Course Objectives	
<ul style="list-style-type: none"> <li>- Introducing the student to the concepts of development, its fields and laws</li> <li>- Distinguishing between different age stages and the characteristics of each of them</li> <li>- Identifying developmental problems and disorders related to each stage</li> <li>- Qualifying the student to understand and analyze the behavior of students and adolescents</li> </ul>	
<b>Course Description</b>	
<p>The course deals with the study of human development from fertilization to adolescence in terms of physical, mental, emotional and social aspects. It focuses on the laws of growth and the factors affecting it, and introduces the student to research methods in development, and analyzes the characteristics of childhood and adolescence and their psychological and behavioral problems.</p>	

10. Learning outcomes					
A. Cognitive Objectives					
A1. Identify the topics of developmental psychology.					
A2- Identify areas of growth.					
A3- Identify the progress and direction of growth.					
A4- Knowing growth problems, genetic problems and diseases.					
A5. The student is able to classify the areas of growth and characteristics of growth at each age stage.					
B . Skills objectives of the course					
B1 – Analysis of mental disorders in the light of different stages.					
B2 – Identify how to cope with the personal behavioral disorders of other individuals.					
B3 – The student will benefit from becoming a teacher in the future in how to deal with students.					
Teaching and learning methods					
Lecture, Discussion, Brainstorming, Classroom Applications					
Evaluation methods					
Daily Exams, Monthly Exams and Reports Completion					
d. General and qualifying skills transferred (other skills related to employability and personal development).					
D1- Skills of daily dealing with individuals of all ages.					
D2- Teaching and the ability to understand students and their problems in all areas of development .					

11. Course Structure					
Evaluation Method	Method of education	Unit Name / Topic	Required Learning Outcomes	Hours	The week
<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Developmental Psychology , Its Importance, and the Meaning of Growth</b>	<b>To know the meaning of growth and to learn about the psychology of growth and the laws of growth, the stages of growth</b>	2	The first



<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Laws of Growth, Stages of Growth</b>	<b>To identify the factors affecting growth , genetic factors, to identify the factors affecting growth, environmental factors</b>	2	Second
<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Factors influencing growth, genetic factors</b>	<b>To be familiar with scientific research methods, methods of information collection, to be familiar with longitudinal and cross-sectional research.</b>	2	Third
<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Factors influencing growth, environmental factors</b>	<b>To be familiar with empirical research, relational research</b>	2	Fourth
<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Scientific Research Methods, Information Collection Methods</b>	<b>To be familiar with the stage of childhood, its definition, importance, and stages to be familiar with physical development</b>	2	V
<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Longitudinal and cross-sectional research</b>	<b>To recognize mental and linguistic development to recognize social and emotional development</b>	2	Sixth
<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Empirical Research, Correlational Research</b>	<b>To be familiar with moral development, to recognize the role of social institutions in the socialization of the child, the family, and the school.</b>	2	Seventh
<b>Final Evaluation in the Written Exam</b>	<b>Lecture and Discussion</b>	<b>Monthly Evaluation Exam for the Subject Studied and the Teaching Method</b>	<b>To meet peers, the media</b>	2	Eighth

<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Childhood, its definition, importance, stages</b>	<b>To get to know adolescence, its definition, its importance, its stages, to learn about mental and cognitive development, social and emotional development, and moral development</b>	2	Ninth
<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Physical development</b>	<b>To get to know the adolescent and the community, the adolescent and the family, the adolescent and the school to get to know the adolescent and peers, the adolescent and the media</b>	2	X
<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Mental and linguistic development</b>	<b>To get to know the adolescent and the profession, the importance of work, to recognize the importance of choosing a profession and the factors affecting it, the compatibility of the adolescent</b>	2	Eleventh
<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Social and emotional development</b>	<b>To recognize the attitudes and tendencies of adolescents</b>	2	Twelfth
<b>Final Assessment in the Oral Exam</b>	<b>Lecture and Discussion</b>	<b>Congenital development</b>	<b>To recognize the importance of tendencies and tendencies To identify the sources of acquiring tendencies and tendencies</b>	2	Thirteenth
<b>Final Evaluation in the</b>	<b>Lecture and Discussion</b>	<b>The Role of Social Institutions in the Socialization of</b>	<b>To identify the factors affecting adolescents' attitudes and tendencies To identify some of the problems of adolescents</b>	2	Fourteenth

<b>Written Exam</b>		<b>the Child, Family, and School</b>			
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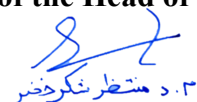
## 12. Infrastructure

1- Required Textbooks	Developmental Psychology (Hossam Abu Seif)
2- Key Reference(s)	Developmental Psychology, Introduction to Psychology (Daviov) Introduction to Psychology (Ahmed Zaki)
1) Recommended books and references (scientific journals, reports, etc.)	Childhood and Adolescence Psychology
2) Electronic References, Websites	Iraqi Journal of Psychology, Nasaq Journal of Social Sciences, Noor Library, Digital Repository for Research

## 13. Course Development Plan (Suggested Vocabulary)

Include issues such as: social intelligence, growth in the light of digital media, and the psychology of evolutionary growth.

**Approval of the Head of the Department**

  
د. منظر شكر خضر

**Approval of the Dean of the College**

  
د. فهد مكي الماريني



## Faculty of Islamic Sciences / Warith Al-Anbiya University

### Course Description Form

The course description provides a summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the available learning opportunities. It must be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Department of Quranic Sciences
3. Teaching Name	Assist. lect. Mustafa Riad Abbas
4. Stage	The second
5. Course Name / Code	English
6. Semester / Year	First / 2024-2025
Number of Hours .7 (Total)	30
Date this description .8 was prepared	7/8/2024
9. Course Objectives	
1- Use slightly advanced everyday expressions and speak more confidently in different life situations.	
2. Understand and apply more complex rules such as continuous tenses, negation forms, and simple conjunctions.	
3- Develop listening skills to understand simple conversational texts and tell short stories.	

4- Reading short texts and understanding their basic meanings.

5- Write short sentences and paragraphs taking into account the correct rules.

## 10. Course Outcomes, Teaching, Learning and Assessment Methods

### A- Cognitive Objectives .

1. Familiarize yourself with basic and slightly advanced grammar.
- 2- Expanding the vocabulary repository.
- 3- Analysis and understanding of short texts.
- 4- Construct sentences and paragraphs correctly.
- 5- Simple critical thinking.

### B . Course-specific Skill Objectives

1. Listening skills.
- 2- Speaking skills.
- 3- Reading skills.
- 4- Speech skills.
- 5- Writing skills.

### Teaching and Learning Methods

1. Direct explanation and clarification.

2- Interactive Learning

3. Use of multimedia

4- Individual and group exercises

5. Task-Based Learning

6. Self-learning and self-assessment

7- Feedback

### C. Emotional and Values Goals

1. Promote a love of English and a desire to learn it.
2. Build self-confidence in the use of language.
3. Respect for different cultures.
4. Developing the spirit of cooperation and teamwork.
5. Develop self-responsibility and independent learning.
6. Developing a love of knowledge and linguistic curiosity.

### Teaching and Learning Methods

1. Open debate and dialogue to stimulate the expression of feelings and opinions.
2. Teamwork and collective projects to foster collaboration and respect for others.
3. Service-based learning or community activities to develop social responsibility.
4. Brainstorming and representative attitudes to develop communication and empathy skills.
5. Positive feedback to boost self-confidence and stimulate continuity.

### Evaluation Methods

1. Written tests (short, semester, final tests) to assess knowledge and grammar.
2. Oral assessment (talks, presentations, questions and answers) to measure speaking and listening skills.
3. Direct observation of student engagement and behavior within the classroom.
4. Self-assessment and classmates to develop self-awareness and social skills.
5. Evaluate group activities to measure collaboration and teamwork.
6. Projects and homework to assess understanding and practical application.
7. Continuous feedback to improve educational performance.

d . Transferred general and qualifying skills ( other skills related to employability and personal development ).

1. Effective Communication Skills: The ability to express ideas clearly verbally and in writing.
2. Teamwork and collaboration: The ability to work in teams and respect the opinions of others.
3. Problem Solving and Decision Making: Develop critical thinking and analytical skills to solve language and interpersonal problems.
4. Time management and organization: Organize study and assignments in an effective way.
5. Self-paced and continuous learning: the ability to research, learn independently, and update knowledge.
6. Flexibility and adaptability: The ability to cope with new and changing situations in the work environment and education.
7. Professional and Ethical Responsibility: Commitment to values and ethics in work and learning.

## 11. Course Structure

Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week
Oral and written exams	Lecture & Discussion	Introductions and Personal Information	The student should identify himself and ask for personal information	2	The first
Oral and written exams	Lecture & Discussion	Countries and Nationalities	The student should correctly mention the names of countries and nationalities	2	Second
Oral and written exams	Lecture & Discussion	Daily Routines	The student should describe his daily routine using the simple present tense	2	Third
Oral and written exams	Lecture & Discussion	Telling the Time	The student should read the time and tell it accurately	2	Fourth

Oral and written exams	Lecture & Discussion	Food and Drinks	The student should name the types of food and drink and order in a restaurant	2	V
Oral and written exams	Lecture & Discussion	Describing People	The student should describe the external appearance of a person	2	Sixth
Oral and written exams	Lecture & Discussion	Places in Town	The student mentions places in the city and gives directions	2	Seventh
Oral and written exams	Lecture & Discussion	Free Time Activities	The student should talk about his activities in his free time	2	Eighth
Oral and written exams	Lecture & Discussion	Weather and Seasons	The student should describe the weather and the seasons	2	Ninth
Oral and written exams	Lecture & Discussion	Past Simple – Regular Verbs	The student should use the simple past tense for regular verbs	2	X
Oral and written exams	Lecture & Discussion	Past Simple – Irregular Verbs	The student uses the simple past tense for anomalous verbs	2	Eleventh
Oral and written exams	Lecture & Discussion	Travel and Holidays	The student should talk about his trips and vacations	2	Twelfth
Oral and written exams	Lecture & Discussion	Health and the Body	The student mentions the parts of the body and talks about health	2	Thirteenth
Oral and written exams	Lecture & Discussion	Review and Final Assessment	Comprehensive Review For Topics and Evaluation Skills	2	Fourteenth



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## 12. Infrastructure

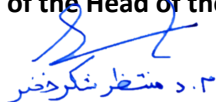
1- Required Textbooks	Headway elementary
2- Main References (Sources)	Headway elementary
1) Recommended books and references (scientific (..... ,journals, reports	Headway elementary
2) ,Electronic References Websites	Stream line Al-islam.org , English for Islamic Preparatory Schools

## 13. Course Development Plan (Suggested Vocabulary)

We suggest adding the following vocabulary

- Use of multimedia (video, audio, presentations) to enhance understanding and cultural context.
- Add short assessment activities after each unit to measure comprehension first-hand.
- Linking the lessons to the student's reality and areas of interest to stimulate motivation.
- Gradually include academic vocabulary and terminology from within their disciplines to support academic language skills.

