



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

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



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

### Course Description Form

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

1. College	Islamic Sciences
2. Scientific Department	Quran Sciences
3. Teaching Name	Assist. Prof. Dr. Talal Faiq Al-Kamali
4. Stage	Fourth
5. Course Name / Code	Analytical Interpretation
6. Semester / Year	First Semester / Fourth Stage / Academic Year 2024-2025
7. Number of Hours (Total)	30
8. Date this description was prepared	30/8/2024
9. Course Objectives	
1- Define the basic concepts and terms in analytical interpretation	
2- Interprets the Qur'an	
3- Distinguishes between Types of Interpretation	
4- Analyzes Quranic verses	

10.Course Outcomes, Teaching, Learning and Assessment Methods
<p><b>A. Cognitive Objectives</b></p> <ol style="list-style-type: none"> <li>1- It is considered systematic scientific research in analytical interpretation</li> <li>2- Provides oral and written scientific presentations in analytical interpretation</li> <li>3- Distinguishes between Interpretations</li> <li>4- Actively participates in scientific discussions</li> </ol>
<p><b>B . Course-specific Skill Objectives</b></p> <ol style="list-style-type: none"> <li>1. Define the basic concepts and terms in analytical interpretation</li> <li>2. Interprets the Qur'an</li> <li>3. Distinguishes between types of interpretation</li> <li>4. Analyzes Quranic verses</li> </ol>
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>• Use <b>interactive lectures</b> to present theoretical concepts in analytical interpretation while engaging students with discussion and motivational questions.</li> <li>• <b>Employ blended learning</b> by combining classroom lectures with online activities or content, including recorded recitations, digital lectures, virtual discussions, and online quizzes.</li> <li>• Guide students <b>to read essential sources</b> from analytical interpretation books, and analyze them within assignments to promote deep understanding.</li> <li>• Assign students <b>presentations</b> on selected topics of analytical interpretation, developing summarizing, explaining, and communication skills.</li> <li>• Implementing <b>practical workshops</b> in analytical interpretation, enabling the practice of research and applied skills.</li> <li>• Promote <b>collaborative learning</b> through group projects or structured interpretive discussions, to develop dialogue and teamwork skills.</li> </ul>
<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>- Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports , etc. etc</li> </ul>
<p><b>C. Emotional and Values Goals</b></p> <ul style="list-style-type: none"> <li>- Exemplifies moral values derived from interpretation</li> <li>- Respects the plurality and difference in scientific opinions within the interpretation</li> <li>- Contributes to community and cultural activities that grow from the verses</li> <li>- Practice self-criticism and meditation in the light of analytical interpretation</li> </ul>
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>• Use <b>interactive lectures</b> to present theoretical concepts in analytical interpretation while engaging students with discussion and motivational questions.</li> </ul>

- **Employ blended learning** by combining classroom lectures with online activities or content, including recorded recitations, digital lectures, virtual discussions, and online quizzes.
- Guide students **to read essential sources** from analytical interpretation books, and analyze them within assignments to promote deep understanding.
- Assign students **presentations** on selected topics of analytical interpretation, developing summarizing, explaining, and communication skills.
- Implementing **practical workshops** in analytical interpretation, enabling the practice of research and applied skills.
- Promote **collaborative learning** through group projects or structured interpretive discussions, to develop dialogue and teamwork skills.

#### Evaluation Methods

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

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

#### 11. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	The week
Oral Testing	Lecture	The Concept of Interpretation in Language and Idiom	Knowing the importance of the concept	2	1
Oral Testing	Discussion	The Concept of Interpretation in Language and Idiom	Knowing the importance of the concept	2	2
Oral Testing	Lecture	Difference Between Sequential and	Understanding between interpretive	2	3

		Analytic Interpretation	approaches and trends		
Oral Testing	Discussion	Difference Between Methodology and Interpretive Orientation	Understanding between interpretive approaches and trends	2	4
Oral Testing	Lecture	The Emergence of Analytical Interpretation	Knowledge of the intrinsic aspect of analytic interpretation	2	5
Oral Testing	Discussion	The Importance of Analytical Interpretation	Knowledge of the intrinsic aspect of analytic interpretation	2	6
Oral Testing	Lecture	The Relationship between Analytical Interpretation and Interpretive Approaches	Understanding between interpretive approaches and trends	2	7
Oral Testing	Discussion	Steps of Analysis in Interpretation	Knowledge of the practical steps	2	8
Oral Testing	Lecture	Applications	Practice Analysis	2	9

Oral Testing	Discussion	Analysis of the Basmala verse	Practice Analysis	2	10
Oral Testing	Lecture	Speech Apps	Practice Analysis	2	11

Approval of the head of the department

Approval of the dean of the college

12.Infrastructure	
1- Required Textbooks	Methods and Trends of Interpretation / Muhammad Ali Rezaei
2- Main References (Sources)	Towards the Analytical Interpretation Method / Berri Metwally
1) Recommended books and references (scientific journals, reports, .....)	Analytical Interpretation - Definition and Scientific Steps / Prof. Dr. Hashem Abd Yassin The Analytical Method in Reading the Qur'anic Text - A Study in Concept and Function / Prof. Dr. Nour Mahdi Kazem Al-Saadi
2) Electronic References, Websites	





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

### Course Description Template

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

1. College	College of Islamic Sciences
2. Scientific Department	Department of Quranic Sciences
3. Teaching Name	Prof. Dr. Iyad Karim Abed
4. Stage	Fourth
5. Course Name/Code	Contemporary Qur'anic Studies
6. Semester / Year	First Semester 2024/2025
Number of Hours .7 (Total)	30
Date of this description .8	24/9/2024
9. Course Objectives	
1. Introduction to the concept of Qur'anic studies: the concept of contemporaneity, related words (modernity)	
2 Studying the Global Dimension of the Qur'an and Western Globalization	
3 The Relationship of Qur'anic Studies with Globalization through Economic, Political, and Cultural Aspects	
4 Defining the Controls of Contemporary Qur'anic Studies	
5. Definition of interpretation, interpretation and multiple readings of the text	

