

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

- **University Name:** University of Mosul
- **College / Institute:** College of Education for Humanities
- **Department:** Department of Quranic Sciences and Islamic Education
- **Academic or Professional Program Name:** Bachelor of Quranic Sciences
- **Final Degree Title:** Bachelor in Quranic Sciences and Islamic Education
- **Study System:** Annual
- **Date of Program Description Preparation:**
- **Date of File Completion:**





Signature:

Scientific Deputy Name: Asst. Prof. Dr. Salih Ali Al-Sheikh



Signature:

Date:

Department Head Name: Dr. Mudhar Haider Mahmoud

Date:



File Reviewed by: *mahmoodammar sma*
Quality Assurance and University Performance Division

Name of the Head of the Quality Assurance and University Performance Division:

Date:

Signature:




Dean's Approval
عميد كلية التربية للعلوم الانسانية

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

To instill faith and balanced creed in the minds and hearts of learners, deepen their understanding of Islamic Sharia and its rulings, and develop their awareness and commitment to applying it in both their private and public lives in a way that brings them guidance, uprightness, and wisdom. This also aims to provide them with peace of mind and happiness in both this life and the hereafter, as well as to prepare specialized academic cadres of graduates qualified to teach the subjects of the Holy Quran and Islamic Education at the secondary school level.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

To develop the Muslim individual (student) who grows holistically in the various dimensions of development—intellectual, spiritual, physical, social, and emotional—and who adheres to the commands of Almighty Allah and avoids His prohibitions, so that he may truly embody the role of Allah's vicegerent on Earth.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

1. To prepare distinguished educational cadres equipped with Islamic knowledge and capable of nurturing generations specialized in and enriched with sound and solid knowledge.
2. To protect youth from falling into extremist ideologies and concepts that are alien to our heritage.
3. To highlight various educational perspectives through the texts of the Holy Quran and the noble Prophetic Sunnah.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|--------------------------|
| Institution Requirements | 8 | 20 | 10.75 | Core |
| College Requirements | 11 | 40 | 21.5 | Core |
| Department Requirements | 24 | 128 | 68.8 | Core |
| Summer Training | 1 | 4 | 2.15 | School-based Application |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|---------------|--------------------------------------|--------------|-----------|
| | | | theoretical | Practical |
| First Year | Not available | Rules of Recitation and Memorization | 2 | 1 |
| First Year | Uomeq140 | Quranic Sciences | 2 | |
| First Year | Uomep118 | Jurisprudence of Worship | 3 | |
| First Year | Not available | Introduction to Sharia | 2 | |
| First Year | Uomep118 | Grammar and Morphology | 3 | |
| First Year | Not available | Logic | 1 | |
| First Year | Not available | Educational Psychology | 2 | |
| First Year | Not available | Foundations of Education | 2 | |
| First Year | Not available | Human Rights and Democracy | 1 | |

| | | | | |
|--------------|---------------|--|---|---|
| First Year | Not available | Hadith Terminology | 2 | |
| First Year | Uomeq136 | Computer Skills | 1 | 2 |
| Second Year | Not available | Rules of Recitation and Memorization | 2 | 1 |
| Second Year | Not available | Methodologies of Hadith Scholars | 2 | |
| Second Year | UOMEQ140 | Quranic Exegesis | 2 | |
| Second Year | Not available | Prophetic Biography | 2 | |
| Second Year | EDQU207 | Personal Status Jurisprudence & Inheritance | 3 | |
| Second Year | Not available | Grammar and Morphology | 3 | |
| Second Year | Not available | Secondary Education and Educational Administration | 2 | |
| Second Year | Not available | Developmental Psychology | 2 | |
| Second Year | Not available | Quranic Rhetoric | 2 | |
| Second Year | UOMEPI18 | Islamic Creed | 2 | |
| Second Year | UOMEQ138 | Computer Skills | 1 | 2 |
| Third Year | Not available | Recitation and Memorization | 2 | 1 |
| Third Year | Not available | Comparative Religions | 2 | |
| Third Year | Not available | Exegesis of Legal Verses | 2 | |
| Third Year | EDQU304 | Transactional Jurisprudence | 2 | |
| Third Year | UOMEPI18 | Islamic Creed | 2 | |
| Third Year | Not available | Principles of Jurisprudence | 2 | |
| Third Year | Not available | Grammar | 2 | |
| Third Year | Not available | Rhetoric | 2 | |
| Third Year | UOMEQ158 | Teaching Methods and Strategies | 1 | 2 |
| Third Year | UOMEQ159 | Library and Scientific Research | 1 | 1 |
| \ Third Year | Not available | Counseling and Mental Health | 2 | |
| Fourth Year | Not available | Recitation and Memorization | 2 | 1 |
| Fourth Year | Not available | Methodologies of Quranic Exegesis | 2 | |
| Fourth Year | Not available | Principles of | 2 | |

| | | | | |
|-------------|---------------|------------------------------------|---|---|
| | | Jurisprudence | | |
| Fourth Year | EDQU404 | Criminal Jurisprudence | 2 | |
| Fourth Year | UOMEQ165 | Quranic Text Analysis | 2 | |
| Fourth Year | UOMEPI18 | Grammar | 2 | |
| Fourth Year | Not available | Quranic Miracles | 2 | |
| Fourth Year | UOMEPI68 | Measurement and Evaluation | 2 | |
| Fourth Year | Not available | School Observation and Application | 1 | 2 |
| Fourth Year | Not available | Graduation Research | | 2 |

| 8. Expected learning outcomes of the program | |
|---|--|
| Knowledge | |
| Learning Outcomes 1 Preparation of Teaching Staff | Learning Outcomes Statement 1 Scientific and practical qualification of students |
| Development of Scientific Researchers | Equipping students with the fundamental principles of scientific research and teaching |
| Enhancement of Academic Collaboration | Through organizing training courses and workshops as part of continuing education |
| Provision of Diverse Opportunities for Enrollment in Postgraduate Studies (Master's Degree) | Through mastering academic content and scientific research methods |
| Skills | |
| Learning Outcomes 2 Training in effective teaching skills | Learning Outcomes Statement 2 Acquiring the essential teaching skills for the subject of the Holy Quran |
| Enabling students to utilize sound scientific research tools | Developing research skills in the fields of Islamic sciences and teaching methodologies |
| Introducing students to the concept of development | Through preserving the state's resources and preventing their depletion across all fields |
| Ethics | |
| Learning Outcomes Fostering attitudes and inclinations | Learning Outcomes Statement 4 In alignment with the spirit and objectives of Islamic Sharia |

| | |
|---|---|
| Developing an interest in pursuing the teaching profession | To enable effective performance in teaching |
| Recognizing the role of Islamic Sharia in managing life affairs | Given the significant and profound role of Islamic Sharia in the development and flourishing of the Earth |
| Learning Outcomes | Learning Outcomes Statement 5 |

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

Enhanced Lecture

Cooperative Learning Strategies

Active Learning Strategies

10. Evaluation methods

Implemented at all stages of the program in general.

Daily Examinations

Midterm Examinations

Report and Research Writing

Individual In-Class Teaching Practices

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------|----------------|----------------------|---|---------|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Academic | Specialization | Requirements/Special | Faculty | General | Specific | |

| Rank | | Skills (if any) | Count | | | |
|---------------------|-----------------------------|--|-------|---|--|--|
| Professor | Quranic Sciences + Language | Tafsir – Fiqh – Creed – Usul al-Fiqh – Hadith – Teaching Methods | 9 | ✓ | | |
| Assistant Professor | Quranic Sciences + Language | Tafsir – Fiqh – Creed – Usul al-Fiqh – Hadith – Teaching Methods – Islamic Thought | 21 | ✓ | | |
| Lecturer | Quranic Sciences + Language | Tafsir – Fiqh – Creed – Usul al-Fiqh – Hadith – Teaching Methods – Islamic Thought | 7 | ✓ | | |
| Assistant Lecturer | Quranic Sciences + Language | Tafsir – Fiqh – Creed – Usul al-Fiqh – Hadith – Teaching Methods – Islamic Thought | 13 | ✓ | | |

Professional Development

- Orientation for New Faculty Members:

Utilizing modern scientific sources, educational films, training courses, and workshops.

- Professional Development for Existing Faculty:

Supplying the library with modern scientific sources and enrolling in specialized training programs.

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

Central Admission + Parallel Admission + Evening Admission*.

| |
|--|
| 13. The most important sources of information about the program |
|--|

| |
|---|
| State briefly the sources of information about the program. |
|---|

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|-------------------------------------|
| 14. Program Development Plan |
|-------------------------------------|

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|---|
| *The content has been updated based on recent source. |
|---|

| Program Skills Outline | | | | | | | | | | | | | | | | |
|------------------------|-------------|--------------------------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|--|
| | | | | Required program Learning outcomes | | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | |
| First | N/A | Rules of Recitation and Memorization | Core | * | | * | | * | * | | | | * | | | |
| | | Sciences of the Quran | Core | * | | * | | * | * | | | | * | * | | |
| | N/A | Fiqh of Worship | Core | | * | | | * | * | | | * | * | | * | |
| | | Introduction to Sharia Studies | Core | * | | * | * | * | * | * | | | * | * | * | |
| N/A N/A | | Grammar and Morphology | Core | | | * | * | | * | * | * | | * | * | | |

[illegible]

| | | | | | | | | | | | | | | | | | | | |
|-------|-----|--------------------------------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N/A | Quranic Rhetoric | Core | * | + | + | * | | * | | | | | | | | | * | * |
| | N/A | Islamic Creed (Aqeedah) | Core | | | | | * | * | * | * | * | * | * | * | * | * | | |
| | N/A | Computers | Core | * | | | * | * | * | | | | | | | | | * | |
| Third | N/A | Recitation and Memorization | Core | | + | + | * | | | | | * | * | * | * | * | * | | |
| | N/A | Comparative Religions | Core | * | | | * | * | * | * | * | * | * | * | * | * | * | | |
| | N/A | Interpretation of Legal Verses | Core | | | | | * | * | * | * | * | * | * | * | * | * | | |
| | N/A | Fiqh of Transactions | Core | | * | * | | | | | | * | * | * | * | * | * | | |
| | N/A | Islamic Creed (Aqeedah) | Core | | + | + | * | * | * | * | * | * | * | * | * | * | * | * | * |
| | N/A | Principles of Fiqh (Usul) | Core | | | | | * | * | * | * | * | * | * | * | * | * | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation

Course Description Template – Islamic Criminal Jurisprudence

| | |
|---------------------------------|-----------------------------------|
| Field | Description |
| Course Title | Islamic Criminal Jurisprudence |
| Course Code | (Not specified) |
| Semester / Academic Year | 2024–2025 |
| Date of Description Preparation | 1/9/2024 |
| Attendance Modes | In-person |
| Total Study Hours / Total Units | 2 Hours / 4 Units |
| Course Coordinator | Dr. Fawwaz Ismail Mohammed Ismail |
| Email | Dr.fawwaz.ismael@uomosul.edu.iq |

Course Objectives

1. To teach students the practical Islamic rulings related to ḥudūd (fixed punishments) and criminal jurisprudence.
2. To develop students' fiqh reasoning in deriving rulings.
3. To empower students to consider context (time, place, circumstances) in issuing rulings.
4. To address contemporary issues and emerging legal cases.