Approval of the Head of the Department

  
د. منظر شكر خضر

Approval of the Dean of the College

  
د. هادي علي النور



## College of Islamic Sciences/ Warith Al-Anbiya University

### Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	College of Islamic Sciences
2. Scientific Department	Department of Quranic Sciences
3. Teaching Name	Lect. Dr. Aksim Ahmed Fayyad
4. Stage	Second (morning and evening study)
5. Course Name/Code	Grammar
6. Semester / Year	The first
7. Number of Hours (Total)	45 hours for morning study - 45 hours for evening study
Date of this description .8	17/9/2024
9. Course Objectives:	
1- Building a generation of pioneers of knowledge and science to avoid melody and the integrity of the tongue from mistakes.	
2- Learn the basics of the Arabic language, expand students' perceptions and enrich their knowledge.	
3- Introducing students to the most important ancient sources of grammar.	
4- Educate students and enable them to read and write properly in a way that qualifies them to work in their certificates in the future.	

10. Course Outcomes and Methods of Teaching, Learning and Assessment:
<p>A- Cognitive Objectives: Enable students to become familiar with a set of rules of spelling, grammar and morphology:</p> <p>A1- Enhancing spelling, and knowing the positions of the primary, intermediate, and extreme Hamza.</p> <p>A2- Definition of N and its sisters, the places where the word "N" is broken and opened, the gender-negating (no) is the negation of the gender, the cases of its name and its news, the distinction between (no) that negates the gender and the negation (no) to indicate the number, the cases of the expression of the noun given to the name of no, and the cases of the news of the negation and the places where it is omitted.</p> <p>A3- Definition of conjecture and its sisters, acts of certainty and acts of transformation, the significance of conjecture verbs over non-conjecture, and the cancellation and suspension of conjecture acts, I know and I see, the effect and the two and the three.</p> <p>A4- Definition of the Subject and the Deputy of the Subject</p> <p>A5- Definition of the transgression of the verb and its necessity, and the initiation of the effects (A. Absolute effect)</p> <p>A6- Linking the previous grammar lessons with examples from the Holy Qur'an.</p>
<p>B . Skills Objectives of the Course:</p> <p>B1 - Enabling the student to know, write, pronounce and employ the syntactic positions correctly.</p> <p>B2 - Enabling students to identify the ancient sources of grammar and how to study them (Ibn Aqeel as a model)</p> <p>B3 – Enabling students to write scientific assignments, and the ability to explain lessons to primary and middle school students.</p> <p>B4- Enabling students to employ grammar in understanding the meaning, especially the Qur'anic text.</p> <p>B5- Using more than one method in explaining lectures to qualify students and enable them to understand the curriculum</p>
Teaching and learning methods
<p>1- Lectures in the traditional way of explanation, and the use of a blackboard.</p> <p>2- Using e-learning means in explanation (PowerPoint) and displaying the lecture on the screen.</p> <p>3- Applying the rules explained in the textbook in the explanation of Ibn Aqeel and promoting the use of Qur'anic examples.</p>

- 4- Engage students in the lesson and use the group system and brainstorm to enhance the understanding of the scientific material.
- 5- Ask some students to explain an idea or issue within the topic of the lecture, and evaluate the answers from the students themselves in order to keep students attentive and enhance the topic and personality.
- 6- Providing students with the lecture through the Moodle program.

#### Evaluation methods

- 1- Daily oral tests.
- 2- Monthly and quarterly written tests, by preparing meaningful questions that raise the expected scientific problems in the research.
- 3- Observe students' performance by participating in class and answering questions.
- 4- Observation of creative thinking and the ability to derive grammatical evidence in examples.

#### C. Emotional and value goals.

C1- Developing the faculty of dialogue, criticism and discussion among students

C2- The student should go in search of grammatical topics according to his reception of the given lecture.

C3- Introducing students to their social status and preparing them to be active in society

A4- Voluntary response of the student in collecting some Quranic evidence to improve his level and the level of his peers in dealing with the Qur'anic text.

#### Teaching and Learning Methods :

- 1- Lectures in the traditional way of explanation, and the use of a blackboard.
- 2- Using e-learning means in explanation (PowerPoint) and displaying the lecture on the screen.
- 3- Applying the rules explained in the textbook in the explanation of Ibn Aqeel and promoting the use of Qur'anic examples.
- 4- Engage students in the lesson and use the group system and brainstorm to enhance the understanding of the scientific material.
- 5- Ask some students to explain an idea or issue within the topic of the lecture, and evaluate the answers from the students themselves in order to keep students attentive and enhance the topic and personality.
- 6- Providing students with the lecture through the Moodle program.

### Evaluation Methods :

- 1- Daily oral tests.
- 2- Monthly and quarterly written tests, by preparing meaningful questions that raise the expected scientific problems in the research.
- 3- Observe students' performance by participating in class and answering questions.
- 4- Observation of creative thinking and the ability to derive grammatical evidence in examples.

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1- Encouraging how to manage time, as the education process is only the implementation of the prescribed curriculum at a specific time.

D2- Providing students with the ability to read and write correctly, especially investing information in dealing with the Qur'anic text.

D3- Encouraging the exchange of understanding and information among students by urging them to review the lesson in the form of specific groups.

D4. Commitment to professional ethics and introducing it in a way that qualifies students to carry out their educational duty in the best possible way.

### 11. Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Feedback on some of the demands of the previous stage, miscellaneous questions	Lecture Explanation and Class Discussions Presentation Debates Electronic	Ann and her sisters	Enhanced Spelling N and its sisters, its types Break Hamza In and open it	3	The first
Direct Questions, Classroom Assignments	Explanation, application and interrogation, online presentation	i.e.	Types of the name N and its sisters, types of news of N and its sisters, places of omission of Hamza N	3	Second

Questions based on analysis and synthesis	Explanation and Application Direct Questions Online Presentation	i.e.	Provisions of the Connection of All Mother and Her Sisters, and the Reduction of Ifs and Ifs	3	Third
Miscellaneous Questions Brainstorm	Explanation and Application Debates Online Presentation	No negation of sex	No negation of sex Definition of the noun and the places where it is mentioned, cases of the noun that do not negate the gender, the distinction between the noun and the negation to indicate the number and gender	3	Fourth
Miscellaneous Questions Classroom assignments	Classroom discussions , debates and electronic presentation	No negation of sex	Cases of the expression of the noun given to the noun Cases of news that do not negate gender, and delete it	3	V
Direct Questions Short Quizzes	Explanation and Application Direct Questions Online Presentation	Thought and her sisters	Thought, its sisters, types, and divisions,	3	Sixth
Brainstorm classroom exams	Classroom discussions , debates and electronic presentation	Thought and her sisters	Definition of cancellation and suspension and the provisions of the use of the Dhaan and its sisters	3	Seventh

Analysis-based and composition -based questions, classroom assignments	Explanation and Application Direct Questions Online Presentation	Acts of Certainty and Acts of Conversion	Acts of certainty, conversion, the difference between the actions of the hearts	3	Eighth
Explanation and Application Online Presentation	Explanation and Application Online Presentation	Acts of Suspicion, Certainty, and Conversion	Rulings on the Effects of the Acts of Suspicion, Certainty and Conversion	3	Ninth
Brainstorming Exams Classroom Assignments	Explanation and Application , Electronic Presentation	Setting up the object, the two and the three	Verbs that exceed one or two or three objects	3	X
Miscellaneous Questions Classroom Testing Applications	Explanation and Application Online Presentation	doer	The actor and its types	3	Eleventh
Explanation and Application Online Presentation	Explanation and application of debates and electronic presentation	doer	Guidance in the multiplicity of the subject and its rulings, clues and their use in the subject when presenting and delaying	3	Twelfth
Analysis-based and composition -based questions, classroom assignments	Explanation and Application Direct Questions Online Presentation	Deputy Actor	The difference between the passive and the unknown, the vice of the doer and its types	3	Thirteenth
Miscellaneous Questions Brainstorm	Direct Questions, Explanation	Transgression of the verb and its necessity	The necessary and transgressive action	3	Fourteenth

	ns and Presentations		Types of verb transgression		
Direct Questions Short Quizzes	Explanation and Application Direct Questions Online Presentation	Absolute Effect	Absolute Effect, its Types and Substitutes	3	Fifteenth


## 12. Infrastructure

1- Required Textbooks	Vocabulary of the curriculum
2- Key Reference(s)	(Explanation of Ibn Aqeel)(Explanation of Ibn al-Nazim)
1) Recommended Books and References (Scientific Journals, Reports, .....)	Adequate Grammar Dr. Abbas Hassan - Meanings of Grammar - Dr. Fadel Al-Samarrai
2) Electronic References, Websites	The Comprehensive Library, Scientific Researcher's Website, Ahl al-Bayt Library

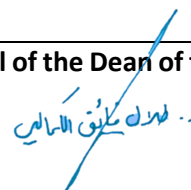
## 13. Course Development Plan (Suggested Vocabulary)

Strengthening the spelling aspect because there is a scientific gap in this regard, and proposing to add it to the course vocabulary

Approval of the Head of the Department

  
د. مستطير شكر خضير

Approval of the Dean of the College

  
د. فهد بنون السامرائي





## College of Islamic Sciences/ Warith Al-Anbiya University

### Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	College of Islamic Sciences
2. Scientific Department	Department of Quranic Sciences
3. Teaching Name	Lect. Dr. Aksim Ahmed Fayyad
4. Stage	Second (morning and evening study)
5. Course Name/Code	Grammar
6. Semester / Year	Second
7. Number of Hours (Total)	45
8. Date of this description	10/1/2025
9. Course Objectives:	
1- Building a generation of pioneers of knowledge and science to avoid melody and the integrity of the tongue from mistakes.	
2- Learn the basics of the Arabic language, expand students' perceptions and enrich their knowledge.	
3- Introducing students to the most important ancient sources of grammar.	
4- Educate students and enable them to read and write properly in a way that qualifies them to work in their certificates in the future.	