10. Course Outputs and Methods of Teaching, Learning and Assessment
<p>A. Cognitive Objectives</p> <p>A1- The student should know the concept of Quranic studies</p> <p>A2- The student should be familiar with the concepts of: modernity, globalization, and globalization</p> <p>A3- The student should compare interpretation and interpretation</p> <p>A4- The student should know the general rules for accepting contemporary Quranic studies</p> <p>A5- The student should be fully aware of the impact of contemporary studies on globalization.</p> <p>A6- The student should know the most important scholars and thinkers who have contributed to contemporary Qur'anic studies.</p>
<p>B . Skills objectives of the course</p> <p>B1 – The student should write a report on modernity and modernity.</p> <p>B2 – The student should compare globalization with globalization</p> <p>B3 – The student should write a report on the impact of Orientalism on contemporary Qur'anic studies.</p> <p>B4- Enabling the student to criticize the methodological and content deficiencies in contemporary Qur'anic studies</p>
Teaching and learning methods
A lecture presented on PowerPoint interspersed with discussions that develop the students' dialogical thought ends with a quick test
Evaluation methods
<p>1 Questions that Cover the Lecture</p> <p>2 Exam at the end of each lecture</p> <p>3 Weekly Exam</p> <p>4 Monthly Exam</p>
<p>C. Emotional and Value Goals</p> <p>A1- The student should appreciate the efforts of intellectuals in sustaining the momentum of Qur'anic studies.</p> <p>C2- The student should follow the paths of development of Qur'anic studies</p>

A3- It should be established in the mind of the student that the Qur'an is a book that is suitable for every time and place, and its study does not stop at a certain limit.
Teaching and learning methods
Classroom and electronic lectures, scientific reports on each part of the subject vocabulary, visits to public and university libraries, discussions and dialogues during lectures.
Evaluation methods
Classroom tests during lectures, weekly tests, monthly exams, level of reports in terms of curriculum and content
<p>d. General and qualifying skills transferred (other skills related to employability and personal development).</p> <p>D1- Developing the Students' Dialogue Ability</p> <p>D2- Employing the Holy Quranic Texts in Scientific Dialogues</p> <p>D3- Developing the ability to sort out solid studies that end with research results and recommendations that will develop the reality and solve its problems.</p>

11. Course Structure					
Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	The Concept of Contemporary Qur'anic Studies	2	The first
Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	Related words: Modernity	2	Second

Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	The Global Dimension of the Qur'an and Western Globalization	2	Third
Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	The Relationship between Qur'anic Studies and Globalization through Economic Aspects	2	Fourth
Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	The Relationship between Qur'anic Studies and Globalization through Political Aspects	2	V
Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	The Relationship between Qur'anic Studies and Globalization through Cultural Aspects	2	Sixth
Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	The most important Qur'anic studies affected by globalization and its methods	2	Seventh

Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	General Rules for Admission to Contemporary Studies	2	Eighth
Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	Linguistic interpretation of the Qur'an	2	Ninth
Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	Multiple reads of the text	2	X
Oral test during the lecture and written after it	Lecture with Screen Display	Contemporary Qur'anic Studies	The Impact of Orientalism on Contemporary Qur'anic Studies	2	Eleventh

## 12. Infrastructure


1- Required Textbooks	Contemporary views on the Noble Qur'an - Muhammad Hussein Al-Saghir
2- Key Reference(s)	Qur'anic Studies in the Age of Globalization Mustafa Bin Abdullah
1) Recommended Books and References (Scientific Journals, Reports, .....)	Quranic Studies Abd al-Halim Muhammad Hussein A New Introduction to Interpretation Ghalib Hassan
2) Electronic References, Websites	

13. Course Development Plan (Suggested Vocabulary)

A single addendum: (The Qur'an and the contemporary reality) to study a contemporary problem or phenomenon such as terrorism, for example, and the position of the Holy Qur'an towards it, based on the fact that the Holy Qur'an is a book that is suitable for all times and places

Approval of the Head of the Department

د. منظر شكر خضر



Approval of the Dean of the College

د. محمد طه السامري



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

### Course Description of Educational Applications

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

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Eng. Asaad Badri Aziz
4. Stage	Fourth
5. Course Name/Code	Educational Applications
6. Semester/Year	First / 2024
Number of Hours (Total) .7	30
Date of this description .8	25/9/2023
9. Course Objectives:	
1- Identify the skills of a successful teacher. 2- Identify the methods of successful teaching methods. 3- Learn research methods in psychology and educational psychology. 4- The role of the importance of education in society culturally, socially, politically, and economically. 5- Distinguish between teaching and learning.	
10. Course Outcomes and Methods of Teaching, Learning and Assessment:	
<b>A. Cognitive Objectives</b> A1. Recognize the importance of teaching and learning. A2. Identify the scientific characteristics of the teacher A3- Identify the characteristics of a successful teacher A4. Identify the educational characteristics of a successful teacher	
<b>B. Skills objectives of the course</b> B1- The student is able to determine the Islamic psychological curriculum that suits his environment. B2- The student tries to teach (in the future) the pattern of developing culture and awareness. B3 - He can distinguish between the various characteristics of a successful teacher B4. He can choose what suits the students and the educational group.	
Teaching and learning methods	

Choosing multiple methods, with which students participate in order to get directly acquainted with past and present teaching styles (problem solving, e-learning, cooperative learning, play-based learning, brainstorming, etc.))
<b>Evaluation methods</b>
Continuous oral and written evaluation 1- Day after the end of the lecture (discussion of the answers to questions in class) 2- Weekly on the model for each lecture at least 10 questions – choice of answers (night at home – electronic). 3- Urban Evaluation Article 4- Final evaluation of the whole subject
<b>C. Emotional and Value-Based Goals</b> C1. It focuses on modern psychology curricula and their characteristics. C2- Criticizes pseudosciences and is convinced of theoretical psychology methods. A3- He adheres to the teaching of Hadith and plans for it.
<b>Teaching and learning methods</b>
Students are required to do the process of teaching on the Hadith curriculum - each one of them
<b>Evaluation methods</b>
By applying the curriculum in their typical teaching
d. General and qualifying skills transferred (other skills related to employability and personal development). D1. Developing the student's mental abilities D2. Developing Skills in Teaching D3. Conveying information and expertise in educational curricula. D4. Qualifying students to choose the best curriculum and knowing its requirements. D5. Learning scientific theories and facts in the process of education.