Teaching and Learning Strategies

| |
|---|
| Strategy |
| Use of visual aids |
| Raising real-world and contemporary case questions to apply knowledge practically |

Course Structure

| Week | Topic | Teaching Method | Assessment |
|------|---|------------------------|------------|
| 1 | Criminal offense: types | Lecture | - |
| 2 | Types of homicide | Lecture | - |
| 3 | Ruling on intentional and quasi-intentional killing | Lecture and discussion | - |
| 4 | Ruling on accidental killing | Interrogation | - |
| 5 | Qisās | Lecture and | - |

| | | | |
|----|-----------------------------------|------------------------|----------------------|
| | (retaliation) and its conditions | discussion | |
| 6 | Diyah (blood money) and its types | Lecture | - |
| 7 | Diyah of the soul and organs | Lecture and discussion | - |
| 8 | Diyah for women and fetuses | Lecture and discussion | - |
| 9 | Diyah for non-Muslims | Interrogation | - |
| 10 | Qasāmah (oath-based evidence) | Lecture and discussion | - |
| 11 | Expiation for killing | Lecture | - |
| 12 | Punishments and their categories | Lecture | Daily quiz |
| 13 | Ḥadd of fornication | Lecture | - |
| 14 | Types of fornication | Lecture | - |
| 15 | Midterm exam | - | Written midterm exam |
| 16 | Ḥadd of slander | Lecture and discussion | - |
| 17 | Ḥadd for drinking alcohol | Lecture and discussion | - |
| 18 | Ruling on narcotics | Lecture | - |
| 19 | Ḥadd for theft | Interrogation | - |
| 20 | Ḥirābah (banditry) and its ruling | Lecture and discussion | - |
| 21 | Assault (ṣiyāl) | Lecture | - |
| 22 | Tort liability | Interrogation | - |
| 23 | Rebels and their rulings | Lecture and discussion | - |
| 24 | Rulings on apostasy | Lecture and discussion | - |
| 25 | Rulings on abandoning prayer | Lecture and discussion | - |

| | | | |
|----|------------|---|--------------------|
| 26 | Final Exam | - | Final written exam |
|----|------------|---|--------------------|

Assessment Method

A written exam consisting of both essay and objective questions to assess students' analytical, applicative, and evaluative skills.

Grade Distribution (out of 100):

| Component | Marks |
|---------------|-------|
| Daily quizzes | 15 |
| Midterm exam | 25 |
| Final exam | 60 |

Learning Resources

| Source Type | References |
|--------------------------|---|
| Textbooks | Al-Fiqh Al-Manhaji |
| Primary References | Al-Majmū' by Al-Nawawi, Nayl al-Awtār |
| Supplementary References | Fiqh Encyclopedia, Islamic Fiqh Academies |
| Online References | Egyptian Fatwa House Website |

Course Description Template

| | |
|----------------------------------|------------------------------------|
| Course Name: | Recitation and Memorization |
| Course Code: | |
| Semester / Year: | 2024 |
| Date of Preparation: | 1/9/2024 |
| Available Attendance Modes: | Field lectures |
| Total Study Hours / Total Units: | 90 hours / 5 units |

| Course Instructor (if more than one name is mentioned) ||

---|---

| Name: | Asst. Prof. Dr. Abdullah Ali Abbas |

| Email: | abdullaali177@gmail.com |

| Name: | Dr. Esraa Osama |

| Email: | esraa.osama@uomosul.edu.iq |

Course Objectives

Objectives of the Course Material: This course aims to achieve the following:

1. Teach the student all the basics of recitation.
2. Enable the student to correct pronunciation when reciting the Quran.
3. Qualify the student to teach the Holy Quran.

Teaching and Learning Strategies

| Strategy | Description |
|------------------------------|--|
| Understanding Recitation | The course aims for the student to be familiar with all aspects related to the subject of recitation. |
| Correct Pronunciation | The course aims for the student to understand the true phonetic reality that should be exemplified when reading the Quran. |
| Mastering Quranic Recitation | The course aims for the student to master the recitation of the Quran. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|------------|-------|--------------------------------|----------------------------------|------------------------------|---------------------------------|
| October 1 | 3 | Al-Sawad | Surah Al-Mulk | Standard method, Text method | Classroom performance and exams |
| October 2 | 3 | Articulation Points (Makharij) | General Definitions | Standard method, Text method | Classroom performance and exams |
| October 3 | 3 | Articulation Points (Makharij) | Al-Jawf (The Empty Space) | Standard method, Text method | Classroom performance and exams |
| October 4 | 3 | Articulation Points (Makharij) | Al-Halq (The Throat) | Standard method, Text method | Classroom performance and exams |
| November 1 | 3 | Articulation Points (Makharij) | Al-Lisan (The Tongue) | Standard method, Text method | Classroom performance and exams |
| November 2 | 3 | Articulation Points (Makharij) | Al-Shafatan (The Lips) | Standard method, Text method | Classroom performance and exams |
| November 3 | 3 | Articulation Points (Makharij) | Al-Khaishoom (The Nasal Passage) | Standard method, Text method | Classroom performance and exams |
| November 4 | 3 | Qualities (Sifat) | Opposing Qualities | Standard method, Text method | Classroom performance and exams |
| December 1 | 3 | Qualities (Sifat) | Al-Jahr (Audibility) | Standard method, Text method | Classroom performance and exams |
| December 2 | 3 | Qualities (Sifat) | Al-Hams (Whispering) | Standard method, Text method | Classroom performance and exams |

| | | | | | |
|------------|---|-------------------|-----------------------------|------------------------------|---------------------------------|
| December 3 | 3 | Qualities (Sifat) | Al-Shiddah (Strength) | Standard method, Text method | Classroom performance and exams |
| December 4 | 3 | Qualities (Sifat) | Al-Rakhawah (Softness) | Standard method, Text method | Classroom performance and exams |
| January 1 | 3 | Qualities (Sifat) | Al-Bayniyyah (Intermediacy) | Standard method, Text method | Classroom performance and exams |
| January 2 | 3 | Qualities (Sifat) | Al-Istila (Elevation) | Standard method, Text method | Classroom performance and exams |
| January 3 | 3 | Qualities (Sifat) | Al-Istifal (Lowering) | Standard method, Text method | Classroom performance and exams |
| January 4 | 3 | Qualities (Sifat) | Al-Itbaq (Adherence) | Standard method, Text method | Classroom performance and exams |
| February 1 | 3 | Qualities (Sifat) | Al-Infitah (Openness) | Standard method, Text method | Classroom performance and exams |
| February 2 | 3 | Qualities (Sifat) | Al-Ismat (Retention) | Standard method, Text method | Classroom performance and exams |
| March 1 | 3 | Qualities (Sifat) | Al-Idhlaq (Fluency) | Standard method, Text method | Classroom performance and exams |
| March 2 | 3 | Qualities (Sifat) | Non- Opposing Qualities | Standard method, Text method | Classroom performance and exams |
| March 3 | 3 | Qualities (Sifat) | Al-Safeer (Whistling) | Standard method, Text method | Classroom performance and exams |
| March 4 | 3 | Qualities (Sifat) | Al-Qalqalah (Echo) | Standard method, Text method | Classroom performance and exams |
| April 1 | 3 | Qualities | Al-Takreer | Standard | Classroom |

| | | | | | |
|---------|---|----------------------|------------------------------|------------------------------------|---------------------------------------|
| | | (Sifat) | (Repetition) | method, Text method | performance and exams |
| April 2 | 3 | Qualities (Sifat) | Al-Istitalah (Elongation) | Standard method, Text method | Classroom performance and exams |
| April 3 | 3 | Qualities (Sifat) | Al-Inhiraf (Deviation) | Standard method, Text method | Classroom performance and exams |
| April 4 | 3 | Qualities (Sifat) | Al-Leen (Leniency) | Standard method, Text method | Classroom performance and exams |
| May 1 | 3 | Qualities (Sifat) | Al-Tafashshi (Spreading) | Standard method, Text method | Classroom performance and exams |
| May 2 | 3 | Qualities (Sifat) | Revision | Problem- solving method | ----- |
| May 3+4 | | Qualities (Sifat) | Final Exams | ----- | ----- |

Course Assessment

Daily, oral, monthly, and written examinations: 20% oral mid-term - 20% written mid-term - 30% oral final year - 30% written final year.

Learning and Teaching Resources

| Resource Type | Details |
|---|--|
| Required Textbooks (Methodology if applicable) | Tajweed Science: Theoretical Rulings and Practical Observations |
| Main References (Sources) | Al-Muneer Fi Ahkam Al-Tajweed (The Enlightener in Tajweed Rules) |
| Supporting Books and References (Scientific Journals, Reports...) | The Cause of Ruling and Naming in the Science of Recitation |
| Electronic References, Internet Sites | Approved Lectures in the Science of Recitation |

Course Description Template

| Field | Details |
|--|-------------------------------|
| 1. Course Name | Rhetoric (Balaghah) |
| 2. Course Code | UOMEQ157 |
| 3. Semester / Year | Annual |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | In-person, classroom lectures |
| 6. Total Study Hours / Total Units | 2 hours / 4 units |

Course Instructor

| Name | Email |
|---------------------------------|------------------------------------|
| Prof. Dr. Wafaa Faisal Eskander | dr.wafaa.f.eskander@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

1. Introduce the rhetorical rule first.
2. Apply it to texts in general.
3. Expand the application to the Quranic text.
4. Provide a comprehensive view of the Quranic text from several aspects.
5. Emphasize that the subject of rhetoric is directly linked to Quranic exegesis, as it clarifies the rhetorical terms found within it.

Teaching and Learning Strategies

| Strategy |
|---|
| In this course, we follow strategies including: |
| 1. Theoretical lectures that include explanation by defining the term, its components, and types. |
| 2. Using whiteboards and colors to draw diagrams for clarification. |
| 3. Discussion and dialogue method. |
| 4. Interrogative method. |
| 5. Assigning students to prepare practical examples from the Holy Quran based on the rhetorical rule explained. |
| 6. Presenting an example of an external text not found in the curriculum to stimulate critical thinking and apply it to the theory, linking the rhetorical rule to its application in the Quranic text. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic |
Learning Method | Assessment Method |

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

| 1 | 2 | Teaching skills | A study of rhetoric: its origin and development. |
Lecture, discussion | (Not specified for each week, but general methods
below) |

| 2 | 2 | = | Introduction to the terminology of Ilm Al-Ma'ani (Semantics),
Al-Bayan (Figurative Language), and Al-Badi' (Stylistics). | Lecture,
discussion | |

| 3 | 2 | = | Definition of Al-Bayan linguistically and technically, and its
branches: Simile (Tashbih), Metaphor (Isti'arah), Figurative Language
(Majaz), and Kenning (Kinayah). | Lecture, discussion | |

| 4 | 2 | = | Definition of Simile (Tashbih) linguistically and technically, its
components, and types. | Lecture, discussion | |

| 5 | 2 | = | Representative Simile (Tashbih Tamthili) and Implicit Simile
(Tashbih Dimni). And the difference between them. | Lecture, discussion |
|

| 6 | 2 | = | Applied study of the art of simile in poetry and the Holy Quran.
| Assignment | |

| 7 | 2 | = | Study of the characteristics of Quranic similes. | Lecture | |

| 8 | 2 | = | Study of rhetorical enhancements of simile. And the rhetoric of
simile. | Lecture | |

| 9 | 2 | = | Introduction to the second art of Al-Bayan: Metaphor
(Isti'arah). Linguistically and technically. Components of metaphor and
its types. | Discussion, dialogue | |

| 10 | 2 | = | Completion of metaphor types: Explicit (Tasrihiyyah),
Implicit (Makniyyah), and Representative (Tamthiliyyah). | Discussion,
dialogue | |

| 11 | 2 | = | Study of other types of metaphor: Nominative (Tarshihiyyah),
Abstract (Tajridiyyah), Absolute (Mutlaqah). And metaphor with a letter.
And the difference between explicit and representative metaphor. |
Lecture | |

| 12 | 2 | = | Introduction to the third art of Al-Bayan: Figurative Language
(Majaz). Linguistically and technically. Types of linguistic figurative
language (metaphor and sent figurative language (Majaz Mursal)), and
intellectual figurative language (Majaz Aqli). And clarifying the
relationship between each art. | Lecture | |

| 13 | 2 | = | Introduction to the fourth art of Al-Bayan: Kenning
(Kinayah). Its definition linguistically and technically. Types of kenning.
And a study of kenning in the Holy Quran. Introduction to kennings of

the Day of Judgment. | Discussion, dialogue | |

| 14 | 2 | = | Introduction to the third art, Al-Badi' (Stylistics), from its origin and development. And its technical definition. And divisions of Al-Badi': verbal enhancements and semantic enhancements. | Discussion, dialogue | |

| 15 | 2 | = | A study of the arts of Al-Badi': Paronomasia (Jinas), Antithesis (Tabaq), Juxtaposition (Muqabalah), Commencement (Ibtida'), Transition (Takhallus), Conclusion (Intiha'), Allusion (Iqtibas), Inclusion (Tadmeen), Good Reasoning (Husn Al-Ta'lim), Pun (Tawriyah), Emphasizing Praise and Blame (Ta'keed Al-Mad'h wal-Dhamm), and Quranic pause (Fasilah). | Discussion | |

| (Additional) | | = | Applied study of a surah from the Holy Quran. | (Not specified) | |

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

- 15 marks for semester work: exams, attendance, assignments.
- 25 marks for mid-year exam.
- Total continuous assessment (Sa'i): 40 marks.
- Final exam for the entire course: 60 marks.
- Total for the academic year: 100 marks.