<p>10. Course Outcomes and Methods of Teaching, Learning and Assessment:</p>
<p>A- Cognitive Objectives: Enable students to become familiar with a set of rules of spelling, grammar and morphology:</p> <p>A1- Enhancing spelling, and knowing the positions of the primary, intermediate, and extreme Hamza.</p> <p>A2- Defining the object for its purpose, the effect therein, distinguishing between it and the circumstance, and defining the object with it and what can be applied to it.</p> <p>A3- Definition of the exception, its definition, types, cases of repetition of the exception, cases of expression of the exception except and exception without justification and exclusion.</p> <p>A4- Definition of the situation, its divisions, and when does knowledge or denial come</p> <p>A5- Definition of discrimination, types of discrimination and when it is transferred from a single or a sentence</p> <p>A6- Linking the previous grammar lessons with examples from the Holy Qur'an.</p>
<p>B . Skills Objectives of the Course:</p> <p>B1 - Enabling the student to know, write, pronounce and employ the syntactic positions correctly.</p> <p>B2 - Enabling students to identify the ancient sources of grammar and how to study them (Ibn Aqeel as a model)</p> <p>B3 – Enabling students to write scientific assignments, and the ability to explain lessons to primary and middle school students.</p> <p>B4- Enabling students to employ grammar in understanding the meaning, especially the Qur'anic text.</p> <p>B5- Using more than one method in explaining lectures to qualify students and enable them to understand the curriculum</p>
<p><b>Teaching and learning methods</b></p>
<p>1- Lectures in the traditional way of explanation, and the use of a blackboard.</p> <p>2- Using e-learning means in explanation (PowerPoint) and displaying the lecture on the screen.</p> <p>3- Applying the rules explained in the textbook in the explanation of Ibn Aqeel and promoting the use of Qur'anic examples.</p> <p>4- Engage students in the lesson and use the group system and brainstorm to enhance the understanding of the scientific material.</p>

<p>5- Ask some students to explain an idea or issue within the topic of the lecture, and evaluate the answers from the students themselves in order to keep students attentive and enhance the topic and personality.</p> <p>6- Providing students with the lecture through the Moodle program.</p>
Evaluation methods
<p>1- Daily oral tests. And the use of electronic padelite wall</p> <p>2- Monthly and quarterly written tests, by preparing meaningful questions that raise the expected scientific problems in the research. and using Google Form test templates</p> <p>3- Observe students' performance by participating in class and answering questions.</p> <p>4- Observation of creative thinking and the ability to derive grammatical evidence in examples.</p>
<p>C. Emotional and value goals.</p> <p>C1- Developing the faculty of dialogue, criticism and discussion among students</p> <p>C2- The student should go in search of grammatical topics according to his reception of the given lecture.</p> <p>C3- Introducing students to their social status and preparing them to be active in society</p> <p>A4- Voluntary response of the student in collecting some Quranic evidence to improve his level and the level of his peers in dealing with the Qur'anic text.</p>
<p>Teaching and Learning Methods :</p> <p>1- Lectures in the traditional way of explanation, and the use of a blackboard.</p> <p>2- Using e-learning means in explanation (PowerPoint) and displaying the lecture on the screen.</p> <p>3- Applying the rules explained in the textbook in the explanation of Ibn Aqeel and promoting the use of Qur'anic examples.</p> <p>4- Engage students in the lesson and use the group system and brainstorm to enhance the understanding of the scientific material.</p> <p>5- Ask some students to explain an idea or issue within the topic of the lecture, and evaluate the answers from the students themselves in order to keep students attentive and enhance the topic and personality.</p> <p>6- Providing students with the lecture through the Moodle program.</p>
Evaluation Methods :

- 1- Daily oral tests.
- 2- Monthly and quarterly written tests, by preparing meaningful questions that raise the expected scientific problems in the research.
- 3- Observe students' performance by participating in class and answering questions.
- 4- Observation of creative thinking and the ability to derive grammatical evidence in examples.

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1- Encouraging how to manage time, as the education process is only the implementation of the prescribed curriculum at a specific time.

D2- Providing students with the ability to read and write correctly, especially investing information in dealing with the Qur'anic text.

D3- Encouraging the exchange of understanding and information among students by urging them to review the lesson in the form of specific groups.

D4. Commitment to professional ethics and introducing it in a way that qualifies students to carry out their educational duty in the best possible way.

## 11. Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Feedback on some of the demands of the previous stage, miscellaneous questions	Lecture Explanation and Class Discussions Presentation Debates Electronic	Installations	Enhanced Spelling Primary, Medium and Extreme Hamza Reminder of Appointments Examples and Expressions	3	The first
Direct Questions, Classroom Assignments	Explanation, application and interrogation, online presentation	Effect 1	The concept of the object for its purpose and its significance	3	Second

Questions based on analysis and synthesis	Explanation and Application Direct Questions Online Presentation	Object 2	Types of Object for Purpose, Expression and When It Is Fixed or Directed	3	Third
Miscellaneous Questions Brainstorm	Explanation and Application Debates Online Presentation	Effect Adverb of time	The concept of the object in which the adverb The circumstance of time, its types, and the cases of its expression and construction	3	Fourth
Miscellaneous Questions Classroom assignments	Classroom discussions , debates and electronic presentation	Effect Circumstance	The Concept of the Circumstance of Place Expression of the adverb of the place The name of the sign indicating the place	3	V
Direct Questions Short Quizzes	Explanation and Application Direct Questions Online Presentation	Distinguishing between the object and the adverb	The meaning of the object – the meaning of the adverb and how to differentiate between them	3	Sixth
Brainstorm classroom exams	Classroom discussions , debates and electronic presentation	Effect with it	The concept of the object with it, its states, its positions and its significance	3	Seventh
Analysis-based and composition-based questions,	Explanation and Application Direct Questions	What can be set up or sympathized with	The difference between the object with it and the affection for	3	Eighth

classroom assignments	Online Presentation		what came before it		
Explanation and Application Online Presentation	Explanation and Application Online Presentation	Exception 1	The Concept of Exception and Its Pillars Types of Exception	3	Ninth
Brainstorming Exams Classroom Assignments	Explanation and Application, Electronic Presentation	Exception 2	Repetitions and expressions of exception	3	X
Miscellaneous Questions Classroom Testing Applications	Explanation and Application Online Presentation	The exception is miserliness, promises, and prohibitions 3	The exception is a miserliness and a promise, and its expression and its various aspects	3	Eleventh
Explanation and Application Online Presentation	Explanation and application of debates and electronic presentation	Case 1	Definition of the Concept of Status The owner of the case types of the owner of the case	3	Twelfth
Analysis-based and composition-based questions, classroom assignments	Explanation and Application Direct Questions Online Presentation	Case 2	Types of Cases (Singular) and Sentence The state of knowledge and its places and the state of denial	3	Thirteenth
Miscellaneous Questions Brainstorm	Direct Questions, Explanations and Presentations	Discrimination 1	Definition of Discrimination Distinctive Significance Types of discrimination	3	Fourteenth

Direct Questions Short Quizzes	Explanation and Application Direct Questions Online Presentation	Discrimination 2	The difference between singular discrimination and sentence discrimination	3	Fifteenth
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## 12. Infrastructure

1- Required Textbooks	Vocabulary of the curriculum
2- Key Reference(s)	(Explanation of Ibn Aqeel)(Explanation of Ibn al-Nazim)
1) Recommended Books and References (Scientific Journals, Reports, .....)	Adequate Grammar Dr. Abbas Hassan - Meanings of Grammar - Dr. Fadel Al-Samarrai
2) Electronic References, Websites	The Comprehensive Library, Scientific Researcher's Website, Ahl al-Bayt Library

## 13. Course Development Plan (Suggested Vocabulary)

Strengthening the spelling aspect because there is a scientific gap in this regard, and proposing to add it to the course vocabulary

Approval of the Head of the Department

  
د. مظهر نكر خضر

Approval of the Dean of the College

  
د. فهد بن علي المارعي



Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist. Lect. Abd Al-Sattar Jabbar Adnan Al , Jabri
4. Stage	The second
5. Course Name/Code	Jurisprudence of Worship
6. Semester / Year	2024 – 2025
7. Number of Hours (Total)	30
8. Date of this description	21 /1 /2025
9. Course Objectives	
Teaching the rulings of worship	

10. Course Outputs and Methods of Teaching, Learning and Assessment

A. Cognitive Objectives

At the end of the semester, the student must be able to:

A1- Knows the rulings of worship

A2- Explains the most important jurisprudential opinions on worship

A3- The Shari'a ruling is extracted when reviewing jurisprudential books.

A4- Identifies the defects in the application of worship works



<p>B . Skills objectives of the course</p> <p>At the end of the semester, the student must be able to:</p> <p>B1 – Applying the rulings of worship</p> <p>B2 – Analyze the defect in worship, if any.</p> <p>B3 – Distinguishes between types of worship when applied</p> <p>B4- He corrects his mistakes in explaining the ruling on worship</p>
Teaching and learning methods
<p>1- Theoretical explanation</p> <p>2. Default Apps About Each Transaction During the Lesson</p> <p>3. Blended learning with interactive methods</p> <p>4. Dialogue and discussion</p> <p>5- Brainstorming</p>
Evaluation methods
<p>1 Classroom Activity</p> <p>2 Oral and written exam</p> <p>3 Research Paper</p>
<p>C. Emotional and Value Goals</p> <p>C1- The ability to know the general jurisprudential rules in the sources of worship</p> <p>A2- The ability to know the special rules of worship</p> <p>A3- The ability to know the rules by which to deal with the problems that arise in worship</p>
Teaching and learning methods
<p>1- Theoretical explanation</p> <p>2. Default Apps About Each Transaction During the Lesson</p> <p>3. Blended learning with interactive methods</p> <p>4. Dialogue and discussion</p>
Evaluation methods
<p>Tribal Calendar - Formative Calendar Final Calendar</p> <p>10 Grades: Classroom Activity</p> <p>15 marks: First month exam</p> <p>15 marks: Second month exam</p> <p>60 marks: Final exam</p>
<p>d. General and qualifying skills transferred (other skills related to employability and personal development).</p> <p>D1- Identifying the rulings of worship</p> <p>D2- The ability to diagnose the type of worship in order to apply its rulings</p> <p>D3- The ability to explain the rulings of worship</p>
11. Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Classroom Activity	Theoretical explanation	Reasons for the emergence of jurisprudential doctrines	The student learns about the reasons for the emergence of jurisprudential doctrines	2	1
Classroom Activity	Theoretical explanation	Reasons for the difference of jurists	The student learns about the reasons for the difference of jurists	2	2
Classroom Activity	Theoretical explanation	Development of Islamic jurisprudence	The student learns about the development of Islamic jurisprudence	2	3
Classroom Activity	Theoretical explanation	Etiquette of purity and its rulings	The student learns about the etiquette of purity and its rulings	2	4
			First Month Exam	2	5
Classroom Activity	Theoretical explanation	Wudoo': What is it and its rulings	The student learns about ablution, its nature and rulings	2	6
Classroom Activity	Theoretical explanation	Ghusl and its rulings	The student learns about the rulings of ghusl	2	7
Classroom Activity	Theoretical explanation	Provisions of disinfectants	The student gets to know the disinfectant departments	2	8
			Second Month Exam	2	9
Classroom Activity	Theoretical explanation	Prayer and its rulings	The student learns about the rulings of prayer	2	10
Classroom Activity	Theoretical explanation	Rulings on fasting	The student gets to know the rulings of fasting	2	11
Classroom Activity	Theoretical explanation	Rulings of Hajj	The student learns about the rulings of Hajj	2	12

Classroom Activity	Theoretical explanation	Rulings of Zakat	The student learns about the rulings of Zakat	2	13
Classroom Activity	Theoretical explanation	The Khums and its Provisions	The student learns about the rulings of the five	2	14
			Second Semester Exam		15

## 12. Infrastructure

1- Required Textbooks	Private Lectures
2- Key Reference(s)	The laws of Islam Al-Muhaqqiq Al-Hilli Fiqh on the Four Schools of Thought - Abd al-Rahman al-Jaziri The Beautiful Kindergarten, the Second Martyr Jawahir al-Kalam - Sheikh Hassan Al-Najafi
1) Recommended Books and References (Scientific Journals, Reports, .....)	The Scholars' Ticket to the Jewelry Scholar Al-Maqasid Mosque for Al-Karaki Investigator Fresh Gardens Detective Al-Bahrani The Trustee of the Trusted Lug of the Wise Sayyid
2) Electronic References, Websites	Lectures on External Research for Seminary Professors The website of Grand Ayatollah Sayyid al-Sistani The site of Mr. Al-Khoei is the sanctity of his secret The location of Sheikh Al-Khorasani lasted for a long time

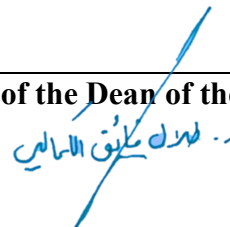
## 13. Course Development Plan (Suggested Vocabulary)

- 1- How to Write a Jurisprudential Research
- 2- How to infer the jurisprudential issue.