## 11.Course Structure

<b>Evaluation Method</b>	<b>Method of education</b>	<b>Unit Name/Topic</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>The week</b>
Daily - Weekly	Lecture	The importance of teaching and learning	Recognizing the importance of education	Two hours	The first
Daily - Weekly	Self-paced learning	Skills of a Successful Teacher	Identifying Teaching Skills	Two hours	Second
Daily - Weekly	Discussion	Methods of Successful Teaching	Teaching Methods	Two hours	Third
Daily – Weekly – Monthly	Active Learning	Characteristics of a Successful Teacher	Identifying the characteristics of a successful teacher	Two hours	Fourth
Daily - Weekly	Collaborative Learning	Scientific Characteristics of a Successful Teacher	Knowledge of scientific properties	Two hours	V
Daily - Weekly	Interactive Method	Educational characteristics of a successful teacher	Identifying Educational Characteristics	Two hours	Sixth


Daily - Weekly	Delivery method	Educational characteristics of a successful teacher	Describe the pedagogical characteristics of a successful teacher	Two hours	Seventh
Daily – Weekly – Monthly	Lecture	Administrative characteristics of a successful teacher	Identify the administrative characteristics	Two hours	Eighth
Daily - Weekly	Self-Learning as a Duty	Explanation of the viewing form	Learn how to give a successful lecture	Two hours	Ninth
Daily - Weekly	Discussion Method	University Viewing Calendar	How to use the whiteboard	Two hours	X
Daily - Weekly	How to collaborate	Practical viewing at school	Application at school	Two hours	Eleventh

## 12. Infrastructure

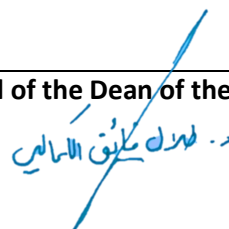
1- Required Textbooks	Measurement and Evaluation in the Humanities: Dr. Amin Ali Mohammed Systematic Review: Dr. Raja Mahmoud Abu Allam
2- Key Reference(s)	Studies in Islamic Psychology - Abdel Ghafoor - Psychology in Our Daily Life - Muhammad Othman Najati Allah - In Educational and Psychological Culture - Najah Hadi Kabba - Educational Psychology - Abdul Rahman Adass
1) Recommended books and references (scientific journals, reports, ...)	Introduction to Psychology – Davidoff, Educational Psychology (Raja Yes)
,Electronic References (2 Websites	<a href="https://shamela.ws/book/96301">https://shamela.ws/book/96301</a> Noor Library, Nasaq Library, Iraqi Psychological Journal

## 13. Course Development Plan (Suggested Vocabulary) Psychology of Religion

Approval of the Head of the Department

د. منظر شكر خضر  
  


Approval of the Dean of the College

د. فهد مكي السامرائي  




# Faculty of Islamic Sciences / Warith Al-Anbiya University

## Course Description Form

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

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

4- Reading short texts and understanding their basic meanings.

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

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

### A- Cognitive Objectives .

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

### B . Course-specific Skill Objectives

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

### Teaching and Learning Methods

1. Direct explanation and clarification.

2- Interactive Learning

3. Use of multimedia

4- Individual and group exercises

5. Task-Based Learning

6. Self-learning and self-assessment

7- Feedback

### C. Emotional and Values Goals

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

### Teaching and Learning Methods

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

### Evaluation Methods

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

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

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

## 11. Course Structure

Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week
Oral and written exams	Lecture & Discussion	Unit 1 – Getting to know you	The student should be familiar with the vocabulary and methods of introducing oneself and introducing others	2	The first
Oral and written exams	Lecture & Discussion	Unit 2 – Whatever makes you happy	The student should be able to talk about their favorite activities and hobbies	2	Second
Oral and written exams	Lecture & Discussion	Unit 3 – What's in the news?	The student should acquire the vocabulary of the news and practice reading short texts	2	Third
Oral and written exams		Unit 4 – Adventures	The student should express	2	Fourth

	Lecture & Discussion		experiences and adventures using the past		
Oral and written exams	Lecture & Discussion	Unit 5 – Looking forward	The student should use future tenses to plan	2	V
Oral and written exams	Lecture & Discussion	Unit 6 – Life’s what you make it	The student discusses life situations and values	2	Sixth
Oral and written exams	Lecture & Discussion	Unit 7 – Connections	Talk about relationships and connections	2	Seventh
Oral and written exams	Lecture & Discussion	Unit 8 – Money, money, money	Describe financial transactions and use financial terminology	2	Eighth
Oral and written exams	Lecture & Discussion	Unit 9 – Secrets of the mind	Discuss topics related to the mind and thinking	2	Ninth
Oral and written exams	Lecture & Discussion	Unit 10 – Breaking news	Practice writing and delivering news	2	X
Oral and written exams	Lecture & Discussion	Unit 11 – The way we were	To use the continuous past and the perfect past	2	Eleventh
Oral and written exams	Lecture & Discussion	Unit 12 – The end of the world?	Discuss environmental issues	2	Twelfth
Oral and written exams	Lecture & Discussion	Revision 1	The student should review units 1–6	2	Thirteenth
Oral and written exams	Lecture & Discussion	Revision 2	The student should review units 7–12	2	Fourteenth
Oral and written exams	Lecture & Discussion	Review & Assessment	Comprehensive Review & Final Testing	2	Fifteenth