Learning and Teaching Resources

| Resource Type | Details |
|---|---|
| Required Textbooks (Methodology if applicable) | * Asalib Al-Bayan: Fadl Hassan Abbas. * Lectures prepared by the instructor from various books, sources, theses, and dissertations in the specialization, combining theoretical and practical aspects. |
| Main References (Sources) | 1. Al-Balaghah Fununuha wa Afnanuha: Fadl Hassan Abbas. 2. Asalib Al-Bayan and Asalib Al-Badi': Basiouni Abdelfattah. 3. Min Balaghat Al-Quran: Ahmed Badawi. 4. Tafsir books in general, especially those containing rhetorical terms, and particularly referring to the most important ones: Al-Tahrir wal-Tanwir by Ibn Ashour, Al-Kashshaf by Al-Zamakhshari, Nazm Al-Durar by Al-Biqai'i. |
| Supporting Books and References (Scientific Journals, Reports...) | Journals that deal with rhetorical analysis and Quranic inimitability. |
| Electronic References, Internet Sites | Lamasat Bayaniyyah: Fadel Saleh Al-Samarrai. |

Course Description Template

| Field | Details |
|--|---|
| 1. Course Name | Arabic Grammar (Nahw) |
| 2. Course Code | |
| 3. Semester / Year | Annual |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | (Not specified in original text, please provide if available) |
| 6. Total Study Hours / Total Units | 2 hours |

Course Instructor

| Name | Email |
|-----------------------|---|
| Mohammed Hilal Barjas | dr.mohammed.hilal.bargas@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

- Master the rules of the Arabic language in writing and reading correctly with proper vocalization.
- Protect the tongue from linguistic errors.
- Avoid common linguistic and grammatical mistakes.
- Introduce the rules of the Arabic language that beneficiaries need.
- Introduce the rules for writing words correctly.

Teaching and Learning Strategies

| Strategy |
|---|
| (Not specified in original text, please provide if available) |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|-------|-------|---------------------------------------|----------------------------------|-----------------|--------------------------------|
| 1-4 | 8 | Cognitive skills and practical skills | Nida' (Calling) | Lectures | Theoretical and written exams. |
| 5-8 | 8 | " | The Indeclinable Noun | " | " |
| 9-12 | 6 | " | Inflection of the Imperfect Verb | " | " |
| 13-15 | 8 | " | Numerals | " | " |

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

| Resource Type | Details |
|---|--|
| Required Textbooks (Methodology if applicable) | Sharh Ibn Aqeel on Alfiyyat Ibn Malik |
| Main References (Sources) | Explanations of Alfiyyat Ibn Malik, Al-Nahw Al-Wafi, Al-Tatbiq Al-Nahwi |
| Supporting Books and References (Scientific Journals, Reports...) | (No specific resources provided in the original text, please provide if available) |
| Electronic References, Internet Sites | Al-Faseeh Network website Al-Maktaba Al-Shamilah website Ahl Al-Bayt Library website |

Course Description Template

| Field | Details |
|--|---|
| 1. Course Name | Fiqh of Transactions (Fiqh Al-Muamalat) |
| 2. Course Code | Fiqh |
| 3. Semester / Year | 2024-2025 |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | Classroom lectures |
| 6. Total Study Hours / Total Units | 2 hours / 4 units |

Course Instructor

| Name | Email |
|------------------------------------|---------------------------------------|
| Dr. Khalid Mohammed Soofi Abdullah | khalid.mohammed.soofi@uomosul.edu.iq |
| Dr. Asia Fattah | (Email not provided in original text) |

Course Objectives

The objectives of the course material are to:

1. Explain to people the lawful and unlawful rulings, and distinguish the correct from the corrupt actions.
2. Explain to people the set of transactions permitted by Islamic Sharia.
3. Explain to people the forbidden sales according to Islamic Sharia.

Teaching and Learning Strategies

| Strategy |
|---|
| Discussion - Lecture - Interrogation - Practical exercises - Micro-teaching |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|------|-------|---|---|-----------------|--|
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | Teaching skills | Definition of Fiqh of Sales, its importance, and objectives | Lecture | (Not specified for each week, but general methods below) |
| 2 | 2 | Requirements of the teaching profession | Lecture | | |
| 3 | 2 | Teaching competencies | Discussion | | |
| 4 | 2 | Teaching skills | Practical | | |
| 5 | 2 | Classroom questions | Interrogative method | | |
| 6 | 2 | Classroom management | Lecture | | |
| 7 | 2 | Teacher's movement and voice | Discussion and dialogue | | |
| 8 | 2 | Etiquette of observation | Lecture | | |
| 9 | 2 | General principles of observation in practical education | Exam | | |
| 10 | 2 | Responsibilities of the practicum student and rights of the practicum student | Lecture + Practical exercise | | |
| 11 | 2 | Responsibilities of the first, second, and third days in practicum | Discussion + Practical exercise | | |
| 12 | 2 | Responsibilities of the school principal and cooperating teacher | Lecture + Practical exercise | | |
| 13 | 2 | Second theoretical aspect | Lecture + Practical exercise | | |

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation and daily exams.

- Mid-year exam: 25 marks.
- Semester work: 15 marks, distributed among attendance, classroom activity, and quizzes (5 marks for each activity).
- Final exam: 60 marks.
- Total for the academic year: 100 marks.

Learning and Teaching Resources

| Resource Type | Details |
|---|---|
| Required Textbooks (Methodology if applicable) | Al-Fiqh Al-Manhaji according to the Shafi'i school of thought |
| Main References (Sources) | Al-Majmoo' Sharh Al-Muhadhdhab |
| Supporting Books and References (Scientific Journals, Reports...) | Al-Hawy Al-Kabeer |
| Electronic References, Internet Sites | Al-Mawsu'ah Al-Fiqhiyyah (The Jurisprudential |

| | |
|--|---------------|
| | Encyclopedia) |
|--|---------------|

Course Description 1: Crimes of the Ba'ath Party

| Field | Details |
|--|---------------------------------|
| 1. Course Name | Crimes of the Ba'ath Party |
| 2. Course Code | |
| 3. Semester / Year | Annual |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | In-person and online attendance |
| 6. Total Study Hours / Total Units | 1 hour, 2 units |

Course Instructor

| Name | Email |
|-------------------|---------------------------------------|
| Noor Tariq Taher | noor.taher@uomosul.edu.iq |
| Dr. Hussein Nehad | (Email not provided in original text) |

Course Objectives

Cognitive Objectives:

- A1- Equip students with the necessary concepts of the term "crimes" for teaching.
- A2- Introduce students to the cognitive aspects of the subject of crimes.
- A3- Help students analyze the cognitive material into its parts.
- A4- Help students re-structure the material in a way that suits their understanding and ability.
- A5- Encourage students to master the subject, including its cognitive and practical information, and to view images, documents, and evidence related to the material.

Affective and Value-based Objectives:

1. Develop cognitive motivation.
2. Develop positive attitudes towards understanding the past and present.
3. Develop scientific curiosity.
4. Form scientific tendencies towards understanding the truth.

Teaching and Learning Strategies

| Strategy |
|--|
| Discussion - Lecture - Interrogation - Practical exercises - Micro-teaching - Cooperative learning |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning

| | |
|----------------------------|---|
| Method Assessment Method | |
| --- --- --- --- --- | |
| First Semester | Formative, summative, and final assessments, practical applications, and evaluations. |
| 1 1 | Definition of the concept of crimes Lecture |
| 2 1 | Categories of crime Lecture |
| 3 1 | Crimes of the Ba'athist regime according to the International Criminal Court documents Discussion |
| 4 1 | Crimes against neighboring countries Lecture |
| 5 1 | Decisions of the Criminal Court Lecture |
| 6 1 | Psychological crimes Lecture |
| 7 1 | Social crimes Discussion |
| 8 1 | Violation of Iraqi laws Lecture |
| 9 1 | The party's stance on freedom of belief and religion Lecture |
| 10 1 | Military and political decisions and violations Lecture |
| 11 1 | Prisons Lecture |
| 12 1 | Graves Lecture |
| 13 1 | Environmental crimes Lecture |
| 14 1 | Daily exam |
| 15 1 | Quick review of all previous material Lecture |
| 16 1 | Theoretical exam (mid-year) |
| Second Semester | |
| 1 1 | Use of forbidden weapons Lecture |
| 2 1 | Genocide graves Lecture |
| 3 1 | Radioactive contamination Lecture |
| 4 1 | Halabja city Lecture |
| 5 1 | Destruction of cities and villages Lecture |
| 6 1 | Draining the marshes Lecture |
| 7 1 | Razing orchards Lecture |
| 8 1 | Grave crimes Lecture + Discussion |
| 9 1 | Events of the Sha'baniyah Uprising Lecture + Discussion |
| 10 1 | Mass graves Lecture |
| 11 1 | Review |
| | Final Exam |

Course Assessment

The distribution of the 100-mark grade is as follows: 15 marks for semester work, 25 marks for the written mid-year exam, and 60 marks for the written final exam.

Learning and Teaching Resources

| Resource Type | Details |
|--|--|
| Required Textbooks (Methodology if applicable) | Course for all governmental and private universities |
| Main References (Sources) | (Not specified in original text) |
| Supporting Books and References (Scientific | (Not specified in original text) |

| | |
|---------------------------------------|----------------------------------|
| Journals, Reports...) | |
| Electronic References, Internet Sites | (Not specified in original text) |

Course Description 2: Hadith Terminology

| Field | Details |
|--|---|
| 1. Course Name | Hadith Terminology (Mustalah Al-Hadith) |
| 2. Course Code | |
| 3. Semester / Year | Annual |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | Blended learning |
| 6. Total Study Hours / Total Units | 2 hours / 24 units |

Course Instructors

| Name | Email |
|-----------------------------------|---------------------------------------|
| Prof. Dr. Ammar Jassim Mohammed | (Email not provided in original text) |
| Asst. Lecturer Saif Shukr Mustafa | saifshokuralsafawy@gmail.com |

Course Objectives

The objectives of the course material are to:

- Know the types of Hadith and the classifications of the noble Prophetic Hadith.
- Know how to extract Hadith (Takhrij Al-Hadith).
- Identify the authenticated books and sources for Hadith literature.
- Be able to judge Hadith.

Teaching and Learning Strategies

| Strategy |
|--|
| Lecture / Discussion / Presentation / Cooperative Learning |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|-----------------|-------|----------------------------|---|----------------------|-------------------|
| --- | --- | --- | --- | --- | --- |
| (Not specified) | 30 | | Compilation of Hadith | Presentation | Reports |
| (Not specified) | 60 | | Hadith classifications | Lecture | Oral exam |
| (Not specified) | | | Types of Hadith by number of narrators | Cooperative learning | Written exam |
| (Not specified) | | | Types of Hadith by acceptance and rejection | Discussion | Pop quizzes |
| (Not specified) | | | Sahih Hadith (Authentic Hadith) | Lecture | |

| (Not specified) | | | Da'if Hadith (Weak Hadith) | | |

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

| Resource Type | Details |
|---|---|
| Required Textbooks (Methodology if applicable) | Ilm Al-Hadith Dirayah wa Riwayah by Prof. Dr. Ammar Jassim Mohammed |
| Main References (Sources) | Al-Ba'ith Al-Hathith |
| Supporting Books and References (Scientific Journals, Reports...) | (Not specified in original text) |
| Electronic References, Internet Sites | Alukah website |

1

Course Description 1: Recitation and Memorization - Third Stage

| Field | Details |
|--|---|
| 1. Course Name | Recitation and Memorization - Third Stage |
| 2. Course Code | |
| 3. Semester / Year | Annual Course / 2024-2025 |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | Classroom lectures |
| 6. Total Study Hours / Total Units | 90 hours / 5 units |

Course Instructor

| Name | Email |
|----------------------------|---------------------------------------|
| Aya Mohammed Aziz Mustafa | Ayahmohammedaziz@uomosul.edu.iq |
| Israa Osama Mohammed Salem | (Email not provided in original text) |

Course Objectives

The objectives of the course material are to:

- Enable students to understand the various Quranic recitations (Qira'at).

- Encourage students to memorize the Holy Quran.
- Introduce students to correct and incorrect recitation.
- Enable students to pronounce the words of the Holy Quran correctly.
- Provide students with the differences between the various recitations.