**Approval of the Head of the Department**

  
د. منظر شكر خضر

**Approval of the Dean of the College**

  
د. محمد باقر النجاشي



Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences / Warith Al-Anbiya University
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist. Prof. Dr. Ibrahim Jassim Kazem Al-Musawi
4. Stage	The second
5. Course Name/Code	Logic
6. Semester / Year	Semester (Second Semester 2024-2025)
7. Number of Hours (Total)	2
8. Date of this description	20/1/2025
9. Course Objectives	
1. Developing scientific thinking among students of primary studies in understanding the rules of correct thinking.	
2. Building a generation of knowledge pioneers who believe in the need to promote the concepts of coexistence.	
3. Keeping pace with educational institutions that believe in rationality as one of the basics of a healthy life.	
4. Developing the Thinking Patterns of Primary Studies Students	
5. Expanding students' perceptions, enriching their information, and qualifying them to keep pace with development.	
10. Course Outputs and Methods of Teaching, Learning and Assessment	

<p>A. Cognitive Objectives</p> <p>A1- Familiarizing students with the rules of correct thinking</p> <p>A2- Understanding the Orestological, which is a sound mental logic.</p> <p>A3- Identifying the correct ways of thinking in order to benefit from them in scientific and social life.</p> <p>A4- Linking the Rules of Correct Thought in Improving Our Contemporary Life</p>
<p>B . Skills objectives of the course</p> <p>B1 – Training the Mind on Scientific Analysis</p> <p>B2 – Using more than one method of teaching qualifies students to understand the curriculum</p> <p>B3 – Developing the student's ability to choose topics that address intellectual problems</p> <p>B4 Creating a Missionary Conscious Generation with Sound Rationality</p>
Teaching and learning methods
<p>1 Delivery method</p> <p>2 Method of discussion</p> <p>3 The inductive method</p> <p>4. Use of modern technologies and some electronic information sources</p>
Evaluation methods
<p>1 Daily Tests</p> <p>2 Monthly Tests</p> <p>3. Discussion of students in the hall.</p>
<p>C. Emotional and Value Goals</p> <p>C1- Enabling students to understand the historical reality of the Prophet's biography</p> <p>C2- Enabling students to research and investigate religion in a manner appropriate for primary studies</p> <p>A3- Enabling students to criticize and analyze the Prophet's unreliable history, and the dubious narrations attributed to the Prophet.</p>
<p>d. General and Qualifying Skills Transferred (Other Skills Related to Employability and Personal Development)</p> <p>1: Building the leadership personality of the academic student and preparing him as an educator for future generations</p> <p>2: Introducing the student to the importance of the life of the Prophet and his Prophet's biography, so that he can have a leading role in raising the awareness of the Ummah</p> <p>3: The student's academic interest in his duties as a person with religious and social responsibility.</p>

4: Adherence to the ethics of the profession and its definition qualifies students to carry out their educational duty in the best possible way.

#### 11. Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Oral Questions and Student Discussion	Lecture and screen presentation with discussion	Historical Introduction to Logic	Knowledge of the history of logic	2	The first
Oral Questions and Student Discussion	Lecture and screen presentation with discussion	Definition of logic, its purpose and its fruits	Knowledge of Mental Logic	2	Second
Oral Questions and Student Discussion	Lecture and Screen Presentation	Dividing science into perception and belief	Knowledge of Orestological Logic	2	Third
Oral Questions and Student Discussion	Lecture and Screen Presentation	Dividing science into the intuitive and the theoretical and explaining the foundations of the thinking process	Knowledge of Orestological Logic	2	Fourth
Theoretical exam	Lecture and Screen Presentation	Statement of the Sections of the Semantics of Words	Knowledge of Orestological Logic	2	V
Oral Questions and Discussions	Lecture and Screen Presentation	Statement of word divisions	Knowledge of Orestological Logic	2	Sixth
Oral Questions	Lecture and Field Visit to the University Office	Statement of word divisions	Knowledge of Orestological Logic	2	Seventh
Oral Questions	Lecture and Field Visit to the	Concept and Credibility Partial and Total	Knowledge of Orestological Logic	2	Eighth

	University Library				
Questions and Discussions	Lecture and Screen Presentation	Subjective and Accidental	Knowledge of Orestological Logic	2	Ninth
Oral and Written Questions	Lecture and Screen Presentation	Pregnancy Sections	Knowledge of Orestological Logic	2	X
Oral Questions	Lecture and Screen Presentation	Definition and terms	Knowledge of Orestological Logic	2	Eleventh
Oral questions	Lecture and Screen Presentation	Issue and Definition	Knowledge of Orestological Logic	2	Twelfth
Oral questions	Lecture and Screen Presentation	Sections of the Pregnancy Case And the policewoman	Knowledge of Orestological Logic	2	Thirteenth
Discussions with students	Lecture and Screen Presentation	Definition of Inference and its Divisions	Knowledge of Orestological Logic	2	Fourteenth
examination	Lecture and Screen Presentation	examination	Knowledge of Orestological Logic	2	Fifteenth

## 12. Infrastructure

1- Required Textbooks	Lessons in the Science of Logic Author Noon Center for Authorship and Publishing
2- Key Reference(s)	1- The logic of the victor
1) Recommended Books and References (Scientific Journals, Reports, .....)	1_ Books of Explanations of Logic
2) Electronic References, Websites	The researcher's website on the search engine. google

## 13. Course Development Plan (Suggested Vocabulary)

It is possible to develop the course (logic) by refining some of the topics of logic that have proven to be of little use, such as the topic of the five faculties, and shortening its teaching to important topics in thinking.



د. منظر شكر خضر

**Approval of the Head of the Department**



د. محمد عليق الامري

**Approval of the Dean of the College**





## Faculty of Islamic Sciences/ Warith Al-Anbiya University

### Course Description of the Interpreters' Curriculum

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist.Lect. Noor Al-Huda Omran Mohammed
4. Stage	Second
5. Course Name/Code	Methods of Interpreters
6. Semester/Year	First Semester / 2024
7. Number of Hours (Total)	60 Hours
8. Date of this description	22/9/2024
9. Course Objectives:	
1- Identify the emergence and development of interpretation methods and its causes. 2- Prepares and describes the sources in the methods of the exegetes. 3- It concludes the benefits and importance of induction in the methods of induction. 4- He learns about the method of interpretation of the Prophet (peace and blessings of Allaah be upon him), then the Companions, then the Tabi'een, and then the others (until the fourth century).	
10.Course Outcomes and Methods of Teaching, Learning and Assessment:	
<b>A. Cognitive Objectives</b> A1. The student is introduced to the first method of interpretation of its characteristics and requirements. A2- The student will be introduced to the first authorship in the methods of the interpreters and its most important sources. A3- The student will be introduced to the interpretation of the Companions and their schools. A4- The student will be introduced to the types and development of interpretation methods up to the fourth century.	

<p><b>B. Skills objectives of the course</b></p> <p>B1- The student is able to determine the difference between the method of interpretation of the Qur'an and the Qur'an by the Qur'an.</p> <p>B2- The student tries to recall the interpretations of the aphorism with their authors and stages.</p> <p>B3 – It can distinguish between the approach of the two stages of establishment and codification.</p> <p>B4. He can talk about the impact of political and social conditions on the methods of interpretation.</p>					
<b>Teaching and learning methods</b>					
Presentation, Presentation and Discussion by Topic					
<b>Evaluation methods</b>					
1- Oral Exam 2- Written Exam 3- Homework 4- Report 5- Questions during the lecture 6- Participation of students for 5 minutes in the role of teacher					
<p><b>C. Emotional and Value-Based Goals</b></p> <p>C1. It focuses on the curricula, their types and characteristics.</p> <p>A2- Criticizes the interpretation of the extremists in the aphorism and their Israeliness.</p> <p>A3- He adheres to the interpretation of the Prophet <sup>ﷺ</sup> Approach (peace be upon him) and his family and his features .</p>					
<b>Teaching and learning methods</b>					
Pen Chalkboard Short films and illustrations Smart Display					
<b>Evaluation methods</b>					
Through daily and weekly assessment (questions for the lecture discussion) – test					
d. General and qualifying skills transferred (other skills related to employability and personal development). D1. Learn the existing curricula and interpretations. D2. Developing the skills in distinguishing the methods of interpretation. D3- Empowering the student on the impact of society on the development of interpretation. D4. Conveying information and curriculum features in the era of codification and establishment. D5- Learning the specifics of the interpretation of the aphorism and its development.					
<b>11.Course Structure</b>					
<b>Evaluation Method</b>	<b>Method of education</b>	<b>Unit Name/Topic</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>The week</b>

Daily - Weekly	Brainstorm	Introduction to the Methods of Interpreters	Identifying the concepts and benefits of research, research methods in the methods of interpreters	4	The first
Daily - Weekly	On-screen caption	Sources and Sections of the Methods of Exegetes	Identifying the first source, its description and the blogging sequence	4	Second
Daily - Weekly	cooperative	A Brief History of the Interpreters ' Curricula	The History, Development and Causes of Interpretation	4	Third
Daily – Weekly – Monthly	cooperative	Tafsir is the Covenant of the Prophet (peace and blessings of Allah be upon him)	Learning the Specifications of Interpretation in the Age of Revelation	4	Fourth
Daily - Weekly	cooperative	Tafsir in the era of the Companions and Followers	Identifying the Schools of Interpretation and its Specifications	4	V
Daily - Weekly	cooperative	Features of Interpretation in the Age of Blogging	Learn how Tafsir evolved from the era of establishment to codification	4	Sixth
Daily - Weekly	On-screen caption	Stages of the Blogging Era	Identifying the stages and specifications of the era of codification of interpretation	4	Seventh
Daily – Weekly – Monthly	Brainstorm	Interpretation of the Qur'an by aphorism	Identifying the interpretation of the aphorism and its stages	4	Eighth
Daily - Weekly	cooperative	The most famous books of interpretation of the aphorism and its methods (1)	Identifying the interpretation of Atiyat al-Awfi and Sufyan al-Thawri	4	Ninth
Daily - Weekly	cooperative	The Most Famous Books of Interpretation of the Aphorism and its Methods (2)	Identifying the interpretation of al-Tabari and al-Ayyashi	4	X
Daily - Weekly	On-screen caption	Table in the Interpretations of the First Four Centuries	A comprehensive view of the interpretations from the era of the establishment to the fourth century with a description of the social conditions at each stage	4	Eleventh