## 12. Infrastructure

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

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

We suggest adding the following vocabulary

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

Approval of the Head of the Department



Approval of the Dean of the College

د. هادي مكيون الماريني



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

### Course Description Template

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

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist. lect. Jassim Shamkhi Hamad
4. Stage	Fourth
5. Course Name/Code	Grammar
6. Semester / Year	First/2024-2025
7. Number of Hours (Total)	45 Hours
8. Date of this description	21/9/4202
9. Course Objectives	
1. Understanding the meanings of grammar through grammatical structures and their significance. 2. Enable students to know and understand the syntax of accurate grammatical styles. 3. Identifying grammatical applications through various evidences, including Qur'anic and poetic evidence, the Prophet's hadith, and others. 4. Extracting the grammatical rule by explaining the effect of taqeed and comparing the opinions of scholars of language and grammar	

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

<p>A. Cognitive Objectives</p> <p>A1- Understanding the subject of grammar in terms of the meanings of words and according to the linguistic context.</p> <p>A2- Clarifying the vocabulary of the prescribed curriculum in accordance with the spirit of the age through clear examples.</p> <p>A3- Refutation of the idea that Arabic grammar is difficult and cannot be understood.</p> <p>A4- Acquire the right base skills</p>
<p>B . Skills objectives of the course</p> <ol style="list-style-type: none"> <li>1. Providing classroom reports to reveal students' ability to understand the subject</li> <li>2. Teaching the correct reading of the book of Al-Fiyah ibn Malik</li> <li>3. Understanding Educational Grammatical Systems Without Referring to Commentators</li> </ol>
Teaching and learning methods
<ol style="list-style-type: none"> <li>1. Delivering the lecture in a coordinated manner and according to the specified time</li> <li>2. Giving students classroom assignments and assigning them to submit them on the platform</li> <li>3. Giving a percentage of the grade to the activities provided by the students</li> </ol>
Evaluation methods
<ol style="list-style-type: none"> <li>1. Students' commitment to assignment and research deadlines</li> <li>2. Revealing students' skills through quarterly and daily exams as well as other activities</li> <li>3. The extent of students' participation in the daily assignment of the curriculum vocabulary and its preparation</li> </ol>
<p>C. Emotional and Value Goals</p> <p>C1- Developing students' ability to love learning grammar</p> <p>C2- Enriching students with Quranic and poetic evidences that have a psychological impact, especially the stories themselves.</p> <p>C3- Developing students' ability to understand grammar rules through precise meanings</p>
Teaching and learning methods

1. Developing students' ability to read correctly
2. Discussing students overcoming the mistakes they make
3. The method of discovering and analyzing texts is based on explaining and communicating information to the student, as well as the method of differentiated education by observing individual differences between students
- 4.

#### Evaluation methods

##### Preparation of two types of pre-questions

First: Questions aimed at clarifying the scientific requirement.

Second: Questions whose purpose is to raise the expected scientific problems in the research

Preparing monthly and quarterly exams

With the possibility of reading some grammatical topics, assign students to read some grammatical topics based on the approved sources according to the method used in the lecture.

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

D1- Developing students to deal with applied examples by following up on Qur'anic, poetic and prose evidences.

D2- Highlighting the students' ability through dialogue and discussion, as well as reading the millennium of Ibn Malik.

D3- Demonstrating the students' ability to deal with the texts used by the ancient grammarians

D4. Involving modern technology in developing students' ability through the Internet.

#### 11. Course Structure

Evaluation Method	Method of education	Unit Name / Topic	Required Learning Outcomes	Hours	The week
Explanation and Discussion	theoretical	Grammatical Limit and Tools	Teaching students the method of calling	90 minutes	The first

Explanation and Discussion	theoretical	The singular is knowledge, intentional denial, unintentional, added, and non-added	Teaching students the types of callers	90 minutes	Second
Explanation and Discussion	theoretical	Near, Far, Medium	Teaching students the types of call	90 minutes	Third
Questions and Discussion	application	Syntax and Qur'anic Examples	Teaching students the mechanics of calling	90 minutes	Fourth
Explanation and Discussion	theoretical	Affirmation, substitution, adjective, affection	Teaching students the rulings of the caller	90 minutes	V
Explanation and Discussion	theoretical	Affirmation, substitution, adjective, affection	Lifting and erecting permissibility	90 minutes	Sixth
Explanation and Discussion	theoretical	Its Rule and Principles	Distress and scar	90 minutes	Seventh
Explanation and Discussion	theoretical	Its Rule and Principles	Markhm and Marvel	90 minutes	Eighth
Explanation and Discussion	application	Methods of the caller	Methods of the caller	90 minutes	Ninth
Explanation and Discussion	theoretical	Audio and Standard	Teaching students names that are associated with the call	90 minutes	X

Explanation and Discussion	theoretical	His wisdom and the difference between it and the call	Teaching students the method of specialization	90 minutes	Eleventh
Explanation and Discussion	theoretical	Hearing and Standard	Verb and Sound Nouns	90 minutes	Twelfth
Explanation and Discussion	application	Noon Affirmation	That the noon of affirmation and distinguishing it from others	90 minutes	Thirteenth
Explanation and Discussion	theoretical	Worker, Judgment, Type	Teaching students the method of warning and temptation	90 minutes	Fourteenth

## 12. Infrastructure

1- Required Textbooks	Ibn 'Aqeel's explanation of the millennium Ibn Malik
2- Key Reference(s)	The Clearest Paths for the Thousand Sons of Malik/Ibn Hisham Ibn al-Nazim's explanation of the millennium of Ibn Malik
1) Recommended Books and References (Scientific Journals, Reports, .....	Adequate Grammar / Abbas Hassan Expression of Qur'anic Evidence in the Explanation of Ibn Aqeel
2) Electronic References, Websites	Lisan Al Arab Website