Teaching and Learning Strategies

| Strategy |
|---|
| 1. Inductive (Deductive) method. |
| 2. Problem-solving method. |
| 3. Organizing training courses and seminars to equip students with the ability to communicate with the community and engage in fruitful dialogue. |
| 4. Classroom interaction and exchange of ideas between student and teacher to raise learning difficulties and discuss their solutions. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|------------|-------|----------------------------|--|-------------------------------|---------------------------------|
| October 1 | 3 | | Introductions and principles | Inductive method, Text method | Classroom performance and exams |
| October 2 | 3 | | Stopping and Starting (Waqf and Ibtida') | Inductive method, Text method | Classroom performance and exams |
| October 3 | 3 | | Definition of Stopping (Waqf) | Inductive method, Text method | Classroom performance and exams |
| October 4 | 3 | | Definition of Starting (Ibtida') | Inductive method, Text method | Classroom performance and exams |
| November 1 | 3 | | Cutting (Qat') | Inductive method, Text method | Classroom performance and exams |
| November 2 | 3 | | Pause (Sakt) | Inductive method, Text method | Classroom performance and exams |
| November 3 | 3 | | Types of Pause (Sakt) | Inductive method, Text method | Classroom performance and exams |

| | | | | | |
|------------|---|--|---|-------------------------------|---------------------------------|
| November 4 | 3 | | Obligatory Pause (Sakt Wajib) | Inductive method, Text method | Classroom performance and exams |
| December 1 | 3 | | Permissible Pause (Sakt Ja'iz) | Inductive method, Text method | Classroom performance and exams |
| December 2 | 3 | | Divisions of Stopping (Waqf) | Inductive method, Text method | Classroom performance and exams |
| December 3 | 3 | | Optional Stopping (Waqf Ikhtiyari), its types | Inductive method, Text method | Classroom performance and exams |
| December 4 | 3 | | Perfect Stop (Tamm) | Inductive method, Text method | Classroom performance and exams |
| January 1 | 3 | | Sufficient Stop (Kafi) | Inductive method, Text method | Classroom performance and exams |
| January 2 | 3 | | Good Stop (Hasan) | Inductive method, Text method | Classroom performance and exams |
| January 3 | 3 | | Ugly Stop (Qabih) | Inductive method, Text method | Classroom performance and exams |
| January 4 | 3 | | Experimental Stop (Waqf Ikhtibari) | Inductive method, Text method | Classroom performance and exams |
| February 1 | 3 | | Compulsory Stop (Waqf Idtirari) | Inductive method, Text method | Classroom performance and exams |
| February 2 | 3 | | Expectant Stop (Waqf Intizari) | Inductive method, Text method | Classroom performance and exams |
| March 1 | 3 | | Monitoring Stop (Waqf Al-Muraqabah) | Inductive method, Text method | Classroom performance and exams |
| March 2 | 3 | | Arbitrary Stop (Waqf Al-Ta'assufi) | Inductive method, Text method | Classroom performance and exams |
| March 3 | 3 | | Modes of Stopping on Words | Inductive method, Text method | Classroom performance and exams |
| March 4 | 3 | | Silent Ending | Inductive | Classroom |

| | | | | | |
|---------|---|--|-----------------------------------|-------------------------------|---------------------------------|
| | | | (Iskaan) | method, Text method | performance and exams |
| April 1 | 3 | | Rounding of Lips (Ishmam) | Inductive method, Text method | Classroom performance and exams |
| April 2 | 3 | | Slight Sound (Rawm) | Inductive method, Text method | Classroom performance and exams |
| April 3 | 3 | | Connecting Hamza (Hamzat Al-Wasl) | Inductive method, Text method | Classroom performance and exams |
| April 4 | 3 | | Cutting Hamza (Hamzat Al-Qat') | Inductive method, Text method | Classroom performance and exams |
| May 1 | 3 | | The letters Ta' (Ta'at) | Inductive method, Text method | Classroom performance and exams |
| May 2 | 3 | | Revision | Problem-solving method | ----- |
| May 3+4 | | | Final Exams | ----- | ----- |

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

| Resource Type | Details |
|---|--|
| Required Textbooks (Methodology if applicable) | Ahkam Al-Tajweed by Al-Ghawthani |
| Main References (Sources) | Recitation books |
| Supporting Books and References (Scientific Journals, Reports...) | Qira'at books |
| Electronic References, Internet Sites | Faculty of Sharia, Al-Azhar University website |

Course Description 2: Recitation and Memorization - Fourth Stage

| Field | Details |
|----------------|--------------------------------------|
| 1. Course Name | Recitation and Memorization - Fourth |

| | |
|--|---------------------------|
| | Stage |
| 2. Course Code | |
| 3. Semester / Year | Annual Course / 2024-2025 |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | Classroom lectures |
| 6. Total Study Hours / Total Units | 90 hours / 5 units |

Course Instructors

| Name | Email |
|---------------------------|---------------------------------------|
| Aya Mohammed Aziz Mustafa | Ayahmohammedaziz@uomosul.edu.iq |
| Huthaifa Fadhel Younis | (Email not provided in original text) |

Course Objectives

The objectives of the course material are to:

- Enable students to understand the various Quranic recitations (Qira'at).
- Encourage students to memorize the Holy Quran.
- Introduce students to correct and incorrect recitation.
- Enable students to pronounce the words of the Holy Quran correctly.
- Provide students with the differences between the various recitations.
- Enable students to understand the separated (Maqtu') and joined (Mawsul) words in the Quranic script.

Teaching and Learning Strategies

| Strategy |
|---|
| 1. Inductive (Deductive) method. |
| 2. Problem-solving method. |
| 3. Organizing training courses and seminars to equip students with the ability to communicate with the community and engage in fruitful dialogue. |
| 4. Classroom interaction and exchange of ideas between student and teacher to raise learning difficulties and discuss their solutions. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|-----------|-------|----------------------------|------------------------------|-------------------------------|---------------------------------|
| October 1 | 3 | | Introductions and principles | Inductive method, Text method | Classroom performance and exams |
| October 2 | 3 | | Introduction to | Inductive | Classroom |

| | | | | | |
|------------|---|--|--|-------------------------------|---------------------------------|
| | | | the Science of Quranic Script (Rasm Al-Mushaf) | method, Text method | performance and exams |
| October 3 | 3 | | Importance of the Science of Quranic Script | Inductive method, Text method | Classroom performance and exams |
| October 4 | 3 | | Definition of Quranic Script (Rasm Al-Mushaf) | Inductive method, Text method | Classroom performance and exams |
| November 1 | 3 | | Rules of Quranic Script | Inductive method, Text method | Classroom performance and exams |
| November 2 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| November 3 | 3 | | Introduction to Quranic Punctuation (Dabt Al-Mushaf) | Inductive method, Text method | Classroom performance and exams |
| November 4 | 3 | | Types of Quranic Punctuation | Inductive method, Text method | Classroom performance and exams |
| December 1 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| December 2 | 3 | | Dotting of consonants (Nuqat Al-I'jam) and vowels (Nuqat Al-l'rab) | Inductive method, Text method | Classroom performance and exams |
| December 3 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| December 4 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| January 1 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| January 2 | 3 | | Separated | Inductive | Classroom |

| | | | | | |
|------------|---|--|--------------------------------------|-------------------------------|---------------------------------|
| | | | (Maqtu') | method, Text method | performance and exams |
| January 3 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| January 4 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| February 1 | 3 | | Separated (Maqtu') | Inductive method, Text method | Classroom performance and exams |
| February 2 | 3 | | Separated (Maqtu') | Inductive method, Text method | Classroom performance and exams |
| March 1 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| March 2 | 3 | | Separated (Maqtu') | Inductive method, Text method | Classroom performance and exams |
| March 3 | 3 | | Joined (Mawsul) | Inductive method, Text method | Classroom performance and exams |
| March 4 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| April 1 | 3 | | Joined (Mawsul) | Inductive method, Text method | Classroom performance and exams |
| April 2 | 3 | | Reciters (Qurra') | Inductive method, Text method | Classroom performance and exams |
| April 3 | 3 | | Reciters of Mecca, Medina, and Syria | Inductive method, Text method | Classroom performance and exams |
| April 4 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| May 1 | 3 | | Practical applications | Inductive method, Text method | Classroom performance and exams |
| May 2 | 3 | | Revision | Problem-solving method | ----- |

| | | | | | |
|---------|--|--|-------------|-------|-------|
| May 3+4 | | | Final Exams | ----- | ----- |
|---------|--|--|-------------|-------|-------|

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

| Resource Type | Details |
|---|--|
| Required Textbooks (Methodology if applicable) | Ahkam Al-Tajweed by Al-Ghawthani |
| Main References (Sources) | Recitation books |
| Supporting Books and References (Scientific Journals, Reports...) | Qira'at books |
| Electronic References, Internet Sites | Faculty of Sharia, Al-Azhar University website |

Course Description Template

| Field | Details |
|--|--|
| 1. Course Name | Interpretation of Jurisprudential Verses (Ayat Al-Ahkam) |
| 2. Course Code | |
| 3. Semester / Year | Annual |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | In-person classes |
| 6. Total Study Hours / Total Units | Two hours per week |

Course Instructor

| Name | Email |
|----------------------------------|---------------------------------|
| 1. Dr. Omar Abd Al-Wahab Mahmoud | omar.abdal-wahab@uomosul.edu.iq |
| 2. Asst. Lec. Suha Bashir Sharif | suha.asoo@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

- Clarify and understand the meaning of the verse being studied.
- State the reason for the revelation of some verses.
- Clarify the general meaning of the text.
- Identify the jurisprudential rulings derived from the verses.
- Know the opinions of scholars on these issues and their evidence.
- Identify the most preferred opinion on these issues.

Teaching and Learning Strategies

| Strategy |
|---|
| In this course, we follow various teaching methods, including: |
| 1. Theoretical lectures according to what is available in the main source as well as other sources. |
| 2. Referring to major تفسير (exegesis) books and reviewing opinions and evidence. |
| 3. Posing questions and engaging in dialogue to understand the Quranic text and derive jurisprudential rulings through understanding the terminology. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|------|-------|----------------------------|--|-----------------|-------------------|
| 1 | 2 | | Famous Interpretations of Jurisprudential Verses | Lecture | |
| 2 | 2 | | Interpretation of Al-Isti'adha (Seeking Refuge) | Lecture | |
| 3 | 2 | | Facing the Kaaba in Prayer | Lecture | |
| 4 | 2 | | Sa'i between Safa and Marwa | Lecture | |
| 5 | 2 | | Concealing | Lecture | |

| | | | | | |
|----|---|--|---|---------|--|
| | | | Knowledge | | |
| 6 | 2 | | Prohibition of Usury (Riba) | Lecture | |
| 7 | 2 | | Documenting Debt and Witnessing It | Lecture | |
| 8 | 2 | | Ruling on Accepting Repentance | Lecture | |
| 9 | 2 | | Tayammum (Dry Ablution) and Prohibition of Alcohol | Lecture | |
| 10 | 2 | | Shortening Prayer | Lecture | |
| 11 | 2 | | Permitted and Forbidden Foods | Lecture | |
| 12 | 2 | | Prohibition of Alcohol and Gambling | Lecture | |
| 13 | 2 | | Listening and Paying Attention when Hearing the Quran | Lecture | |
| 14 | 2 | | Glorifying the Symbols of Allah | Lecture | |
| 15 | 2 | | Drawing Closer to Allah in | Lecture | |

| | | | | | |
|--|--|--|-----------------------------------|--|--|
| | | | Every Religion through Sacrifices | | |
|--|--|--|-----------------------------------|--|--|

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

| Resource Type | Details |
|---|--|
| Required Textbooks (Methodology if applicable) | "Tafsir Ayat Al-Ahkam" by Dr. Abd Al-Rahim Ahmed Al-Zaqqa. |
| Main References (Sources) | Referring to several sources to clarify what needs clarification, further explanation, and elaboration, including: 1. Ahkam Al-Quran by Al-Jassas. 2. Ahkam Al-Quran by Ibn Al-Arabi. 3. Tafsir Zad Al-Maseer by Ibn Al-Jawzi. 4. Fath Al-Qadeer by Al-Shawkani. 5. Al-Jami' li Ahkam Al-Quran by Al-Qurtubi. |
| Supporting Books and References (Scientific Journals, Reports...) | Islamic University Journal / Madinah, Journal of Islamic Sciences and Civilization / Algeria |
| Electronic References, Internet Sites | Al-Maktaba Al-Shamilah (The Comprehensive Library) |

Course Description Template

| Field | Details |
|--|-------------------------|
| 1. Course Name | Arabic Grammar (Nahw) |
| 2. Course Code | |
| 3. Semester / Year | Annual |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | Traditional, Electronic |
| 6. Total Study Hours / Total Units | 120 hours |

Course Instructor

| Name | Email |
|--|---------------------------------|
| Asst. Prof. Dr. Yusuf Salih Hamad | yousif.alzubaydi@uomosul.edu.iq |
| Asst. Prof. Dr. Aisha Abd Al-Rahman Dahham | aishah.alnajmawi@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

1. Define the grammatical terms included in the course.
2. Enable the student to correctly pronounce and write the Arabic language.
3. Enable the student to critique common linguistic and grammatical errors.