## 12. Infrastructure

1- Required Textbooks	Tafsir and Commentators – Muhammad Hussein Al-Dhahabi;
2- Key Reference(s)	Trends and Methods of Interpretation - Fadl Hassan Abbas - Methods of Interpreters - Manea Abdel Halim Mahmoud - Lessons in Interpretive Methods and Trends - Muhammad Ali Al-Rezaei Al-Isfahani
1) Recommended books and references (scientific journals, reports, ...)	Nurmagz (Comprehensive of Iranian Magazines: Naked and Persian) - Encyclopedia of Qur'anic Sciences
Electronic References, Websites (2)	<a href="https://shamela.ws/book/96301">https://shamela.ws/book/96301</a> Noor Library Ahl al-Bayt (peace be upon them) online library

## 13. Course Development Plan (Suggested Vocabulary)

Interpretive Trends: Philosophical, Social, Literary

Approval of the Head of the Department

د. منظر شكر خضر

Approval of the Dean of the College

د. هادي عليق السالم



Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences / Warith Al-Anbiya University
2. Scientific Department	Quranic Sciences
3. Teaching Name	Prof. Dr. Ibrahim Jassim Kazem Al-Musawi
4. Stage	The second
5. Course Name/Code	Principles of Interpretation
6. Semester / Year	First Semester 2024-2025
7. Number of Hours (Total)	2
8. Date of this description	22/9/2024
9. Course Objectives	
1. Developing scientific thinking among students of primary studies	
2. Building a generation of knowledge pioneers who carry the message of the Holy Quran	
3. Keeping pace with educational institutions that believe in the authentic Quranic principles	
4. Developing the Thinking Patterns of Quranic Studies Students	
5. Expanding students' perceptions, enriching their information, and qualifying them to extract the Qur'anic meanings.	
10. Course Outputs and Methods of Teaching, Learning and Assessment	

<p>A. Cognitive Objectives</p> <p>A1- Familiarizing students with books on the principles of interpretation</p> <p>A2- Knowledge of the Qur'anic sciences</p> <p>A3- Identifying the opinions of the commentators on some of the different sources in understanding the Qur'an.</p>
<p>B . Skills objectives of the course</p> <p>B1 – Training the Mind on Scientific Analysis</p> <p>B2 – Using more than one method of teaching qualifies students to understand the curriculum</p> <p>B3 – Developing the student's ability to choose topics that address intellectual problems</p> <p>B4. Providing state departments and educational and media institutions with specialists in Islamic sciences</p>
Teaching and learning methods
<p>1 Delivery method</p> <p>2 Method of discussion</p> <p>3 The inductive method</p> <p>4. Use of modern technologies and some electronic information sources</p>
Evaluation methods
<p>1 Daily Tests</p> <p>2 Monthly Tests</p> <p>3. Discussion of students in the hall.</p>
<p>C. Emotional and Value Goals</p> <p>A1- Enabling students to understand the Quranic verses</p> <p>C2- Enabling students to research and investigate the interpretation in a manner appropriate for the preliminary studies</p> <p>C3- Enabling students to criticize and analyze interpretive opinions</p>
<p>d. General and Qualifying Skills Transferred (Other Skills Related to Employability and Personal Development)</p> <p>1: Building the leadership personality of the academic student and preparing him as an educator for future generations</p> <p>2: Introducing the student to the importance of jurisprudence and Sharia.</p>

3: The student's academic attention to his appearance and cleanliness has the greatest impact on the hearts of his future students.

4: Adherence to the ethics of the profession and its definition qualifies students to carry out their educational duty in the best possible way.

## 11. Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Oral Questions and Student Discussion	Lecture and screen presentation with discussion	General Definition of the Science of Fundamentals of Interpretation	Principles of Interpretation	3	The first
Oral Questions and Student Discussion	Lecture and screen presentation with discussion	Statement of introductory introductions to know the requirements of this science	Knowledge of the Eight Heads of the Science of the Origins of Interpretation	3	Second
Oral Questions and Student Discussion	Lecture and Screen Presentation	The relationship between the science of interpretation and the origins of interpretation	The Relationship between Interpretation and the Principles of Interpretation	3	Third
Oral Questions and Student Discussion	Lecture and Screen Presentation	The Authenticity of the Qur'anic Appearance and the Difference Between Schools of Thought	The Authenticity of the Qur'anic Appearance	3	Fourth
Theoretical exam	Lecture and Screen Presentation	Differences between the two schools regarding the authenticity of the Qur'anic revelation	Knowledge of the origins of the school of news and fundamentalism	3	V
Oral Questions and Discussions	Lecture and Screen Presentation	Evidence of the News School and the Fundamentalist School Presentation and Criticism	Inferential knowledge of the two schools	3	Sixth
Oral Questions	Lecture and Field Visit to the	The Authenticity of the Prophet's	Knowledge of the importance of the Prophet's Sunnah	3	Seventh

	University Office	Sunnah and its Importance			
Oral Questions	Lecture and Field Visit to the University Library	Divisions of the Prophet's Sunnah and the difference in its authenticity	Knowledge of the intellectual difference in the subject of the Sunnah of the Prophet between schools of thought	3	Eighth
Questions and Discussions	Lecture and Screen Presentation	Evidence of the authenticity of the Prophet's Sunnah	Knowledge of Authenticity Evidence	3	Ninth
Oral and Written Questions	Lecture and Screen Presentation	The Authenticity of the Mind and Its Importance in Interpretation	Knowing the role and importance of the mind	3	X
Oral Questions	Lecture and Screen Presentation	Evidence of the Authenticity of the Mind in Interpretation	Knowledge of the evidence of the authority of the mind and its role in interpretation	3	Eleventh
Oral questions	Lecture and Screen Presentation	The Authenticity of Language in Interpretation and Its Importance	Knowledge of the importance of language	3	Twelfth
Oral questions	Lecture and Screen Presentation	A Comparative Statement between the Evidence of the Authenticity of the Language and its Absence	Knowledge of the evidence of both parties and the method of criticism	3	Thirteenth
Theoretical exam	Lecture and Screen Presentation	Comprehensive Review	Comprehensive Review	3	Fourteenth

## 12. Infrastructure

1- Required Textbooks	Lessons in the Principles of Interpretation prepared by the professor
2- Key Reference(s)	1 The Origins and Rules of Interpretation Sheikh Abd al-Rahman al-Ak 2: Rules of Interpretation among Shiites and Sunnis by Sheikh Al-Muybadi



1) Recommended Books and References (Scientific Journals, Reports, .....)	1- Books of interpretation in general
2) Electronic References, Websites	The researcher's website on the search engine. google

### 13. Course Development Plan (Suggested Vocabulary)



## Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist. Prof. Dr. Firdaus Hashem Ahmed Al-Alawi
4. Stage	The second
5. Course Name/Code	Quranic Sciences
6. Semester / Year	2024-2025 First semester
7. Number of Hours (Total)	30 hours
8. Date of this description	20/9/2024
9. Course Objectives	
1. Studying the concept of Qur'anic sciences and the importance of this science in guiding interpretation	
2. Study of the main and supporting sciences of the Qur'an	
3. Study of the Origin and History of Qur'anic Sciences	
4. Studying the difference between the sciences of the Qur'an and the history of the Qur'an	
5. The study of the sciences of the Qur'an and its role in guiding the meaning	
10. Course Outputs and Methods of Teaching, Learning and Assessment	

<p>A. Cognitive Objectives</p> <p>A1- The student should be familiar with the importance of this science and its continued importance</p> <p>A2- The student should distinguish this science from the rest of the other Qur'anic sciences.</p> <p>A3- The student should know the importance of this science in relation to other sciences of interpretation.</p> <p>A4- The student should use the sciences of the Qur'an to understand the Qur'an.</p> <p>A5- The student should be introduced to the sciences of the Qur'an and the difference between it and the history of the Qur'an.</p> <p>A6- The student should be armed with this knowledge in his scientific knowledge.</p>
<p>B . Skills objectives of the course</p> <ol style="list-style-type: none"> <li>1. Self-Development through Self-Reading</li> <li>2. Provide the student with all the books, resources and external information he needs.</li> <li>3. Conducting workshops inside the hall</li> </ol>
Teaching and learning methods
<ol style="list-style-type: none"> <li>1. display</li> <li>2. Dictation</li> <li>3. Discussion</li> <li>4. Lecture</li> <li>5. Brainstorming and others</li> </ol>
Evaluation methods
<ol style="list-style-type: none"> <li>1. Oral Exam</li> <li>2. Written Exam</li> <li>3. Homework</li> <li>4. Report</li> <li>5. Questions during the lecture</li> <li>6. Brainstorming and others</li> </ol>
<p>C. Emotional and Value Goals</p> <p>A1- The student should know the importance of this science in relation to the sciences of the Holy Quran and its importance in the contemporary time.</p> <p>A2- The student should be familiar with the sciences of the Qur'an and its impact on the knowledge and understanding of the Holy Qur'an and the investigation of its meanings.</p> <p>A3- The student should know that the study of the sciences of the Qur'an has an emotional impact because of its connection with the Book of God, which is a devotional matter.</p>
Teaching and learning methods
<ol style="list-style-type: none"> <li>1. Pen</li> <li>2. Chalkboard</li> <li>3. Videos</li> <li>4. Smart Display</li> </ol>

Evaluation methods
1. Oral Exam 2. Written Exam 3. Performance Testing 4. E-Activities 5. Electronic Reports
d . General and qualifying skills transferred ( other skills related to employability and personal development ). 1. - Promoting the sciences of the Ahl al-Bayt (a.s.) and its impact on the development of the student's personality. 2. Developing the student's skills through seminars during the lecture. 3. Instilling confidence in students in the scientific material they have obtained.