## 13. Course Development Plan (Suggested Vocabulary)

Re-reading the vocabulary of the curriculum according to a modern scientific vision based on heritage books, and adopting the analytical method to trace the

impact of grammatical and linguistic refinement on understanding the meanings of grammar

Approval of the Head of the Department

د. منظر شکر خضر  
وارثہ الانبلیہ  
قسم علوم اسلامیہ

Approval of the Dean of the College

د. طارق المالح



## Course Description Template

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

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Lect. Abbas Adnan Kamel
4. Stage	Fourth
5. Course Name/Code	Measurement and Evaluation
6. Semester/Year	First Semester / 2024-2025
7. Number of Hours (Total)	2 pm
8. Date of this description	21/9/2024
9. Course Objectives	
<ul style="list-style-type: none"> <li>• Spreading the culture of developing student evaluation systems.</li> <li>• Raising awareness of the importance of evaluation in all aspects of the student's personality (cognitive, emotional, and skillful).</li> <li>• Preparing questionnaires and opinion polls for the student's evaluation of the professor, the course, and the exam.</li> <li>• Train students to perform course evaluation.</li> <li>• Training the faculty members and the supporting staff on the development and administration of the test.</li> <li>• Introduce students to how to perform and evaluate practical tests.</li> <li>• Preparing the note card for the oral and practical tests.</li> </ul>	

- **Measuring the impact of continuous evaluation on the target groups and the extent to which learning outcomes have been achieved.**
- **Training faculty members on self-evaluation.**
- **Preparing a guide for the students' evaluation.**

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

### A. Cognitive Objectives

#### 1- **Remembering:**

- It is a time of reflection in which the student can remember certain rules or retrieve certain information from his memory.
- When a student is faced with a question, he thinks about solving it, and this is the case we are talking about, which is the retrieval of information, and searching the memory, such as the student mentioning what are the rules necessary to do a photosynthesis, for example.

#### 2- **Understanding:**

- It is the second stage in which the learner turns on each part of his brain so that he can understand what is meant by the question.

#### 3- **Application:**

- Application is the most important stage of knowledge in which the student catches up on everything he has learned, harnesses it, and applies it to the question in front of him so that he can deduce the final solution, the arithmetic operation or the question he has.

#### 4- **Analysis:**

- Analysis is also one of the most important molecules in cognitive skills, by analysis it is the stage in which the learner can interpret a certain text or divide the question or information that he has, so that he can solve it and reach a correct ideal result.

#### 5- **Composition:**

- Synthesis is the stage in which the learner reaches his ability to synthesize some parts of a text or a certain question with each other so that he can interpret and think about them, and then reach a specific and correct solution to them

#### 6- **Evaluation:**

- The evaluation stage is one of the most important stages of cognitive abilities, in which the learner is able to form a certain idea, or know the criteria that came up with the idea of solving the question or derive the necessary answers to solve it, for example, the student would say his opinion on a certain thing in his own way.

## B. Skills objectives of the course

- 1 - Skill goals are those goals that rely on the student's manual, psychological and neurological movements.
- 2 - In it, the student uses his hands, feet, or even his thoughts.
- 3 - Everything can move to perform those skills
- 4- These goals depend entirely on movement, such as eating foods.
- Or using computers or swimming and archery, such as running or jogging.
  - Or doing any physical exertion and the goal is sports.
  - Strengthening the body and working on the muscle cells in the body.
- 

## Teaching and learning methods

There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).

## Evaluation methods

Oral, written and performance tests , daily exams

## C. Emotional and Value Goals

- A1- Emotional goals are goals that show the emotional and internal aspects of the learner, which can express interests, hobbies, etc., and they also control the degree to which individuals accept the behaviors and thoughts that come to their minds at times, and examples of emotional goals are the following:
- A2- The learner should provide help to his friends in the classroom or class.
- A3- Or doing group work in the classroom.
  - This work is an emotional act that stems from the inner emotions of the learner, and his desire to help his classmates in the classroom.
  - The student should try to maintain mutual respect between himself and his classmates.

- This behavior also stems from a love of respect for others from within the emotional aspects of the student

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

Providing students with the basic skills related to teaching their specialized subjects, working on developing and developing them to perform their work successfully, providing them with self-education skills, expanding their horizons, and developing their competencies to become able to access and benefit from the sources of knowledge and self-confidence.

#### 11. Course Structure

The week	Hours	Required Learning Outcomes	Unit Name/Topic	Method of education	Evaluation Method
1	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and</p>	<b>A brief overview of the development of the concept of measurement, evaluation and testing</b>	There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method	<ul style="list-style-type: none"> <li>• Formative Assessment: This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on track. It involves</li> </ul>

		<p>understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>		<p>of brainstorming, the method of question and answer, and effective teaching)</p> <p>.</p>	<p>continuous feedback, monitoring, and adjustments to improve the learning experience as it unfolds. Closing assessment: It occurs at the end of an educational program or training initiative. It focuses on evaluating effectiveness and overall outcomes, allowing us to measure</p>
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					<p>re how well learning goals have been achieved.</p> <ul style="list-style-type: none"><li>• <b>Impact Assessment:</b> This assessment is minimized to examine the long-term effects and real-world application of the knowledge gained. It delves into the question, "Have our efforts made a tangible difference in the lives</li></ul>
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					of learners” •
2	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p> <p>V. Highlight the quality of the</p>	<b>The importance of measurement and evaluation in the educational process</b>	<p>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).</p>	<p>• Formative Assessment This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on track. It involves continuous feedback, monitoring and adjustments to improve the learning</p>