Teaching and Learning Strategies

| Strategy |
|-----------------------------------|
| 1. Direct lectures |
| 2. Classroom |
| 3. Video lectures via Google Meet |
| 4. Discussion method |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|------|-------|---|---|-----------------|-------------------|
| 1 | 4 | 1. Student understands the science of Arabic Grammar. 2. Student knows the grammatical terms included in the course. 3. Student appreciates the efforts of linguists and grammarians. | Definition of Arabic Grammar, reasons for its emergence, and the importance of grammarians' efforts | Direct lecture | Oral |
| 2 | 4 | 1. Student knows prepositions in Arabic. 2. Student explains the reasons for the different naming of the "Jarr" (genitive) term. 3. Student reads samples from | Prepositions | Direct lecture | Oral |

| | | | | | |
|---|---|---|----------------------------------|---|--------------------|
| | | <p>Quranic and Arabic texts.</p> <p> 4.</p> <p>Student distinguishes between the characteristics of each preposition.</p> | | | |
| 3 | 4 | <p>1. Student knows the meanings of prepositions.</p> <p> 2.</p> <p>Student understands the types of prepositions.</p> <p> 3.</p> <p>Student realizes the reasons for the different meanings of prepositions.</p> <p> 4.</p> <p>Student demonstrates how to differentiate between prepositions.</p> | Prepositions | Direct lecture | Objective and oral |
| 4 | 4 | <p>1. Student knows "Al-Idafa" (genitive construction) in Arabic.</p> | Al-Idafa (Genitive Construction) | Classroom, video lecture on Zoom and Meet, discussion | Objective and oral |

| | | | | | |
|---|---|---|----------------------------------|----------------|--------------------|
| | | 2. Student explains the reasons for the different naming of the "Idafa" term. 3. Student reads samples from Quranic and Arabic texts. 4. Student distinguishes between the characteristics of each type of Idafa. | | | |
| 5 | 4 | 1. Student knows the meanings of Idafa. 2. Student understands the types of Idafa. 3. Student realizes the reasons for the different meanings of Idafa. 4. Student demonstrates how to differentiate between | Al-Idafa (Genitive Construction) | Direct lecture | Objective and oral |

| | | | | | |
|---|---|---|---------------------------|----------------|-----------|
| | | types of Idafa. | | | |
| 6 | 4 | <p>1. Student knows the style of "Al-Ta'ajjub" (Exclamation) in Arabic.</p> <p> 2. Student explains the reasons for the different naming of the "Ta'ajjub" term.</p> <p> 3. Student reads samples from Quranic and Arabic texts.</p> <p> 4. Student distinguishes between the characteristics of each type of Ta'ajjub.</p> | Al-Ta'ajjub (Exclamation) | Direct lecture | Objective |
| 7 | 4 | <p>1. Student knows the styles of Ta'ajjub.</p> <p> 2. Student understands the types of Ta'ajjub.</p> | Al-Ta'ajjub (Exclamation) | Direct lecture | Objective |

| | | | | | |
|---|---|---|-------------------------------|----------------|-----------|
| | | <p> 3. Student realizes the reasons for the different meanings of Ta'ajjub.</p> <p> 4. Student demonstrates how to differentiate between types of Ta'ajjub.</p> | | | |
| 8 | 4 | <p>1. Student knows the topic of "Ism Al-Tafdeel" (Elative Noun) in Arabic. </p> <p>2. Student explains the reasons for the different naming of the "Ism Al-Tafdeel" term. </p> <p>3. Student reads samples from Quranic and Arabic texts. </p> <p>4. Student distinguishes between the</p> | Ism Al-Tafdeel (Elative Noun) | Direct lecture | Objective |

| | | | | | |
|----|---|--|-------------------------------|----------------|-----------|
| | | characteristics of each type of Ism Al-Tafdeel. | | | |
| 9 | 4 | <p>1. Student knows the styles of Ism Al-Tafdeel.</p> <p> 2. Student understands the types of Ism Al-Tafdeel.</p> <p> 3. Student realizes the reasons for the different sentences of Ism Al-Tafdeel.</p> <p> 4. Student demonstrates how to differentiate between types of Ism Al-Tafdeel.</p> | Ism Al-Tafdeel (Elative Noun) | Direct lecture | Objective |
| 10 | 4 | <p>1. Student knows the topic of "Al-Na't" (Adjective/Qualifier) in Arabic.</p> <p> 2. Student explains the reasons for</p> | Al-Na't (Adjective/Qualifier) | Direct lecture | Objective |

| | | | | | |
|----|---|--|----------------------------------|--------------------------------------|-----------|
| | | the different naming of the "Na't" term. 3. Student reads samples from Quranic and Arabic texts. 4. Student distinguishes between the characteristics of each type of Na't. | | | |
| 11 | 4 | 1. Student knows the styles of Na't. 2. Student understands the types of Na't. 3. Student realizes the reasons for the different sentences of Na't. 4. Student demonstrates how to differentiate between types of Na't. | Al-Na't (Adjective/Qualifier) | Direct lecture | Objective |
| 12 | 4 | 1. Student knows the topic of "Al- | Al-Badal (Appositive/Substitute) | Classroom, video lecture on Zoom and | Objective |

| | | | | | |
|----|---|---|-----------------------------------|------------------|-----------|
| | | <p>Badal" (Appositive/ Substitute) in Arabic. </p> <p>2. Student explains the reasons for the different naming of the "Badal" term. </p> <p>3. Student reads samples from Quranic and Arabic texts. </p> <p>4. Student distinguishes between the characteristics of each type of Badal.</p> | | Meet, discussion | |
| 13 | 4 | <p>1. Student knows the styles of Badal. </p> <p>2. Student understands the types of Badal. </p> <p>3. Student realizes the reasons for the different sentences of Badal. </p> <p>4. Student</p> | Al-Badal (Appositive/ Substitute) | Direct lecture | Objective |

| | | | | | |
|----|---|---|--|----------------|-----------|
| | | demonstrates how to differentiate between types of Badal. | | | |
| 14 | 4 | 1. Student knows the styles of "Al-Tawkeed" (Emphasis). 2. Student understands the types of Tawkeed. 3. Student realizes the reasons for the different sentences of Tawkeed. 4. Student demonstrates how to differentiate between types of Tawkeed. | Al-Tawkeed (Emphasis) | Direct lecture | Objective |
| 15 | 4 | 1. Student knows the styles of "Atf Al-Bayan" (Explanatory Conjunction). 2. | Atf Al-Bayan (Explanatory Conjunction) | Direct lecture | Objective |

| | | | | | |
|--|--|---|--|--|--|
| | | Student understands the types of Atf Al-Bayan. 3. Student realizes the reasons for the different sentences of Atf Al-Bayan. 4. Student demonstrates how to differentiate between types of Atf Al-Bayan. | | | |
|--|--|---|--|--|--|

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

| Resource Type | Details |
|---|--|
| Required Textbooks (Methodology if applicable) | Sharh Ibn Aqeel on Alfiyyat Ibn Malik, Part 3 |
| Main References (Sources) | * Sharh Qatr Al-Nada / Ibn Hisham Al-Ansari * Al-Nahw Al-Wafi / Abbas Hassan |
| Supporting Books and References (Scientific Journals, Reports...) | * Ansaq Journal for Arts, Literature, and Human Sciences * The Arab Journal for Scientific Publishing |
| Electronic References, Internet Sites | * Al-Faseeh Network website * Al-Maktaba Al-Shamilah website * |

| | |
|--|-----------------------------|
| | Ahl Al-Bayt Library website |
|--|-----------------------------|

Course Description Template

| Field | Details |
|--|-------------------------|
| 1. Course Name | Comparative Religions |
| 2. Course Code | |
| 3. Semester / Year | Annual |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | Traditional, Electronic |
| 6. Total Study Hours / Total Units | 120 hours |

Course Instructor

| Name | Email |
|--------------------------------------|---------------------------------|
| Asst. Prof. Dr. Yusuf Salih Hamad | yousif.alzubaydi@uomosul.edu.iq |
| Asst. Lec. Hiba Abd Al-Ilah Muhammad | hiba.aldaher@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

1. Familiarize the student with divine and man-made religions.
2. Enable the student to analyze the deviation of the doctrines of Judaism and Christianity.
3. Enable the student to critique the doctrines and worship practices of followers of other religions.

Teaching and Learning Strategies

| Strategy |
|---|
| 1. Direct lectures |
| 2. Classroom |
| 3. Video lectures via Google Meet |
| 4. Video lectures via [mention other program if applicable, otherwise remove this line] |
| 5. Discussion method |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|------|-------|----------------------------|--------------------|-----------------|-------------------|
| | | | | | |

| | | | | | |
|---|---|---|--|----------------|--------------------|
| 1 | 4 | 1. Student understands the science of religions. 2. Student realizes the importance of studying religions. 3. Student appreciates the efforts of Muslim scholars in this field. | Definition of the science of religions, reasons for its importance, and efforts of Muslim scholars in it | Direct lecture | Oral |
| 2 | 4 | 1. Student knows the names of adherents of Judaism. 2. Student explains the reasons for the different naming. 3. Student reads the stages of Jewish history. 4. Student distinguishes between the characteristics of each stage. | Names of Judaism and the reason for their naming An overview of Jewish history | Direct lecture | Oral |
| 3 | 4 | 1. Student knows the sources of legislation in Judaism. 2. Student understands the divisions of the Torah and Talmud. 3. Student | Sources of Torah legislation Why Jews distorted their book | Direct lecture | Objective and oral |

| | | | | | |
|---|---|--|--|---|---------------------|
| | | realizes the reasons for the Jewish distortion of the Torah. 4. Student proves the distortion of the Torah with rational evidence. | | | |
| 4 | 4 | 1. Student recognizes the Jewish sects. 2. Student explains the sources of legislation for the sects. 3. Student creates a comparison table between the sects. 4. Student distinguishes between the sects in beliefs. | Ancient Jewish sects | Classroom, video lecture on Zoom and Meet, discussion | Objective and oral |
| 5 | 4 | 1. Student knows Jewish beliefs regarding the attributes of Allah Almighty. 2. Student knows Jewish beliefs regarding prophets. 3. Student differentiates between Jewish and Muslim belief in the Last Day. | Jewish beliefs and criticisms directed at them | Direct lecture | Essay and objective |
| 6 | 4 | 1. Student identifies the sources of Christian legislation. 2. Student understands the | Sources of Christian legislation (the two Testaments) Ecumenical Councils | Direct lecture | Objective |

| | | | | | |
|----|---|---|--|----------------|---------------------|
| | | difference between the Old and New Testaments. 3. Student critiques Christianity. | | | |
| 7 | 4 | 1. Student identifies Christian worship practices. 2. Student understands Christian fasting. 3. Student analyzes Christian worship practices. | Christian worship Prayer Fasting Hajj (Pilgrimage) | Direct lecture | Essay and objective |
| 8 | 4 | 1. Student explains examples of Christian legislations. 2. Student knows the role of Paul in distorting legislations. 3. Student evaluates the effects of the prohibition of divorce in Christianity. | Examples of Christian legislations | Direct lecture | Essay and objective |
| 9 | 4 | 1. Student knows Christian beliefs. 2. Student explains the doctrine of the Trinity. 3. Student critiques the Christian Trinity. | Doctrines of Trinity and Crucifixion and criticisms directed at them | Direct lecture | Essay and objective |
| 10 | 4 | 1. Student identifies Christian rituals. 2. Student | Rituals in Christianity | Direct lecture | Essay and objective |

| | | | | | |
|----|---|---|-------------------------------------|---|---------------------|
| | | understands the authority of the priest in rituals. 3. Student critiques the sacrament of confession. | | | |
| 11 | 4 | 1. Student enumerates Christian churches. 2. Student understands the differences in beliefs among churches. 3. Student writes an article about the beliefs of Catholics and Orthodox. | Christian Churches | Direct lecture | Objective and essay |
| 12 | 4 | 1. Student identifies the Sabian religion. 2. Student distinguishes whether the Sabian religion is man-made or divine. 3. Student reads the history of the Sabians. | The Sabian religion and its history | Classroom, video lecture on Zoom and Meet, discussion | Objective and essay |
| 13 | 4 | 1. Student knows Sabian worship practices. 2. Student explains Sabian worship practices. 3. Student draws a comparison table between Christian and Sabian worship practices. | Sabian worship practices | Direct lecture | Objective and essay |
| 14 | 4 | 1. Student identifies the Hindu religion. | Hinduism | Direct lecture | Essay and objective |

| | | | | | |
|----|---|--|---------------------------------|----------------|---------------------|
| | | 2. Student knows the sources of legislation in Hinduism. 3. Student critiques Hindu castes. | | | |
| 15 | 4 | 1. Student knows Hindu beliefs. 2. Student mentions Hindu rituals. 3. Student proves that Hinduism is a man-made religion. | Beliefs and rituals of Hinduism | Direct lecture | Essay and objective |