11. Course Structure					
Evaluation Method	Method of education	Unit Name / Topic	Required Learning Outcomes	Hours	The week
Feedback	Lecture and Presentation	Introduction to the sciences of the Qur'an	Knowledge Objectives	2	1
Text Apps	Lecture and Presentation	The Origin and History of Qur'anic Sciences	Knowledge Objectives	2	2
Text Apps	Lecture and Presentation	Quran sciences for the Ahl al-Bayt	Knowledge Objectives	2	3
Text Apps	Lecture and Presentation	Qur'anic sciences and their connection to the science of interpretation	Knowledge Objectives	2	4
Text Apps	Lecture and Presentation	The sciences of the Qur'an and its connection to miracles	Knowledge Objectives	2	5
Text Apps	Lecture and Presentation	The sciences of the Qur'an and its relation to the arbitrator and the similar	Knowledge Objectives	2	6
Text Apps	Lecture and Presentation	Interpretation of its definition	Knowledge Objectives	2	7
Text Apps	Lecture and Presentation	The science of interpretation according to the	Knowledge Objectives	2	8

		ancient and modern scholars			
Text Apps	Lecture and Presentation	The difference between interpretation and interpretation	Knowledge Objectives	2	9
Text Apps	Lecture and Presentation	The Relationship between the Qur'anic Sciences and the Interpretive Process	Knowledge Objectives	2	10
audition	audition	General Reviews	Knowledge Objectives	2	11

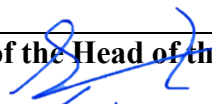
## 12. Infrastructure

1- Required Textbooks	Investigations in the Sciences of the Qur'an/ Manna Al-Qattan
2- Key Reference(s)	Explanation in the sciences of the Qur'an/ Taher Al-Jazairi Al-Furqan's Approach to Qur'anic Sciences / Muhammad Ali Salameh Quranic Sciences/ Muhammad Baqir Al-Hakim
1) Recommended Books and References (Scientific Journals, Reports, .....)	Manahil al-Irfan in the sciences of the Qur'an/ Al-Zarqani Evidence in the Sciences of the Qur'an/ Al-Zarkashi
2) Electronic References, Websites	

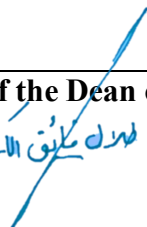
## 13. Course Development Plan (Suggested Vocabulary)

1. The impact of the Qur'anic sciences on the current situation.
2. Quranic Sciences and Contemporary Challenges.

Approval of the Head of the Department

  
د. ٣ مستطير شكر خضر

Approval of the Dean of the College

  
د. محمد علق النابلي



Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist. Prof. Dr. Firdaus Hashem Ahmed Al-Alawi
4. Stage	The second
5. Course Name/Code	Quranic Sciences
6. Semester / Year	2024-2025 First Season
7. Number of Hours (Total)	30 hours
8. Date of this description	20/9/2024
9. Course Objectives	
1. Studying the concept of Qur'anic sciences and the importance of this science in guiding interpretation	
2. Study of the main and supporting sciences of the Qur'an	
3. Study of the Origin and History of Qur'anic Sciences	
4. Studying the difference between the sciences of the Qur'an and the history of the Qur'an	
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10. Course Outputs and Methods of Teaching, Learning and Assessment

<p>A. Cognitive Objectives</p> <p>A1- The student should be familiar with the importance of this science and its continued importance</p> <p>A2- The student should distinguish this science from the rest of the other Qur'anic sciences.</p> <p>A3- The student should know the importance of this science in relation to other sciences of interpretation.</p> <p>A4- The student should use the sciences of the Qur'an to understand the Qur'an.</p> <p>A5- The student should be introduced to the sciences of the Qur'an and the difference between it and the history of the Qur'an.</p> <p>A6- The student should be armed with this knowledge in his scientific knowledge.</p>
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Evaluation methods
<ol style="list-style-type: none"> <li>1. Oral Exam</li> <li>2. Written Exam</li> <li>3. Homework</li> <li>4. Report</li> <li>5. Questions during the lecture</li> <li>6. Brainstorming and others</li> </ol>
<p>C. Emotional and Value Goals</p> <p>A1- The student should know the importance of this science in relation to the sciences of the Holy Quran and its importance in the contemporary time.</p> <p>A2- The student should be familiar with the sciences of the Qur'an and its impact on the knowledge and understanding of the Holy Qur'an and the investigation of its meanings.</p> <p>A3- The student should know that the study of the sciences of the Qur'an has an emotional impact because of its connection with the Book of God, which is a devotional matter.</p>
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11. Course Structure					
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Text Apps	Lecture and Presentation	Qur'anic sciences and their connection to the science of interpretation	Knowledge Objectives	2	4
Text Apps	Lecture and Presentation	The sciences of the Qur'an and its connection to miracles	Knowledge Objectives	2	5
Text Apps	Lecture and Presentation	The sciences of the Qur'an and its relation to the arbitrator and the similar	Knowledge Objectives	2	6
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audition	audition	General Reviews	Knowledge Objectives	2	11


## 12. Infrastructure

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1) Recommended Books and References (Scientific Journals, Reports, .....)	Manahil al-Irfan in the sciences of the Qur'an/ Al-Zarqani Evidence in the Sciences of the Qur'an/ Al-Zarkashi
2) Electronic References, Websites	

## 13. Course Development Plan (Suggested Vocabulary)

1. The impact of the Qur'anic sciences on the current situation.
2. Quranic Sciences and Contemporary Challenges.

Approval of the Head of the Department

  
د. منظر شكر خضر

Approval of the Dean of the College

  
د. عادل مكيق المالح



Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Dr. Montazer Shukr Khader Al-Bayati
4. Stage	The second
5. Course Name/Code	Recitation and memorization
6. Semester / Year	First 2024-2025
7. Number of Hours (Total)	45
8. Date of this description	21/09/2024
9. Course Objectives	
Intermediate Objective: To provide the student with the concept of recitation and memorization and what is related to it in the recitation and memorization of the Holy Qur'an.	
<p>A- Cognitive Objectives: At the end of the semester, the student should be able to:</p> <p>A1- The consonant noun is defined in the Holy Qur'an.</p> <p>A2- Explains the rules of intonation when the consonant noun or the consonant, the consonant meem, the lam, and the ra, with the rest of the letters of the alphabet.</p> <p>A3- Examples of consonant nouns or consonants, consonant meems, lams, and ra's are extracted from the Holy Qur'an.</p> <p>A4- Compares the rulings of the consonant noun or the consonant, the consonant meem, the lam, and the ra' in the Holy Qur'an.</p> <p>A5- Distinguishes between the rulings of the consonant noun or the consonant, the consonant, the lam, and the ra', while listening to the recitation of the Holy Qur'an.</p> <p>A6- Analyzes the reason for the occurrence of the provisions of the consonant noun or the consonant, the consonant meem, the lam, and the ra'a in the Qur'anic verses.</p>	

A7- The first half of Part 29 should be memorized.
<p>B . Skills objectives of the course</p> <p>At the end of the semester, the student must be able to:</p> <p>B1 - The performance of the provisions of the consonant noun or the consonant, the consonant meem, the lam and the ra', shall be applied correctly during its recitation.</p> <p>B2 - Corrects his mistakes in applying the provisions of the consonant noun or the consonant, the consonant meem, the lam and the ra'a while reciting it.</p>
<p>C. Emotional and Value Goals</p> <p>At the end of the semester, the student must be able to:</p> <p>A1- He is committed to applying the provisions of the consonant noun or the consonant, the consonant meem, the lam, and the ra, accurately during the recitation.</p> <p>A2- The application of the performance of the provisions of the consonant noun or the consonant, the consonant meem, the lam, and the ra'a in the recitation of others.</p>

10. Course Outputs and Methods of Teaching, Learning and Assessment
Teaching and learning methods
<p>Blended learning with interactive methods</p> <p>Lecture or Lecture</p> <p>Collaborative Learning</p> <p>Problem solving</p> <p>Peer Learning</p> <p>Dialogue and discussion</p> <p>Active Learning</p> <p>Self-paced learning</p> <p>Using Skinner's theory of reinforcement</p>
Evaluation methods
<p>Evaluation Methods:</p> <p>Questions – Observation – Communication – Tests – Activities – Tasks (Physical and Electronic)</p> <p>How to Evaluate :</p> <p>Tribal Calendar - Formative Calendar Final Calendar</p> <p>Divisions of Grades:</p> <p>10 Grades: Classroom Activity</p> <p>15 marks: First month exam</p> <p>15 marks: Second month exam</p> <p>60 marks: Final exam</p>
Educational Methods and Techniques:

Whiteboard – Calculator – Listening to Audio Models  
PowerPoint presentation slides  
Electronic Wall

### Presentation Program

Moodle - Google Classroom - google form – edpuzzle

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1- Recognizing memory and how information is transferred from temporary memory to long memory

D2- Identify how to retrieve information from memory and recall it

D3- Identifying how to pronounce the letters correctly in the recitation of the Holy Qur'an

## 11. Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Exam and Classroom Activity	Theoretical and practical	Rulings of Consonant Noun and Tanween: Manifestation	The student recognizes the letters of the manifestation when they meet with the consonant and the intonation	3	1
Exam and Classroom Activity	Theoretical and practical	Rulings of consonants and consonants: Idgam	The student recognizes the letters of the incorporation when they meet with the consonant and the intonation	3	2
Exam and Classroom Activity	Theoretical and practical	Rulings of the consonant noun and the inflection: inversion	The student recognizes the letters of the inflection when they meet with the consonant and the inflection	3	3
Exam and Classroom Activity	Theoretical and practical	Rulings on Consonant Noun and Tanween: Concealment	The student recognizes the letters of concealment when	3	4

			they meet with the consonant and the intonation		
	<b>practical</b>	First Month Exam		3	5
	<b>Theoretical and practical</b>	Correction of the first month exam And reviewing the rulings of consonants and consonants		3	6
<b>Exam and Classroom Activity</b>	Theoretical and practical	Provisions of the Silent Meme: Disguise	The student recognizes the letters of the mask when they meet the consonant meme	3	7
<b>Exam and Classroom Activity</b>	Theoretical and practical	Provisions of consonants: Assimilation	The student recognizes the letters of the incorporation when they meet the consonant meme	3	8
<b>Exam and Classroom Activity</b>	Theoretical and practical	Provisions of the Consonant Meme: Manifestation	The student recognizes the letters of the show when they meet with the consonant meme	3	9
	<b>practical</b>	Second Month Exam		3	10
	<b>Theoretical and practical</b>	Second Month Exam Correction And review the provisions of the consonant meme		3	11
<b>Exam and Classroom Activity</b>	Theoretical and practical	Rulings of the Lam: The Solar and Lunar Lam	The student will learn about the rulings of the lam when they meet the letters of the alphabet	3	12

<b>Exam and Classroom Activity</b>	Theoretical and practical	The Rulers of the Lam: The Lam in the Wording of the Majesty	The student will learn about the rulings of the lam in the pronunciation of the word majesty	3	<b>13</b>
<b>Exam and Classroom Activity</b>	Theoretical and practical	Rulings of Ra'a: Amplification and thinning	The student will be introduced to the luxurious and thin rulings of the Ra'a	3	<b>14</b>
		Final Exam		3	<b>15</b>

## 12. Infrastructure

1- Required Textbooks	Private Lectures - The Holy Quran
2- Key Reference(s)	<ul style="list-style-type: none"> <li>◦ Rulings on Reading the Noble Qur'an, Mahmoud Khalil Al-Hosari.</li> <li>◦ Introduction to the Science of Tajweed - Muhammad bin Muhammad bin Al-Jazari</li> <li>◦ The science of Tajweed of the Qur'an, Muhammad Hashem al-Burhani.</li> <li>◦ The Science of Tajweed: Theoretical Rulings and Applied Observations - Yahya Abdul Razzaq Al-Ghouthani</li> </ul>
1) Recommended Books and References (Scientific Journals, Reports, .....)	<ul style="list-style-type: none"> <li>◦ Tajweed illustrated by Hafs, Ayman Rushdi Sweid</li> <li>◦ Common mistakes in reciting the Qur'an on the narration of Hafs from Asim ibn Abi al-Nujood - Abd al-Rahman Itani</li> <li>◦ The Goal of the Disciple in the Science of Tajweed - Atiyah Qabil Nasr</li> </ul>
2) Electronic References, Websites	<a href="https://surahquran.com/">https://surahquran.com/</a> <a href="https://shiavoice.com/">https://shiavoice.com/</a>

## 13. Course Development Plan (Suggested Vocabulary)

Cognitive Psychology – Memory and Memorization

Approval of the Head of the Department

د. منظر شكر خضر

Approval of the Dean of the College

د. نوره مكيث الماريني



## Faculty of Islamic Sciences/ Warith Al-Anbiya University

### Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Dr. Montazer Shukr Khader Al-Bayati
4. Stage	The second
5. Course Name/Code	Recitation and memorization
6. Semester / Year	Second 2024-2025
7. Number of Hours (Total)	45
8. Date of this description	22/01/2025

#### 9. Course Objectives

**Intermediate Objective:** To provide the student with the concept of recitation and memorization and what is related to it in the recitation and memorization of the Holy Qur'an.