		<p>program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			<p>ng experience as it unfolds. Closing assessment It occurs at the end of an educational program or training initiative. It focuses on evaluating effectiveness and overall outcomes allowing us to measure how well learning goals have been achieved.</p>
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3	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers</p>	<p><b>The relationship between assessment and curriculum, types of assessment</b></p>	<p>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).</p>	<p>• <b>Impact Assessment:</b> This assessment is minimized to examine the long-term effects and real-world application of the knowledge gained. It delves into the question, "Have our efforts made a tangible difference in the lives of learners?"</p>
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		<p>and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			
4	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program based on the student's</p>	<p><b>Planning and Preparation for the Achievement Test</b></p>	<p>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).</p>	<ul style="list-style-type: none"> <li>Formative Assessment: This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on track. It involves continuous feedback, monitoring, and adjustments.</li> </ul>

		<p>actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			<p>to improve the learning experience as it unfolds. Closing assessment It occurs at the end of an educational program or training initiative. It focuses on evaluating effectiveness and overall outcomes, allowing us to measure how well learning goals have been</p>
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					achieved.
5	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make</p>	<p><b>Types of Achievement Tests: Oral Test, Practical Test, Written Tests</b></p>	<p>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).</p>	<p>• <b>Impact Assessment:</b> This assessment is minimized to examine the long-term effects and real-world application of the knowledge gained. It delves into the question, "Have our efforts made a tangible difference in the lives of learners?"</p>

		<p>graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			
6	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program</p>	<p><b>Types of Achievement Tests: Oral Test, Practical Test, Written Tests</b></p>	<p>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).</p>	<ul style="list-style-type: none"> <li>Formative Assessment: This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on track. It involves continuous feedback, monitoring</li> </ul>

		<p>based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			<p>,oring and adjustments to improve the learning experience as it unfolds. Closing assessment It occurs at the end of an educational program or training initiative. It focuses on evaluating effectiveness and overall outcomes, allowing us to measure how well learning</p>
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					goals have been achieved.
7	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p>	Choice-based tests	There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).	<ul style="list-style-type: none"> <li><b>Impact Assessment:</b> This assessment is minimized to examine the long-term effects and real-world application of the knowledge gained. It delves into the question, "Have our efforts made a tangible difference in the lives of</li> </ul>

		<p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			<p>learners”</p>
8	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p> <p>IV. Allow the College to</p>	<p><b>Building standardized achievement tests</b></p>	<p>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).</p>	<ul style="list-style-type: none"> <li>Formative Assessment: This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on track. It involves continuous</li> </ul>

		<p>improve the effectiveness of the program based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			<p>uous feedba ,ck monit ,oring and adjust ments to impro ve the learn ing experi ence as it unfold s. Closin g assess :ment It occurs at the end of an educat ional progra m or trainin g initiati ve. It focuse s on evalua ting effecti veness and overall l outco ,mes allowi ng us to measu re</p>
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					how well learning goals have been achieved.
9		<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program based on the</p>	Types of Standardized Achievement Tests	There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).	<ul style="list-style-type: none"> <li>• <b>Impact Assessment:</b> This assessment is minimized to examine the long-term effects and real-world application of the knowledge gained. It delves into the question, "Have our efforts made a tangible difference in the</li> </ul>

		<p>student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			lives of learners”
10	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and</p>	Statistical analysis of test items	There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).	<ul style="list-style-type: none"> <li>Formative Assessment This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on track. It</li> </ul>

		<p>understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			<p>involves continuous feedback, monitoring and adjustments to improve the learning experience as it unfolds. Closing assessment: It occurs at the end of an educational program or training initiative. It focuses on evaluating effectiveness and overall outcomes, allowing us</p>
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					to measure how well learning goals have been achieved.
11	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p> <p>IV. Allow the College to improve the effectiveness of the</p>	<p><b>Specifications and Conditions of the Good Standardized Test</b></p>	<p>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).</p>	<p>• <b>Impact Assessment:</b> This assessment is minimized to examine the long-term effects and real-world application of the knowledge gained. It delves into the question, "Have our efforts made a tangible</p>

		<p>program based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			<p>difference in the lives of learners”</p>
12	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations</p>	<p><b>Honesty and its types, stability and its types</b></p>	<p>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer,</p>	<ul style="list-style-type: none"> <li>Formative Assessment This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on</li> </ul>

		<p>clearly and understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>		and effective teaching).	<p>.track</p> <p>It involves continuous feedback, monitoring and adjustments to improve the learning experience as it unfolds. Closing assessment It occurs at the end of an educational program or training initiative. It focuses on evaluating effectiveness and overall outcomes</p>
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					allowing us to measure how well learning goals have been achieved.
13	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p> <p>IV. Allow the College to improve the</p>	<p><b>Testing Methods: Performance Evaluation and Observation,</b></p>	<p>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).</p>	<ul style="list-style-type: none"> <li>• <b>Impact Assessment:</b> This assessment is minimized to examine the long-term effects and real-world application of the knowledge gained. It delves into the question, "Have our efforts made a</li> </ul>

		<p>effectiveness of the program based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			<p>tangible difference in the lives of learners”</p>
14.	2	<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students</p>	Assessment Metrics	<p>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer,</p>	<ul style="list-style-type: none"> <li>Formative Assessment: This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners</li> </ul>

		<p>communicate expectations clearly and understand them.</p> <p>IV. Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>		and effective teaching).	<p>stay on .track</p> <p>It involves continuous feedback, monitoring and adjustments to improve the learning experience as it unfolds. Closing assessment It occurs at the end of an educational program or training initiative. It focuses on evaluating effectiveness and overall</p>
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					outcomes allowing us to measure how well learning goals have been achieved.
15		<p>I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>III. Ensure that students communicate expectations clearly and understand them.</p>	Review	There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).	