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

| Resource Type | Details |
|---|---|
| Required Textbooks (Methodology if applicable) | * Comparative Religions / Ahmed Al-Khatib * Comparative Religions / Ahmed Shalabi (4 parts) |
| Main References (Sources) | Comparative Religions: A Study of the Beliefs and Sources of Divine and Man-Made Religions / Tariq Khalil Al-Saadi |
| Supporting Books and References (Scientific Journals, Reports...) | * Studies in Judaism, Christianity, and Major Indian Religions / Muhammad Dīā Al-Rahman Al-A'zami * Journal of Comparative Religions / Bayt Al-Hikma |
| Electronic References, Internet Sites | * Muhtadeen Library website * Al-Mustafa Library * Coptic Hymnody website (Tekla Haymanot) |

Course Description Template

| Field | Details |
|--|---------------------|
| 1. Course Name | Rhetoric (Balaghah) |
| 2. Course Code | |
| 3. Semester / Year | Second Stage |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | In-person classes |
| 6. Total Study Hours / Total Units | 2 hours |

Course Instructor

| Name | Email |
|-------------------------------|---------------------------------|
| Prof. Dr. Omar Khalil Hamdoon | (Not provided in original text) |

Course Objectives

The objectives of the course material are to:

- Achieve interaction between the student and the scientific material and foster a desire for knowledge.
- (Additional objectives to be added if needed, as indicated by '....' in original text)

Teaching and Learning Strategies

| Strategy |
|--|
| Explaining the lecture through examples first, leading to the rhetorical rule, using a whiteboard and colors to highlight the rhetorical evidence. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|------|-------|----------------------------|---|----------------------|--|
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | | A study of rhetoric: its origin and development | Lecture + Discussion | (Not specified in original text, assumed to be part of general assessment) |
| 2 | 2 | | Introduction to the terminology of Ilm Al-Ma'ani (Semantics), Al-Bayan (Figurative Language), and Al-Badi' (Stylistics) | Lecture + Discussion | (Not specified) |
| 3 | 2 | | Definition of Ma'ani linguistically and technically, and its branches: Khabar (Declarative Sentence), Insha' (Imperative Sentence), Qasr (Restriction), Taqdim wa Ta'khir (Fronting and Postponing) | Lecture + Discussion | (Not specified) |
| 4 | 2 | | Definition of Khabar linguistically and technically; its purposes | | |

Lecture + Discussion | (Not specified) |

| 5 | 2 | | Applied study of Khabar in poetry and the Holy Quran | Lecture + Discussion | (Not specified) |

| 6 | 2 | | Definition of Insha' linguistically and technically; its divisions | Lecture + Discussion | (Not specified) |

| 7 | 2 | | The imperative style (Amr); its rhetorical purposes | Lecture + Discussion | (Not specified) |

| 8 | 2 | | The prohibitive style (Nahy); its rhetorical purposes | Lecture + Discussion | (Not specified) |

| 9 | 2 | | The interrogative style (Istifham); its rhetorical purposes | Lecture + Discussion | (Not specified) |

| 10 | 2 | | The optative style (Tamanni); its rhetorical purposes | Lecture + Discussion | (Not specified) |

| 11 | 2 | | The vocative style (Nida'); its rhetorical purposes | Lecture + Discussion | (Not specified) |

| 12 | 2 | | The style of Taqdim wa Ta'khir (Fronting and Postponing); its divisions and rhetorical purposes | Lecture + Discussion | (Not specified) |

| 13 | 2 | | The style of Qasr (Restriction); its divisions and rhetorical purposes | Lecture + Discussion | (Not specified) |

| 14 | 2 | | The style of Ijaz (Conciseness), Itnab (Elaboration), and Musawah (Equivalence); and their rhetorical purposes | Lecture + Discussion | (Not specified) |

| 15 | 2 | | (Duplicate of week 12, likely an error in the original document) | Lecture + Discussion | (Not specified) |

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

| Resource Type | Details |
|---|---|
| Required Textbooks (Methodology if applicable) | * Asalib Al-Bayan: Fadl Hassan Abbas |
| Main References (Sources) | * Al-Balaghah Fununuha wa Afnanuha: Fadl Hassan Abbas * Asalib Al-Bayan * Asalib Al-Badi': Basiouni Abdelfattah * Tafsir books, especially: Al-Tahrir wal-Tanwir: Ibn Ashour |
| Supporting Books and References (Scientific Journals, Reports...) | Electronic sites concerned with the rhetorical analysis of the Holy Quran |
| Electronic References, Internet Sites | Books on the rhetorical inimitability of the Holy Quran, including those by Zaghlool Al-Najjar, and following lectures by Dr. Fadel Saleh Al-Samarrai. |

Course Description Template

| Field | Details |
|--|-----------------------------|
| 1. Course Name | Recitation and Memorization |
| 2. Course Code | UOMEQ138 |
| 3. Semester / Year | Annual |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | In-person |
| 6. Total Study Hours / Total Units | 90 hours / 5 units |

Course Instructor

| Name | Email |
|-------------------------------------|------------------------------------|
| Prof. Dr. Abd Al-Malik Salim Othman | dr.abdulmalik.salim@uomosul.edu.iq |
| Asst. Lec. Ayah Osama Abd Al-Majeed | ayahosamah@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

- Enable the student to recite the Quran correctly and without errors.
- Develop students' abilities and skills in the articulation points and characteristics of letters, and the rules resulting from them.
- Familiarize the student with the rules related to Tajweed.
- Enable the student to understand the etiquette of reciting the Quran.
- Protect the student's tongue from errors in the Book of Allah Almighty.
- Introduce the student to the status and virtues of the Quran.

Teaching and Learning Strategies

| Strategy |
|---|
| 1. Lecture, and use of PowerPoint presentations |
| 2. Discussion and dialogue |
| 3. Illustrative drawings as teaching aids |
| 4. Working in small groups |
| 5. Question and answer method |
| 6. Presentation method |
| 7. Inductive method |

Course Structure

| Week | Hours | Required | Unit Name or | Learning | Assessment |
|------|-------|----------|--------------|----------|------------|
|------|-------|----------|--------------|----------|------------|

| | | Learning Outcomes | Topic | Method | Method |
|------------|---|-------------------|--|------------------------------|---------------------------------|
| October 1 | 3 | | Introductions and Principles | Standard method, Text method | Classroom performance and exams |
| October 2 | 3 | | Al-Tartil (Slow and deliberate recitation) | Standard method, Text method | Classroom performance and exams |
| October 3 | 3 | | Al-Hadr (Fast recitation) | Standard method, Text method | Classroom performance and exams |
| October 4 | 3 | | Al-Tadwir (Medium-paced recitation) | Standard method, Text method | Classroom performance and exams |
| November 1 | 3 | | Al-Isti'adha and Al-Basmalah | Standard method, Text method | Classroom performance and exams |
| November 2 | 3 | | Nun Sakinah and Tanween | Standard method, Text method | Classroom performance and exams |
| November 3 | 3 | | Al-Izhar (Clear pronunciation) | Standard method, Text method | Classroom performance and exams |
| November 4 | 3 | | Al-Idgham (Merging) | Standard method, Text method | Classroom performance and exams |
| December 1 | 3 | | Al-Ikhfa' (Concealment) | Standard method, Text method | Classroom performance and exams |
| December 2 | 3 | | Al-Iqlab (Conversion) | Standard method, Text method | Classroom performance and exams |
| December 3 | 3 | | Al-Qalqalah (Echo) | Standard method, Text method | Classroom performance and exams |
| December 4 | 3 | | Rules of Ra | Standard method, Text method | Classroom performance and exams |
| January 1 | 3 | | Al-Mudood (Elongations) | Standard method, Text method | Classroom performance and exams |
| January 2 | 3 | | Definition of Madd | Standard method, Text method | Classroom performance and exams |
| January 3 | 3 | | Types of Madd | Standard method, Text method | Classroom performance and exams |
| January 4 | 3 | | Original Madd | Standard | Classroom |

| | | | | | |
|------------|---|--|-----------------------------------|------------------------------|---------------------------------|
| | | | | method, Text method | performance and exams |
| February 1 | 3 | | Secondary Madd | Standard method, Text method | Classroom performance and exams |
| February 2 | 3 | | Madd Al-Arid (Temporary Madd) | Standard method, Text method | Classroom performance and exams |
| March 1 | 3 | | Madd Al-Leen (Soft Madd) | Standard method, Text method | Classroom performance and exams |
| March 2 | 3 | | Madd Al-Iwad (Substitution Madd) | Standard method, Text method | Classroom performance and exams |
| March 3 | 3 | | Madd Al-Lazim (Necessary Madd) | Standard method, Text method | Classroom performance and exams |
| March 4 | 3 | | Madd Al-Mutassil (Connected Madd) | Standard method, Text method | Classroom performance and exams |
| April 1 | 3 | | Madd Al-Munfasil (Separated Madd) | Standard method, Text method | Classroom performance and exams |
| April 2 | 3 | | Madd Al-Badal (Substitute Madd) | Standard method, Text method | Classroom performance and exams |
| April 3 | 3 | | Madd Al-Silah (Connection Madd) | Standard method, Text method | Classroom performance and exams |
| April 4 | 3 | | Greater Silah | Standard method, Text method | Classroom performance and exams |
| May 1 | 3 | | Lesser Silah | Standard method, Text method | Classroom performance and exams |
| May 2 | 3 | | Review | Problem-solving method | ----- |
| May 3+4 | 3 | | Final Exams | ----- | ----- |

Course Assessment

1. Written exams (essay, objective).
2. Discussion and dialogue.
3. Assessment of semester work through oral discussions.
4. Continuous observation and follow-up of the student.

5. Monitoring the student's commitment to tasks on time.
6. Using summative assessment to determine the outcomes of the educational process and its results, and to provide suggestions for improvement.
7. Assessing students on previously studied Tajweed rules by applying them to a specific surah.

Learning and Teaching Resources

| Resource Type | Details |
|---|--|
| Required Textbooks (Methodology if applicable) | Ahkam Al-Tajweed by Al-Ghouthani |
| Main References (Sources) | Recitation books |
| Supporting Books and References (Scientific Journals, Reports...) | Qira'at books (Readings books) |
| Electronic References, Internet Sites | Al-Azhar University, Faculty of Sharia website Al-Quran Al-Kareem website: https://surahquran.com |

Course Description Template

| Field | Details |
|--|---|
| 1. Course Name | Islamic Creed (Al-Aqidah Al-Islamiyyah) |
| 2. Course Code | |
| 3. Semester / Year | 2024-2025 |
| 4. Date of Preparation of this Description | 15/9/2024 |
| 5. Available Attendance Modes | Classroom lectures + Electronic classroom |
| 6. Total Study Hours / Total Units | 2 hours / 4 units |

Course Instructors

| Name | Email |
|--|-------------------------------------|
| Dr. Yasser Ahmed Abdullah | Yasser.ahmed.abdulah@uomosul.edu.iq |
| Asst. Prof. Dr. Aisha Abd Al-Rahman Dahham | aishsh.alnajmawi@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

- Familiarize students with the details and objectives of the Islamic Creed subject.
- Equip students with the necessary cognitive experiences for Islamic Creed.
- Instill in students an inclination towards the Islamic Creed subject and the teaching profession in general.
- Achieve and apply the necessary and required learning and comprehension methods for students.