#### 10. Course Outputs and Methods of Teaching, Learning and Assessment

**A. Cognitive Objectives:** At the end of the semester, the student should be able to:

A1. Define the provisions of the tide and its definition.

A2- Explains the provisions of the original tide and what follows from it.

A3- The provisions of the sub-tide are extracted due to humming and stillness, and what is attached to it.

A4- Compare the signs of the endowment with the provisions and rules of the endowment and the beginning.

A5- Distinguishes between the rulings of the two conjunctions and the cuts

A6- The second half of Part 29 should be memorized.

### **B . Skills objectives of the course**

At the end of the semester, the student must be able to:

B1 – The rules of Tajweed are applied in all the Qur'an.

B2 - Corrects errors in the application of the rules of Tajweed

B3 – The second half of part 29 should be read from memorization.

### **C. Emotional and Value Goals**

At the end of the semester, the student must be able to:

A1- He is committed to reading the Qur'an proficiently.

A2- Evaluate his recitation and the recitation of others according to what he has learned in this semester.

### **Teaching and learning methods**

- Blended learning with interactive methods
  - Lecture or Lecture
  - Collaborative Learning
  - Problem solving
  - Peer Learning
  - Dialogue and discussion
  - Active Learning
  - Self-paced learning
- Using Skinner's theory of reinforcement

### **Evaluation methods**



**Evaluation Methods:**

Questions – Observation – Communication – Tests – Activities – Tasks (Physical and Electronic)

**How to Evaluate :**

Tribal Calendar - Formative Calendar Final Calendar

**Divisions of Grades:**

10 Grades: Classroom Activity

15 marks: First month exam

15 marks: Second month exam

60 marks: Final exam

**Educational Methods and Techniques:**

Whiteboard – Calculator – Listening to Audio Models

PowerPoint presentation slides

Electronic Wall

Presentation Program

Moodle - Google Classroom - google form – edpuzzle

**d . General and qualifying skills transferred (other skills related to employability and personal development).**

D1- Recognizing memory and how information is transferred from temporary memory to long memory

D2- Identify how to retrieve information from memory and recall it

D3- Identifying how to pronounce the letters correctly in the recitation of the Holy Qur'an

**11. Course Structure**

Evaluation Method	Method of education	Unit Name / Topic	Required Learning Outcomes	Hours	The week
Exam and Classroom Activity	Theoretic al and practical	Provisions of the tide and its definition.	The student will be introduced to the provisions	3	1

			of the tide and its definition.		
Exam and Classroom Activity	Theoretic al and practical	The original tide and its aftermath,	The student will learn about the original tide and what follows it.	3	2
Exam and Classroom Activity	Theoretic al and practical	Provisions of the sub-tide due to humming, and what is attached to it,	The student will be familiar with the provisions of the sub-tide due to humming, and what is attached to it.	3	3
Exam and Classroom Activity	Theoretic al and practical	Rulings on tide due to stillness, and what follows from it;	The student learns about the rulings of tide due to stillness, and what follows from it.	3	4
Exam and Classroom Activity	Theoretic al and practical	Provisions and Rules of Waqf and Initiation,	The student will be familiar with the provisions and rules of endowment and initiation.	3	5
		First Month Exam		3	6
Exam and Classroom Activity	Theoretic al and practical	A complete moratorium,	The student is introduced to the complete endowment,	3	7
Exam and Classroom Activity	Theoretic al and practical	Adequate endowment;	The student learns about the sufficient endowment,	3	8
Exam and Classroom Activity	Theoretic al and practical	Good endowment,	The student learns about the good endowment,	3	9

Exam and Classroom Activity	Theoretical and practical	The ugly endowment,	The student gets to know the ugly endowment,	3	10
		Second Month Exam		3	11
Exam and Classroom Activity	Theoretical and practical	Stop signs,	The student recognizes the signs of the stop,	3	12
Exam and Classroom Activity	Theoretical and practical	The Seven Thousands,	The student will learn about the seven thousands,	3	13
Exam and Classroom Activity	Theoretical and practical	Rulings on the Connection and Cutting Clauses,	The student will be familiar with the rulings of the conjunctions and the pieces.	3	14
Exam and Classroom Activity	Theoretical and practical	Takbeer and the sealing of the Qur'an.	The student learns about Takbeer and the sealing of the Qur'an.	3	15

## 12. Infrastructure

1- Required Textbooks	Private Lectures - The Holy Quran
2- Key Reference(s)	<ul style="list-style-type: none"> <li>◦ Rulings on Reading the Noble Qur'an, Mahmoud Khalil Al-Hosari.</li> <li>◦ Introduction to the Science of Tajweed - Muhammad bin Muhammad bin Al-Jazari</li> <li>◦ The science of Tajweed of the Qur'an, Muhammad Hashem al-Burhani.</li> <li>◦ The Science of Tajweed: Theoretical Rulings and Applied Observations - Yahya Abdul Razzaq Al-Ghouthani</li> </ul>

1) Recommended Books and References (Scientific Journals, Reports, .....)	<ul style="list-style-type: none"> <li>◦ Tajweed illustrated by Hafs, Ayman Rushdi Sweid</li> <li>◦ Common mistakes in reciting the Qur'an on the narration of Hafs from Asim ibn Abi al-Nujood - Abd al-Rahman Itani</li> <li>◦ The Goal of the Disciple in the Science of Tajweed - Atiyah Qabil Nasr</li> </ul>
2) ,Electronic References Websites	<a href="https://shiavoice.com/">https://shiavoice.com/</a> <a href="https://surahquran.com/">https://surahquran.com/</a>

### 13. Course Development Plan (Suggested Vocabulary)

Cognitive Psychology – Memory and Memorization

  
 Approval of the Head of the Department

  
 Approval of the Dean of the College



## Faculty of Islamic Sciences/ Warith Al-Anbiya University

### Course Description of the Interpreters' Curriculum

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist.Lect . Noor Al-Huda Omran Mohammed
4. Stage	Second
5. Course Name/Code	Methods of Interpreters
6. Semester/Year	First Semester / 2024
7. Number of Hours (Total)	60 Hours
Date of this description .8	22/9/20234
9. Course Objectives:	
1- Identify the emergence and development of interpretation methods and its causes. 2- Prepares and describes the sources in the methods of the exegetes. 3- It concludes the benefits and importance of induction in the methods of induction. 4- He learns about the method of interpretation of the Prophet (peace and blessings of Allaah be upon him), then the Companions, then the Tabi'een, and then the others (until the fourth century).	
10. Course Outcomes and Methods of Teaching, Learning and Assessment:	
A. Cognitive Objectives A1. The student is introduced to the first method of interpretation of its characteristics and requirements. A2- The student will be introduced to the first authorship in the methods of the interpreters and its most important sources. A3- The student will be introduced to the interpretation of the Companions and their schools. A4- The student will be introduced to the types and development of interpretation methods up to the fourth century.	
B. Skills objectives of the course B1- The student is able to determine the difference between the method of interpretation of the Qur'an and the Qur'an by the Qur'an. B2- The student tries to recall the interpretations of the aphorism with their authors and stages. B3 – It can distinguish between the approach of the two stages of establishment and codification. B4. He can talk about the impact of political and social conditions on the methods of interpretation.	

Teaching and learning methods					
Presentation, Presentation and Discussion by Topic					
Evaluation methods					
1- Oral Exam 2- Written Exam 3- Homework 4- Report 5- Questions during the lecture 6- Participation of students for 5 minutes in the role of teacher					
C. Emotional and Value-Based Goals C1. It focuses on the curricula, their types and characteristics. A2- Criticizes the interpretation of the extremists in the aphorism and their Israeliness. A3- He adheres to the interpretation of the Prophet's Approach (peace be upon him) and his family and his features .					
Teaching and learning methods					
Pen Chalkboard Short films and illustrations Smart Display					
Evaluation methods					
Through daily and weekly assessment (questions for the lecture discussion) – test					
d. General and qualifying skills transferred (other skills related to employability and personal development). D1. Learn the existing curricula and interpretations. D2. Developing the skills in distinguishing the methods of interpretation. D3- Empowering the student on the impact of society on the development of interpretation. D4. Conveying information and curriculum features in the era of codification and establishment. D5- Learning the specifics of the interpretation of the aphorism and its development.					
11. Course Structure					
Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Daily - Weekly	Brainstorm	Introduction to the Methods of Interpreters	Identifying the concepts and benefits of research, research methods in the methods of interpreters	4	The first
Daily - Weekly	On-screen caption	Sources and Sections of the Methods of Exegetes	Identifying the first source, its description and the blogging sequence	4	Second

Daily - Weekly	cooperative	A Brief History of the Interpreters ' Curricula	The History, Development and Causes of Interpretation	4	Third
Daily – Weekly – Monthly	cooperative	Tafsir is the Covenant of the Prophet (peace and blessings of Allah be upon him)	Learning the Specifications of Interpretation in the Age of Revelation	4	Fourth
Daily - Weekly	cooperative	Tafsir in the era of the Companions and Followers	Identifying the Schools of Interpretation and its Specifications	4	V
Daily - Weekly	cooperative	Features of Interpretation in the Age of Blogging	Learn how Taqdir evolved from the era of establishment to codification	4	Sixth
Daily - Weekly	On-screen caption	Stages of the Blogging Era	Identifying the stages and specifications of the era of codification of interpretation	4	Seventh
Daily – Weekly – Monthly	Brainstorm	Interpretation of the Qur'an by aphorism	Identifying the interpretation of the aphorism and its stages	4	Eighth
Daily - Weekly	cooperative	The most famous books of interpretation of the aphorism and its methods (1)	Identifying the interpretation of Atiyat al-Awfi and Sufyan al-Thawri	4	Ninth
Daily - Weekly	cooperative	The Most Famous Books of Interpretation of the Aphorism and its Methods (2)	Identifying the interpretation of al-Tabari and al-Ayyashi	4	X
Daily - Weekly	On-screen caption	Table in the Interpretations of the First Four Centuries	A comprehensive view of the interpretations from the era of the establishment to the fourth century with a description of the social conditions at each stage	4	Eleventh