		<p>IV. Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p> <p>V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>Emphasize current institutional priorities for teaching and learning.</p>			
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## 12. Infrastructure

1- Required Textbooks	<p>A- Measurement and evaluation of the university student, Razouqi and Yassin Hamid Eyal</p> <p>2- Psychometry and Educational Evaluation, Sabah Al-Ajili, and Anwar Hussein</p> <p>3- Measurement and Evaluation in the Educational Process, Ahmed Suleiman Odeh</p> <p>4- Principles of Measurement and Educational Evaluation, Al-Tarihi Fahim Hussein, Hammadi, Hussein Rabie. 2001</p>
2- Key Reference(s)	<p><b>1. Measurement and Evaluation: Prof. Dr. Fahim Al-Tarihi and Prof. Dr. Hussein Rabie Hammadi</b></p> <p><b>2- Measurement and Evaluation in the Humanities: Dr. Amin Ali Mohamed Suleiman, Review: Dr. Raja Mahmoud Abu Allam, Raja Mahmoud Abu Allam.</b></p>

1) Recommended Books and References (Scientific Journals, Reports, .....)	Psychometry and Educational Evaluation, Sabah Al-Ajili, and Anwar Hussein
2) Electronic References, Websites	
13. Course Development Plan (Suggested Vocabulary) I suggest entering some study vocabulary according to the measurement and evaluation subject. A. Evaluation, measurement, testing and the relationship between them B. The Relationship between Assessment and Curriculum Evaluation is the means by which the success of the curriculum can be determined in achieving the goals for which it was designed, and in fact, the process of developing and improving the curriculum is not complete without an evaluation based on sound foundations, as the curriculum developers may take into account all educational, psychological and social foundations when planning the curriculum, but when implemented, problems, gaps or shortcomings may appear that prevent the curriculum from achieving the desired goals	

Approval of the Head of the Department



د. منظر شكر خضر

Approval of the Dean of the College

د. هادي عليك السامري



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

### Course Description Template

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

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Assist. Prof. Dr. Firdaus Hashem Ahmed Al-Alawi
4. Stage	Fourth
5. Course Name/Code	Quranic Stories
6. Semester / Year	First/2024-2025
7. Number of Hours (Total)	30 hours
8. Date of this description	21/9/4202
9. Course Objectives	
1. Studying the meaning of stories	
2. Studying the difference between the Qur'anic and literary stories	
3. Study of the elements of Qur'anic stories and their characteristics	
4. Study of the stories of the prophets	
5. Studying the Doubts about the Stories of the Prophets and Their Responses	

10. Course Outputs and Methods of Teaching, Learning and Assessment
<p>A. Cognitive Objectives</p> <p>A1- The student should be familiar with the importance of this science</p> <p>A2- The student should distinguish between the Qur'anic story and the literary story.</p> <p>A3- The student should know the importance of this science in relation to other sciences of the Qur'an.</p> <p>A4- The student should use the science of Quranic stories to understand the Qur'an.</p> <p>A5- The student should know the elements of the Qur'anic stories</p> <p>A6- The student should know the stories of the prophets</p>
<p>B . Skills objectives of the course</p> <ol style="list-style-type: none"> <li>1. Self-Development through Self-Reading</li> <li>2. Provide the student with all the books, resources and external information he needs.</li> <li>3. Conducting workshops inside the hall</li> </ol>
Teaching and learning methods
<ol style="list-style-type: none"> <li>1. display</li> <li>2. Dictation</li> <li>3. Discussion</li> <li>4. Survey</li> <li>5. Brainstorming and others</li> </ol>
Evaluation methods
<ol style="list-style-type: none"> <li>1. Oral Exam</li> <li>2. Written Exam</li> <li>3. Homework</li> <li>4. Report</li> <li>5. Questions during the lecture</li> </ol>
<p>C. Emotional and Value Goals</p> <p>A1- The student should know the importance of this science for the sciences of the Qur'an.</p>

C2- The student should be familiar with the Qur'anic stories and their impact on the collective consciousness.

A3- The student should know that the study of Quranic stories has an emotional impact because of its connection with the Book of God.

#### Teaching and learning methods

1. Pen
2. Chalkboard
3. Videos
4. Smart Display

#### Evaluation methods

1. Oral Exam
2. Written Exam
3. E-Activities
4. Performance Tests

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

D1- Promoting the sciences of the Ahl al-Bayt (a.s.) and its impact on the development of the student's personality

D2. Developing the student's skills through seminars during the lecture

D3- Instilling confidence in students in the scientific material they have obtained

### 11. Course Structure

Evaluation Method	Method of education	Unit Name / Topic	Required Learning Outcomes	Hours	The week
Text Apps	Lecture and Presentation	Definition of Stories in Language and Idiom	Knowledge Objectives	2	The first
Text Apps	Lecture and interrogation	Characteristics of Qur'anic Stories	Knowledge Objectives	2	Second
Text Apps	Lecture and	Objectives of Qur'anic Stories	Knowledge Objectives	2	Third

	Presentat ion				
Text Apps	Lecture and Presentat ion	Elements of Qur'anic Stories	Knowledge Objectives	2	Fourth
Text Apps	Lecture and interroga tion	The difference between the Qur'anic and literary story	Knowledge Objectives	2	V
Text Apps	Lecture and Presentat ion	Elements of Character in the Qur'anic Story	Knowledge Objectives	2	Sixth
Text Apps	Lecture and Presentat ion	Types of heroes in the Qur'anic story	Knowledge Objectives	2	Seventh
Text Apps	Lecture and interroga tion Examples	Dialogue between characters in stories	Knowledge Objectives	2	Eighth
Text Apps	Lecture, Presentat ion	Pictorial scenes in the Qur'anic story	Knowledge Objectives	2	Ninth
Text Apps	Lecture and Presentat ion	Sensory and Mental Evidence in the Qur'anic Story	Knowledge Objectives	2	X
Text Apps	Lecture and interroga tion	Consideration in the stories of the prophets	Knowledge Objectives	2	Eleventh