Teaching and Learning Strategies

| |
|----------------------------------|
| Strategy |
| * Developed lecture method. |
| * Brainstorming strategy. |
| * Micro-teaching strategy. |
| * Cooperative learning strategy. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method |
|------|-------|----------------------------|--|-------------------------|
| 1 | 2 | Teaching skills | Introduction to the Science of Creed | Lecture |
| 2 | 2 | Teaching skills | Importance of the Science of Creed | Lecture |
| 3 | 2 | Teaching skills | Names of the Science | Discussion |
| 4 | 2 | Teaching skills | Divisions of Intellectual Judgment | Lecture |
| 5 | 2 | Teaching skills | Proofs of God's Existence | Interrogative method |
| 6 | 2 | Teaching skills | Divine Attributes | Lecture |
| 7 | 2 | Teaching skills | Negative Attributes | Lecture |
| 8 | 2 | Teaching skills | Self-Attribute (Sifah Nafsiyyah) | Discussion and dialogue |
| 9 | 2 | Teaching skills | Attributes of Meanings (Sifat Al-Ma'ani) | Discussion |
| 10 | 2 | Teaching skills | What is Obligatory for Allah (SWT) | Discussion and dialogue |
| 11 | 2 | Teaching skills | What is Impossible for Allah (SWT) | Discussion and dialogue |
| 12 | 2 | Teaching skills | What is Permissible for Allah (SWT) | Lecture |
| 13 | 2 | Teaching skills | Seeing Allah (SWT) | Discussion and dialogue |
| 14 | 2 | Teaching skills | Divine Decree and Destiny (Al-Qada' wal-Qadar) | Lecture |
| 15 | 2 | Teaching skills | Scholars' Sayings on Divine Decree and Destiny | Lecture |

Course Assessment

The distribution of the 100-mark grade is based on: 10% for the director's grade, 10% for the

cooperating teacher's grade, 40% for the university supervising professor's grade, and 40% for the assistant and practical application course instructor's grade.

Learning and Teaching Resources

| Resource Type | Details |
|---|--|
| Required Textbooks (Methodology if applicable) | * Usul Al-Din Al-Islami by Dr. Rushdi Aliyan and Dr. Qahtan Al-Douri |
| Main References (Sources) | * Sharh Al-Maqasid by Sa'd Al-Din Al-Taftazani |
| Supporting Books and References (Scientific Journals, Reports...) | (No specific resources provided in the original text) |
| Electronic References, Internet Sites | * https://ketabpedia.com * https://ar.wikipedia.org/wiki |

Course Description Template

| Field | Details |
|--|---|
| 1. Course Name | Arabic Language |
| 2. Course Code | |
| 3. Semester / Year | 2024-2025 |
| 4. Date of Preparation of this Description | 15/9/2024 |
| 5. Available Attendance Modes | Classroom lectures + Electronic classroom |
| 6. Total Study Hours / Total Units | 2 hours / 4 units |

Course Instructor

| Name | Email |
|---------------------------|--|
| Dr. Mohammed Hilal Barjas | dr.mohamed.hilal.barjas@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

- Familiarize students with the details and objectives of the Arabic language subject.
- Equip students with the necessary cognitive experiences for the Arabic language.
- Instill in students an inclination towards the Arabic language and the teaching profession in general.
- Achieve and apply the necessary and required teaching skills by students.

Teaching and Learning Strategies

| Strategy |
|-----------------------------|
| * Developed lecture method. |
| * Brainstorming strategy. |
| * Micro-teaching strategy. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|------|-------|----------------------------|---|-------------------------|--|
| 1 | 3 | Teaching skills | The Vocative (Al-Munada) | Lecture | (Not specified for each week, but general methods below) |
| 2 | 3 | Teaching skills | Rulings of the Vocative (Al-Munada) | Lecture | |
| 3 | 2 | Teaching skills | The Indeclinable Vocative (Al-Munada Al-Mabni) | Discussion and dialogue | |
| 4 | 2 | Teaching skills | The Declension of the Vocative (Al-Munada Al-Mu'rab) | Micro-teaching | |
| 5 | 2 | Teaching skills | Rulings on the تابع المندى (Follower of the Vocative) | Interrogative method | |
| 6 | 2 | Teaching skills | The Indeclinable Noun (Al-Ism Alladhi La Yansarif) | Lecture | |
| 7 | 2 | Teaching skills | Reasons preventing declension (Ilal Al-Man'ah min Al-Sarf) | Lecture | |
| 8 | 2 | Teaching skills | What is indeclinable due to foreign origin and proper noun status (ma yumna' sarfuh li'l-ujmah wa'l-'alamiyyah) | Discussion and dialogue | |
| 9 | 2 | Teaching skills | Inflection of the Imperfect Verb (I'rab Al-Fi'l Al-Mudari') | Discussion and dialogue | |
| 10 | 2 | Teaching skills | Nominative, accusative, and jussive cases of the imperfect verb (Raf', Nasb, wa Jazm Al-Fi'l Al-Mudari') | Induction and analogy | |
| 11 | 2 | Teaching skills | Numerals (Al-A'dad) | Lecture | |
| 12 | 2 | Teaching skills | Cardinal Numbers (Al-Adad Al-Mufrad) | Lecture | |
| 13 | 2 | Teaching skills | Compound Numbers (Al-Adad Al-Murakkab) | Discussion and dialogue | |
| 14 | 2 | Teaching skills | Conjoined Numbers (Al-Adad Al-Ma'touf) | Lecture | |

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation and daily exams.

- Mid-year exam: 25 marks.
- Semester work: 15 marks, distributed among attendance, classroom activity, and quizzes (5 marks for each activity).
- Final exam: 60 marks.
- Total for the academic year: 100 marks.

Learning and Teaching Resources

| Resource Type | Details |
|---|---|
| Required Textbooks (Methodology if applicable) | Sharh Ibn Aqil by Ibn Aqil |
| Main References (Sources) | * Qatr Al-Nada by Ibn Hisham * Al-Nahw Al-Wafi by Abbas Hassan |
| Supporting Books and References (Scientific Journals, Reports...) | (No specific resources provided in the original text) |

| | |
|---------------------------------------|---|
| Electronic References, Internet Sites | * https://al-maktaba.org/book/9904 * https://ar.wikipedia.org/wiki |
|---------------------------------------|---|

Course Description Template

| Field | Details |
|--|---|
| 1. Course Name | Logic (Al-Mantiq) |
| 2. Course Code | |
| 3. Semester / Year | 2024-2025 |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | Classroom lectures + Electronic classroom |
| 6. Total Study Hours / Total Units | 1 hour / 2 units |

Course Instructor

| Name | Email |
|---------------------------|-----------------------------------|
| Dr. Mudher Haider Mahmoud | dr.mudher.aluzbaky@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

- Familiarize students with the details and objectives of the Logic subject.
- Equip students with the necessary cognitive experiences for understanding Logic.
- Instill in students an inclination towards Logic and a love for applying it in all sciences.
- Achieve and apply the logical rules required to protect the student's thought from error and slip.

Teaching and Learning Strategies

| Strategy |
|----------------------------------|
| * Developed lecture method. |
| * Brainstorming strategy. |
| * Micro-teaching strategy. |
| * Cooperative learning strategy. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method |
|------|-------|------------------------------------|-------------------------------------|------------------------|
| 1 | 3 | Cognitive and practical objectives | Origin of Logic and the need for it | Lecture + Application. |
| 2 | 3 | Cognitive and practical objectives | Definition and its relations | Lecture + Application |

| | | | | |
|----|---|------------------------------------|---|-------------------------|
| | | | (Knowledge - Ignorance - Connotation - Concept and Extension) | |
| 3 | 3 | Cognitive and practical objectives | The Four Relations | Discussion + Practice |
| 4 | 3 | Cognitive and practical objectives | The Five Universals | Micro-teaching |
| 5 | 3 | Cognitive and practical objectives | Definition - Division - Classification | Interrogative method |
| 6 | 3 | Cognitive and practical objectives | Propositions - Contradiction | Lecture + Application |
| 7 | 3 | Cognitive and practical objectives | Conversion - Syllogism - Induction | Lecture |
| 8 | 3 | Cognitive and practical objectives | Analogy (Tamthil) | Discussion and dialogue |
| 9 | 3 | Cognitive and practical objectives | Demonstration (Burhan) | Discussion + Practice |
| 10 | 3 | Cognitive and practical objectives | Dialectic (Jadal) | Induction and analogy |
| 11 | 3 | Cognitive and practical objectives | Rhetoric and Poetry (Khatabah wal Shi'r) | Lecture + Practice |
| 12 | 3 | Cognitive and practical objectives | Sophistry (Safsatah) | Lecture + Application |
| 13 | 3 | Cognitive and practical objectives | (No specific topic provided) | Discussion and practice |

Course Assessment

The grade distribution out of 100 is as follows: Mid-year 25%, Semester work 15%, Final Exam 60%.

Learning and Teaching Resources

| Resource Type | Details |
|--|--|
| Required Textbooks (Methodology if applicable) | * Kitab Al-Mantiq Al-Manhaji by Dr. Mudher Haider Mahmoud |
| Main References (Sources) | * Al-Usus Al-Mantiqiyyah lil-Istiqlal by Muhammad Baqir Al-Sadr. * Khulasat Al-Mantiq by Abd Al-Hadi Al-Fadhli. * Sharh Al-Shamsiyyah by Sa'd Al-Din Al-Taftazani. * Mi'yar Al-Ulum fi Fan Al-Mantiq by Imam Muhammad Abu Hamid Al-Ghazali (may Allah have mercy on him). |
| Supporting Books and References (Scientific) | (No specific resources provided in the original text) |

| | |
|---------------------------------------|---|
| Journals, Reports...) | |
| Electronic References, Internet Sites | (No specific resources provided in the original text) |

Course Description Template

| Field | Details |
|--|----------------------------|
| 1. Course Name | Analyzing the Quranic Text |
| 2. Course Code | UOMEQ165 |
| 3. Semester / Year | Annual |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | In-person |
| 6. Total Study Hours / Total Units | 60 hours / 4 units |

Course Instructor

| Name | Email |
|-------------------------------------|------------------------------|
| Asst. Prof. Nasser Yusuf Abdullah | nasser.yousuf@uomosul.edu.iq |
| Asst. Lec. Ayah Osama Abd Al-Majeed | ayahosamah@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

- Introduce the subject of analyzing the Quranic text.
- Define the conditions for a good analyzer of the Quranic text.
- Prepare the student to deal directly with the Quranic text.
- Prepare the student to appreciate the aesthetics of the Quranic text.
- Develop the students' ability to infer and analyze.