12. Infrastructure	
1- Required Textbooks	Tafsir and Commentators – Muhammad Hussein Al-Dhahabi;
2- Key Reference(s)	Trends and Methods of Interpretation - Fadl Hassan Abbas - Methods of Interpreters - Manea Abdel Halim Mahmoud - Lessons in Interpretive Methods and Trends - Muhammad Ali Al-Rezaei Al-Isfahani
1) Recommended books and references (scientific journals, reports, ...)	Nurmagz (Comprehensive of Iranian Magazines: Naked and Persian) - Encyclopedia of Qur'anic Sciences
Electronic References, Websites (2)	<a href="https://shamela.ws/book/96301">https://shamela.ws/book/96301</a> Noor Library

	Ahl al-Bayt (peace be upon them) online library
13. Course Development Plan (Suggested Vocabulary) Interpretive Trends: Philosophical, Social, Literary	

**Approval of the Head of the Department  
College**

د. منظر شكره خیر

**Approval of the Dean of the**

د. محمد بن یونس السامی





## Faculty of Islamic Sciences/ Warith Al-Anbiya University

### Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist. lect. Mortada Mohamed Ali
4. Stage	The second
5. Course Name/Code	The Rhetoric of the Qur'an
6. Semester / Year	First / 2024-2025
7. Number of Hours (Total)	30
8. Date of this description	2024
9. Course Objectives	
Explaining the relationship between rhetoric and understanding the verses of the Holy Qur'an	
Explaining the Graphic Miracles of the Noble Qur'an through the Study of Rhetoric	
Ability to know the eloquence of speech	

10. Course Outputs and Methods of Teaching, Learning and Assessment
<p>A. Cognitive Objectives</p> <p>A1- Introducing the student to the meaning of eloquence, eloquence, and eloquent and eloquent speech.</p> <p>A2- Enabling the student to understand the methods of discourse by standing on the knowledge of meanings.</p> <p>A3- Introducing the student to the emergence of semantics and its divisions</p> <p>A4- Understanding the meanings of speech in general and understanding the meanings of verses in particular, whether the speech is news or construction.</p> <p>A5- Enables the student to know the methods of interrogation, command and prohibition</p> <p>A6-</p>
<p>B . Skills objectives of the course</p> <p>B1 - Defines the mechanism of transferring theoretical knowledge as well as practical knowledge within the classroom</p> <p>B2 – Applies the strategy of Quranic rhetoric in the classroom</p> <p>B3 – Increasing the cognitive intelligence of the student by learning the methods and meanings of speech</p> <p>B4 -</p>
Teaching and learning methods
<p>Lecture Method</p> <p>How students discuss the subject of the lesson</p> <p>Self-discovery method</p>
Evaluation methods
<ul style="list-style-type: none"> <li>- Homework Assessment</li> <li>- Daily Oral Testing</li> <li>- Monthly and Final Written Exam</li> </ul>
<p>C. Emotional and Value Goals</p> <p>A1- Breaking the barrier of fear and preparing students to be qualified for education and teaching</p> <p>A2- Increasing students' self-confidence as qualified professors to carry out their educational duties</p> <p>C3- Preparing students psychologically and educationally for the teaching profession in secondary schools</p>

Teaching and learning methods
Lecture Method How students discuss the subject of the lesson Self-discovery method
Evaluation methods
<ul style="list-style-type: none"> <li>- Homework Assessment</li> <li>- Daily Oral Testing</li> <li>- Monthly and Final Written Exam</li> </ul>
d. General and qualifying skills transferred (other skills related to employability and personal development). D1- Thinking skills according to the student's ability D2- Skills of Discrimination and Discourse Analysis according to the student's achievement and mastery of the subject D3-Recall skills according to the student's mentality

11. Course Structure					
Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Oral and Written Testing	Lecture	Definition of Rhetoric and Eloquence and the Difference Between Them		2	1
Oral and Written Testing	Lecture	The Origin of Rhetoric		2	2
Oral and Written Testing	Lecture	Systems Theory and the Emergence of Semantics		2	3
Oral and Written Testing	Lecture	Definition of Semantics and News and its Divisions		2	4
Oral and Written Testing	Lecture	Construction and its types		2	5

Oral and Written Testing and Homework	Students' discussion of the subject of lesson and discovery	Command and Prohibition		2	6
Oral and Written Testing and Homework	Students' discussion of the subject of lesson and discovery	Interrogation and its Types		2	7
Oral and Written Testing and Homework	Students' discussion of the subject of lesson and discovery	Wishing and appealing		2	8
Oral and Written Testing	Lecture	Deletion and remembrance		2	9
Oral and Written Testing	Lecture	Submission and Delay		2	10
Oral and Written Testing and Homework	Lecture and discussion of the students on the subject of the lesson	Separation and connection		2	11

## 12. Infrastructure

1- Required Textbooks	Rhetoric and application by Dr. Ahmed Matloob and Dr. Kamel Hassan Al-Basir Summarizing in the Sciences of Rhetoric: Al-Khatib al-Qazwini
2- Key Reference(s)	Summarizing in the Sciences of Rhetoric: Al-Khatib al-Qazwini Clarification by Al-Khatib Al-Qazwini The clear eloquence of Ali Al-Jarem and Mustafa Amin
1) Recommended Books and References (Scientific Journals, Reports, .....)	The Origins of the Arabic Statement by Dr. Muhammad Hussein Al-Saghir Facilitated Rhetoric by Noon Center Rhetoric in a Q&A by Dr. Dhurgham Karim Al-Musawi
2) Electronic References, Websites	Thought Electronic Library Imam Amir al-Mu'minin Digital Library link on Telegram The link of the Najaf library is my electronic library on Telegram Tasnim Library for e-books link on Telegram

## 13. Course Development Plan (Suggested Vocabulary)

Adding the subject of command and prohibition

Adding the topic of wishing and calling

Approval of the Head of the Department

د. مستطير شكره

Approval of the Dean of the College

د. هادي عليق السامري



## Faculty of Islamic Sciences/ Warith Al-Anbiya University

### Course Description Template

The course description provides a summary of the most important course characteristics and the learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It should be linked to the description of the program.

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist. lect. Mortada Mohamed Ali
4. Stage	The second
5. Course Name/Code	The Rhetoric of the Qur'an
6. Semester / Year	Second / 2024-2025
7. Number of Hours (Total)	30
8. Date of this description	2025
9. Course Objectives	
Familiarizing students with the sciences of Al-Bayan and Al-Budaiya	
Explaining the Graphic Miracles of the Noble Qur'an through the study of rhetoric in general and the eloquence of the Qur'an in particular	
Explaining the relationship between rhetoric and understanding the verses of the Holy Qur'an	

10. Course Outputs and Methods of Teaching, Learning and Assessment
<p>A. Cognitive Objectives</p> <ol style="list-style-type: none"> <li>1- The student should be familiar with the resources of brevity and redundancy in speech.</li> <li>2- The student should be able to understand the methods of discourse by standing on the science of rhetoric and exquisiteness.</li> <li>3- The student should be familiar with the methods of minors mentioned in the Holy Qur'an.</li> <li>4. The student should be familiar with the resources of the Qur'anic metaphor.</li> <li>5- The student should be aware of the resources of simile, metaphor and metonymy in the Holy Qur'an.</li> <li>6- The student should stand on the resources of the Budi in the Qur'an.</li> </ol>
<p>B . Skills objectives of the course</p> <ol style="list-style-type: none"> <li>1- Determines the mechanism of transferring theoretical knowledge as well as practical knowledge within the school classroom.</li> <li>2- Applies the strategy of Quranic rhetoric in the classroom</li> <li>3- Increasing the cognitive intelligence of the student by learning the ways of performing different meanings and using metaphors</li> <li>4- Increasing the phonetic and linguistic intelligence of the student by standing on moral and verbal improvements.</li> </ol>
Teaching and learning methods
<p>Lecture Method</p> <p>How students discuss the subject of the lesson</p> <p>Self-discovery method</p>
Evaluation methods
<ul style="list-style-type: none"> <li>- Homework Assessment</li> <li>- Daily Oral Testing</li> <li>- Monthly and Final Written Exam</li> </ul>
<p>C. Emotional and Value Goals</p> <ol style="list-style-type: none"> <li>1- Breaking the barrier of fear and preparing students to be qualified for education and teaching</li> </ol>

2- Increasing students' self-confidence as qualified professors to carry out their educational duty 3- Preparing students psychologically and educationally for the teaching profession in secondary schools
Teaching and learning methods
Lecture Method How students discuss the subject of the lesson Self-discovery method
Evaluation methods
<ul style="list-style-type: none"> <li>- Homework Assessment</li> <li>- Daily Oral Testing</li> <li>- Monthly and Final Written Exam</li> </ul>
d. General and qualifying skills transferred (other skills related to employability and personal development). 1- Thinking skills according to the student's ability 2. Skills of discrimination and discourse analysis according to the student's achievement and mastery of the subject 3. Remembering skills according to the student's mentality

11. Course Structure					
Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Oral and Written Testing	Lecture and Discussion	Brevity and its applications		2	1
Oral and Written Testing	Lecture and Discussion	Redundancy and its applications		2	2
Oral and Written Testing	Lecture and	The palace, its tools and sections		2	3



	Discover y				
Oral and Written Testing	Lecture	Introduction to Rhetoric		2	4
Oral and Written Testing	Lecture and Discover y	simile		2	5
Oral and Written Testing and Homework	Lecture and Discover y	Metaphor		2	6
Oral and Written Testing and Homework	Lecture and Discover y	Metonymy		2	7
Oral and Written Testing and Homework	Lecture	Definition of the science of Budaiya		2	8
Oral and Written Testing	Lecture and Discover y	Moral Enhancements: Cooking		2	9
Oral and Written Testing	Lecture	Moral Enhancers: The Interview		2	10
Oral and Written Testing and Homework	Lecture and Discover y	Verbal Enhancements: Sullivan		2	11

## 12. Infrastructure

1- Required Textbooks	Rhetoric and application by Dr. Ahmed Matloob and Dr. Kamel Hassan Al-Basir Summarizing in the Sciences of Rhetoric: Al-Khatib al-Qazwini
2- Key Reference(s)	Summarizing in the Sciences of Rhetoric: Al-Khatib al-Qazwini Clarification by Al-Khatib Al-Qazwini

	The clear eloquence of Ali Al-Jarem and Mustafa Amin
1) Recommended Books and References (Scientific Journals, Reports, .....)	The Origins of the Arabic Statement by Dr. Muhammad Hussein Al-Saghir Facilitated Rhetoric by Noon Center Rhetoric in a Q&A by Dr. Dhurgham Karim Al-Musawi
2) Electronic References, Websites	Thought Electronic Library Imam Amir al-Mu'minin Digital Library link on Telegram Tasnim Library for e-books link on Telegram

### 13. Course Development Plan (Suggested Vocabulary)

Adding the topic of the Tabaq and the Interview because of their importance in explaining the verbal virtues included in the Holy Qur'an

  
 Approval of the Head of the Department

  
 Approval of the Dean of the College