## 12. Infrastructure

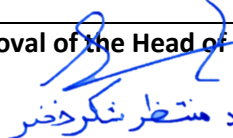

1- Required Textbooks	Quranic Stories Nasser Makarem Shirazi
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2- Key Reference(s)	Investigations in the sciences of the Qur'an Mana Al-Qattan
1) Recommended Books and References (Scientific Journals, Reports, .....)	The psychology of the Qur'anic story Al-Tuhami is a click
2) Electronic References, Websites	Learned from the stories of the Qur'an Abdul Karim Zeidan

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

1. The social dimension in the Qur'anic stories.
2. The Economic Dimension in the Qur'anic Stories

Approval of the Head of the Department

Approval of the Dean of the College





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

### Course Description Form

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

1. College	Islamic Sciences
2. Scientific Department	Quranic Sciences
3. Teaching Name	Prof. Dr. Noor Mahdi Kazem Jawad Al-Saadi
4. Stage	Fourth
5. Course Name / Code	Substantive interpretation/ QS-41-08
6. Semester / Year	Semester One/2024-2025
7. Number of Hours (Total)	30
8. Date this description was prepared	14/ 9/ 2024
9. Course Objectives	
1. Explaining the concept of objective interpretation and its entry into the process of interpreting the Qur'anic text.	
2. Teaching the student how to link Quranic verses with the same subject	
3. Teaching the student how to extract new topics related to daily life from the Qur'anic text.	
4. Employing Quranic concepts in creating a better life for the Muslim individual	

5. Training the student to use the Qur'anic text to find solutions to contemporary problems

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

### A. Cognitive Objectives

- A1. The student should know the importance of objective interpretation
- A2. Define the types of objective interpretation
- A3. Define the theories of objective interpretation.
- A4. Knowing the most important works in objective interpretation

### B. Course-specific Skill Objectives

- B1 – Training the student to find the link between the verses of the same topic
- B2 - Training the student to find the topic between the various verses
- B3 - Training the student to extract topics from the Qur'anic text that address contemporary problems

### Teaching and Learning Methods

- 1. Lecture and Discussion
- 2. The method of reciprocal roles between the professor and the student
- 3. The Applied Practice of Extracting Single-Topic Verses
- 3. Identifying a contemporary problem and searching for Quranic solutions to it, such as poverty, hunger, and corruption.

### Evaluation Methods

Oral and written testing  
Preparation of Interpretive Reports

### C. Emotional and Values Goals

- A1- Strengthening the student's relationship with the Qur'anic text
- A2- Giving him the skill of linking everything to the Holy Qur'an

### Educational Aids

Smart Whiteboard / Ordinary Whiteboard / PowerPoint Presentation / Documentary Report / Quranic Researcher Application

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

D1. Qualifying the student for scientific research

D2- Qualifying the student in terms of analysis and linking information

D3- Qualifying the student from the point of view of the Qur'anic text

11. Course Structure					
Evaluation Method	Teaching Method	Unit/Subject Name	Required Outcomes	Learning Hours	The week
Oral test	Discussion	The Concept of Objective Interpretation	Knowledge of the premises of objective interpretation	2	First
Written Exam	Lecture & Discussion	His Origin - Its Subject - Its Importance -	Standing at the historical origin of objective interpretation	2	Second
Written Exam	Lecture & Discussion	its relationship with other approaches (analytical, comparative, total).	Knowledge of the relationships between interpretive approaches	2	Third
Written Exam	Lecture & Discussion	Types - Sections - Colors - Objective Interpretation	Knowing the types of objective interpretation	2	Fourth
Written Exam	Lecture & Discussion	Objective Interpretation of the Qur'anic Term and its Scientific Steps	Practical application of every type of objective interpretation	2	V
Written Exam	Lecture & Discussion	Interpretation of the Qur'anic Surah	Practical application of every type of objective interpretation	2	Sixth
Written Exam	Lecture & Discussion	Objective Interpretation of the Qur'anic Subject	Practical application of every type of objective	2	Seventh

	n		interpretation		
Written Exam	Lecture & Discussion	Research Methods in Objective Interpretation	Knowledge of research methods in objective interpretation	2	Eighth
Written Exam	Lecture & Discussion	Difference Between Objective and Analytical Interpretation	Epistemology of how to distinguish between objective and analytical interpretation	2	Ninth
Write and discuss a report	Reciprocal roles	Discussion of the topic of sustainable development	Practical Application of the Objective Interpretation of the Qur'anic Text in the Field of Sustainable Development	2	X
Write and discuss a report	Reciprocal roles	Fighting poverty and hunger	Practical Application of the Objective Interpretation of the Qur'anic Text in the Field of Sustainable Development	2	Eleventh
Write and discuss a report	Reciprocal roles	Preserving the environment	Practical Application of the Objective Interpretation of the Qur'anic Text in the Field of Sustainable Development	2	Twelfth

## 12. Infrastructure

### 1- Required Textbooks

1. Research Methodology in the Objective Interpretation of the Holy Qur'an / Ziad Khalil
2. Lectures on Objective Interpretation / Abbas

	Awad 3. Quranic School/ Muhammad Baqir Al-Sadr
2- Main References (Sources)	<ul style="list-style-type: none"> <li>• Interpretation and Commentators/ Muhammad Hussein Al-Dhahabi</li> <li>• Interpretive Approaches and Approaches / Muhammad Ali Rezaei</li> </ul>
1) Recommended books and references (scientific journals, reports, .....)	Topics in Objective Interpretation / Mustafa Musallam. The Literature of the Qur'anic Text: A Study in the Theory of Interpretation / Omar Hassan
2) Electronic References, Websites	

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

Introducing the concepts of sustainable development and examining them within the objective interpretation from the practical side



Authentication of the Head of the Department

Approval of the Dean of the College