Teaching and Learning Strategies

| Strategy |
|---|
| Theoretical lectures based on the main and supporting sources for the course. |
| Practical lectures through reviewing available models in libraries and information centers. |
| Practical assignments through which acquired information is applied to the Quranic text. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|-----------|-------|----------------------------|--|-----------------|---------------------------------|
| October 1 | 2 | | Introduction to Analyzing the Quranic Text | Lecture | Classroom performance and exams |
| October 2 | 2 | | Definition of Analysis | Lecture | Classroom performance and |

| | | | | | |
|------------|---|--|---|------------|---------------------------------|
| | | | Linguistically and Technically | | exams |
| October 3 | 2 | | General Principles for Analyzing the Quranic Text | Lecture | Classroom performance and exams |
| October 4 | 2 | | The Impact of Quranic Sciences on the Text to be Analyzed | Lecture | Classroom performance and exams |
| November 1 | 2 | | Studying the Text from a Linguistic Perspective | Lecture | Classroom performance and exams |
| November 2 | 2 | | Arabic Dialects and their Impact on Analyzing the Quranic Text | Lecture | Classroom performance and exams |
| November 3 | 2 | | Semantic Relationships between Words in the Text to be Analyzed | Lecture | Classroom performance and exams |
| November 4 | 2 | | Conditions for the Analyzer of the Quranic Text | Lecture | Classroom performance and exams |
| December 1 | 2 | | Mid-term Exam | Q&A | Classroom performance and exams |
| December 2 | 2 | | Introduction to Surah Al-Ma'idah | Lecture | Classroom performance and exams |
| December 3 | 2 | | Analysis of Verses 1-5 | Lecture | Classroom performance and exams |
| December 4 | 2 | | Analysis of Verses 6-9 | Lecture | Classroom performance and exams |
| January 1 | 2 | | Analysis of Verses 10-14 | Lecture | Classroom performance and exams |
| January 2 | 2 | | Analysis of Verses 15-19 | Lecture | Classroom performance and exams |
| January 3 | 2 | | Analysis of Verses 20-24 | Lecture | Classroom performance and exams |
| January 4 | 2 | | Review | Discussion | Classroom |

| | | | | | |
|------------|---|--|--------------------------|------------------------|---------------------------------|
| | | | | | performance and exams |
| February 1 | 2 | | Analysis of Verses 25-29 | Lecture | Classroom performance and exams |
| February 2 | 2 | | Analysis of Verses 30-34 | Lecture | Classroom performance and exams |
| March 1 | 2 | | Analysis of Verses 35-39 | Lecture | Classroom performance and exams |
| March 2 | 2 | | Analysis of Verses 40-44 | Lecture | Classroom performance and exams |
| March 3 | 2 | | Analysis of Verses 45-49 | Lecture | Classroom performance and exams |
| March 4 | 2 | | Analysis of Verses 50-55 | Lecture | Classroom performance and exams |
| April 1 | 2 | | Mid-term Exam | Q&A | Classroom performance and exams |
| April 2 | 2 | | Analysis of Verses 61-64 | Lecture | Classroom performance and exams |
| April 3 | 2 | | Analysis of Verses 65-69 | Lecture | Classroom performance and exams |
| April 4 | 2 | | Analysis of Verses 70-75 | Lecture | Classroom performance and exams |
| May 1 | 2 | | Analysis of Verses 76-80 | Lecture | Classroom performance and exams |
| May 2 | 2 | | Review | Problem-solving method | ----- |
| May 3+4 | 2 | | Final Exams | ----- | ----- |

Course Assessment

- Theoretical tests.
- Assignments and practical tasks on the Quranic text and explaining its miraculous aspects.
- Writing reports and research on each type of Quranic interpretation.

Learning and Teaching Resources

| Resource Type | Details |
|---|--|
| Required Textbooks (Methodology if applicable) | Analysis of the Quranic Text by Dr. Qasid Yasser Al-Zaydi |
| Main References (Sources) | Books of interpretation based on tradition and opinion |
| Supporting Books and References (Scientific Journals, Reports...) | * Al-Mustafad min Al-Qasas Al-Qur'ani, Dr. Abd Al-Kareem Zaidan * Al-Tafsir wal-Mufasssirun, Muhammad Hussein Al-Dhahabi * Dala'il Al-I'jaz, Abd Al-Qaher Al-Jurjani * Al-Naba' Al-Azeem, Dr. Muhammad Abdullah Daraz |
| Electronic References, Internet Sites | Al-Quranic Library, Tafsir website Al-Baheth Al-Qur'ani website: https://tafsir.app |

Course Description Template

| Field | Details |
|--|---|
| 1. Course Name | Fiqh of Personal Status and Inheritance |
| 2. Course Code | |
| 3. Semester / Year | Annual / 2024-2025 |
| 4. Date of Preparation of this Description | 15/9/2024 |
| 5. Available Attendance Modes | In-person classes |
| 6. Total Study Hours / Total Units | 2 hours weekly / 4 units |

Course Instructor

| Name | Email |
|---------------------------------------|-----------------------------|
| Dr. Sariah Abd Al-Wahab Muhammad Amin | dr.sariaabed@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

- Equip students with moderate jurisprudential concepts and their applications.
- Familiarize students with the features, sources, and characteristics of Islamic jurisprudence.
- Enable students to acquire and understand moderate Islamic jurisprudence.

Teaching and Learning Strategies

| Strategy |
|-----------------------------------|
| 1. Developed lecture method. |
| 2. Cooperative learning strategy. |
| 3. Brainstorming strategy. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|------|-------|----------------------------|---|------------------------------------|---------------------------|
| 1 | 2 | | Marriage and related matters / Ruling on marriage | Lecture, discussion, interrogation | Oral exams, written exams |
| 2 | 2 | | The status of family in Islam | Lecture, discussion, interrogation | Oral exams, written exams |
| 3 | 2 | | Women forbidden to marry / Polygyny | Lecture, discussion, interrogation | Oral exams, written exams |
| 4 | 2 | | Preliminaries to marriage | Lecture, discussion, interrogation | Oral exams, written exams |
| 5 | 2 | | Pillars of the marriage contract | Lecture, discussion, interrogation | Oral exams, written exams |
| 6 | 2 | | Dowry (Mahr) | Lecture, discussion, interrogation | Oral exams, written exams |
| 7 | 2 | | Consolation gift (Mut'ah) | Lecture, discussion, interrogation | Oral exams, written exams |
| 8 | 2 | | Consequences of the marriage contract | Lecture, discussion, interrogation | Oral exams, written exams |
| 9 | 2 | | Division between wives | Lecture, discussion, interrogation | Oral exams, written exams |
| 10 | 2 | | Disobedience (Nushuz) | Lecture, discussion, interrogation | Oral exams, written exams |
| 11 | 2 | | Resemblances to divorce | Lecture, discussion, interrogation | Oral exams, written exams |
| 12 | 2 | | Waiting period (Iddah) | Lecture, discussion, interrogation | Oral exams, written exams |
| 13 | 2 | | Expenses and related matters | Lecture, discussion, interrogation | Oral exams, written exams |
| 14 | 2 | | Custody (Hadhanah) | Lecture, discussion, interrogation | Oral exams, written exams |
| 15 | 2 | | Lineage (Nasab) Foundling (Laqit) | Lecture, discussion, interrogation | Oral exams, written exams |

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

| Resource Type | Details |
|---|---|
| Required Textbooks (Methodology if applicable) | Al-Fiqh Al-Manhaji by Dr. Mustafa Al-Khinn / Mustafa Al-Bugha |
| Main References (Sources) | Mughni Al-Muhtaj by Al-Khateeb Al-Shirbini |
| Supporting Books and References (Scientific Journals, Reports...) | Al-Minhaj by Al-Nawawi |
| Electronic References, Internet Sites | Al-Maktaba Al-Shamilah |

Course Description Template

| Field | Details |
|--|---------------------------------------|
| 1. Course Name | Fiqh of Worship (Fiqh Al-Ibadat) |
| 2. Course Code | |
| 3. Semester / Year | 2024-2025 |
| 4. Date of Preparation of this Description | 15/9/2024 |
| 5. Available Attendance Modes | Classroom lectures + Online classroom |
| 6. Total Study Hours / Total Units | 3 hours / 6 units |

Course Instructor

| Name | Email |
|----------------------------|--|
| Dr. Luqman Hassan Abdullah | dr.luqman.hassan.abdullah@uomosul.edu.iq |

Course Objectives

The objectives of the course material are to:

- Define for students the details and objectives of the Fiqh of Worship subject.
- Equip students with the necessary cognitive experiences for Islamic jurisprudence.
- Instill in students an inclination towards Islamic jurisprudence and the teaching profession in general.
- Achieve and apply the necessary and required teaching skills by students.

Teaching and Learning Strategies

| Strategy |
|----------------------------------|
| * Developed lecture method. |
| * Brainstorming strategy. |
| * Micro-teaching strategy. |
| * Cooperative learning strategy. |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method |
|------|-------|----------------------------|----------------------|------------------------------|
| 1 | 3 | Teaching skills | Introduction to Fiqh | Lecture + Practical exercise |
| 2 | 3 | Teaching skills | Importance of Fiqh | Lecture + Practical exercise |
| 3 | 3 | Teaching skills | Fiqh Concepts | Discussion + Practice |

| | | | | |
|----|---|-----------------|---|------------------------------|
| 4 | 3 | Teaching skills | Relationship of Fiqh to aspects of life | Micro-teaching |
| 5 | 3 | Teaching skills | Types of Water and Purification | Interrogative method |
| 6 | 3 | Teaching skills | Ablution (Wudu') | Lecture + Practical exercise |
| 7 | 3 | Teaching skills | Tayammum (Dry Ablution) | Lecture |
| 8 | 3 | Teaching skills | Wiping over the Khuff (leather socks) | Discussion and dialogue |
| 9 | 3 | Teaching skills | Prayer (Salat) | Discussion + Practice |
| 10 | 3 | Teaching skills | Friday Prayer | Induction and analogy |
| 11 | 3 | Teaching skills | Traveler's Prayer | Lecture + Practice |
| 12 | 3 | Teaching skills | Zakat (Charity) | Lecture + Practical exercise |
| 13 | 3 | Teaching skills | Fasting (Sawm) | Discussion and practice |
| 14 | 3 | Teaching skills | Hajj (Pilgrimage) | Lecture + Practice |

Course Assessment

The grade is distributed out of 100 according to: 10% for the director's grade, 10% for the cooperating teacher's grade, 40% for the university supervising professor's grade, and 40% for the assistant and practical application course instructor's grade.

Learning and Teaching Resources

| Resource Type | Details |
|---|---|
| Required Textbooks (Methodology if applicable) | Al-Fiqh Al-Manhaji (Methodological Jurisprudence) by Mustafa Al-Khinn |
| Main References (Sources) | * Islamic Fiqh and its Proofs by Wahbah Al-Zuhaili * Fiqh Al-Akhlaq (Jurisprudence of Ethics) by Al-Sayyid Al-Sadr |
| Supporting Books and References (Scientific Journals, Reports...) | ----- |
| Electronic References, Internet Sites | - |

Course Description Template

| Field | Details |
|--|--|
| 1. Course Name | Methods of Interpreters (Manahij Al-Mufasssirin) |
| 2. Course Code | |
| 3. Semester / Year | Annual |
| 4. Date of Preparation of this Description | 1/9/2024 |
| 5. Available Attendance Modes | In-person classes |
| 6. Total Study Hours / Total Units | 2 theoretical hours / 4 units |

Course Instructor

| Name | Email |
|---------------------|---------------------------------|
| Ammar Yusuf Mikaeel | (Not provided in original text) |

Course Objectives

The objectives of the course material are to:

- Familiarize the student with the methods of interpreters and their efforts in interpretation.
- Equip the student with the skills to identify the methodologies of interpretation scholars.
- Instill in the student a positive attitude towards the subject of methods of interpreters.
- Enable the student to choose appropriate sources and references in interpretation and benefit from them by understanding the methods of interpreters.

Teaching and Learning Strategies

| Strategy |
|---|
| (Not specified in original text, please provide if available) |

Course Structure

| Week | Hours | Required Learning Outcomes | Unit Name or Topic | Learning Method | Assessment Method |
|---|-------|----------------------------|--------------------|-----------------|-------------------|
| --- | --- | --- | --- | --- | --- |
| (Not specified, assumed to be throughout the course) 2 theoretical A1- Define the terminology of different methods and approaches in interpretation and the methods of interpreters. A2- Explain the broad outlines of the interpreters' methods in terms of transmitted and rational knowledge, and the principles upon which these methods were based. A3- Clarify the basic features for studying the methods and approaches of interpreters. A4- List the compiled works on the methods and approaches of interpreters and highlight the most important books in this regard. A5- Review the methods and approaches of interpreters, ancient and modern, in their books and the superiority of each | | | | | |

interpretation over others.
 A6- (No specific outcome provided) | Methods of Interpreters
| Lecture, Discussion and Dialogue, Assignments | Oral and written exams, research papers
and reports |

Course Assessment

The distribution of the 100-mark grade is based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

| Resource Type | Details |
|---|---|
| Required Textbooks (Methodology if applicable) | (Not specified in original text) |
| Main References (Sources) | * Manahij Al-Mufasssirun: Musaid Muslim Al-Ja'far and Muhi Hilal Al-Sarhan. 1st Ed. / Dar Al-Ma'rifah - Baghdad / 1980 AD |
| Supporting Books and References (Scientific Journals, Reports...) | * Al-Tafsir wal-Mufasssirun: Muhammad Hussein Al-Dhahabi. 1st Ed. / Dar Al-Hadith - Cairo / 2005 AD |
| Electronic References, Internet Sites | (Not specified in original text) |