



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 الفقه و اصوله



Faculty of Islamic Sciences/ Warith Al-Anbiya University

Course Description Form Civil Proceedings

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	Jurisprudence and its principles
3. Teaching Name	Assoc. Prof. Dr. Ahmed Zaki Yahya
4. Stage	Fourth
5. Course Name/Code	Civil Procedure Law
6. Semester / Year	2024-2025
7. Number of Hours (Total)	30
8. Date of this description	23/1/2025
9. Course Objectives	
Introduction to the Civil Procedure Law	
Definition of Civil Litigation	
Judicial Judgment	
Judicial Notices – Proceedings – Arbitration.	
Judicial Appeals	

10.Course Outputs and Methods of Teaching, Learning and Assessment
<p>A. Cognitive Objectives</p> <ol style="list-style-type: none"> 1- Introducing the student to the Civil Procedure Law 2- Definition of the Civil Suit 3- Definition of judicial notifications 4- Introduction to the Judicial Judgment 5- Definition of Arbitration 6- Corporal in Judicial Appeals
<p>B. Skills objectives of the course</p> <ol style="list-style-type: none"> 1- Judicial Proceedings 2- Judicial Notifications 3- Judicial Appeals
Teaching and learning methods
<ul style="list-style-type: none"> - Giving lectures interactively with students - Asking questions about the lecture topic to students
Evaluation methods
<ul style="list-style-type: none"> - Homework Assessment - Daily Oral Testing - Monthly and Final Written Exam
<p>C. Emotional and Value Goals</p> <ol style="list-style-type: none"> 1- Teaching students the skill of discussion . 2- Developing positive thinking in dealing . 3- Strengthening the spirit of participation and cooperation among students.
<p>Teaching and learning methods</p> <p>Daily Lectures</p> <p>Asking questions during the lecture</p> <p>Using a regular pen and whiteboard</p>
<p>Lecture Method</p> <p>E-Learning Method</p>
<p>Evaluation Methods Evaluation Methods</p> <p>Written, daily and surprise tests</p>
<ul style="list-style-type: none"> - Homework Assessment - Daily Oral Testing - Monthly and Final Written Exam

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

1. Teaching students general theories and how to apply them to the details in the legal text.
2. Qualifying students to advance the best jobs in the legal department and what the labor market requires.
3. Enhancing students' confidence in expressing legal opinion objectively

11.Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Daily and Monthly Testing	Interactive Lecture	Interim Decisions		2	١
Daily and Monthly Testing	Interactive Lecture	Reserve Detention (Definition-Conditions-Procedures)		2	٢
Daily and Monthly Testing	Interactive Lecture	Summary Judiciary (Definition, Jurisdiction, Procedures)		2	٣
Daily and Monthly Testing	Interactive Lecture	Jurisdiction and Orders on Petitions (Definition-Procedures)		2	٤
Daily and Monthly Testing	Interactive Lecture	Judgments and Procedures for Issuing Judgments (Definition-Procedures)		2	٥
Daily and Monthly Testing	Interactive Lecture	Expedited Access		2	٦
Daily and Monthly Testing	Interactive Lecture	Correction and interpretation of judgments		2	٧

Daily and Monthly Testing	Interactive Lecture	Methods of Appealing Judgments and Decisions		2	٨
Daily and Monthly Testing	Interactive Lecture	General Provisions for Appealing Judgments and Decisions		2	٩
Daily and Monthly Testing	Interactive Lecture	Objection to the Judgment in Absentia		2	١٠
Daily and Monthly Testing	Interactive Lecture	Appeal		2	١١
Daily and Monthly Testing	Interactive Lecture	Retrial		2	١٢
Daily and Monthly Testing	Interactive Lecture	Discrimination		2	١٣
Daily and Monthly Testing	Interactive Lecture	Correction of discriminatory decision		2	١٤
Daily and Monthly Testing	Interactive Lecture	Objection of third parties		2	١٥

12. Infrastructure	
1- Required Textbooks	Study vocabulary Civil Proceedings Dr. Adam Waheeb Al-Nadawi
2- Key Reference(s)	Explanation of the provisions of the Civil Procedure Law Dr. Abbas Al-Aboudi
3- Recommended Books and References (Scientific Journals, Reports,	Encyclopedia of Civil and Commercial Pleadings Dr. Anwar Tolba
4- Electronic References, Websites	

13.Course Development Plan (Suggested Vocabulary)

Adding the deficiencies in the methodological books and correcting the errors in them in order to achieve containing the topics of the Civil Procedure Law in an accurate and objective manner, especially the amendments made to them.


Endorsement of the Head of the Department


Endorsement of the Dean of the College



Faculty of Islamic Sciences/ Warith Al-Anbiya University

Course Description Form Civil Proceedings

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2. Scientific Department	Jurisprudence and its principles
3. Teaching Name	Assoc. Prof. Dr. Ahmed Zaki Yahya
4. Stage	Fourth
5. Course Name/Code	Civil Procedure Law
6. Semester / Year	First/ 2024-2025
7. Number of Hours (Total)	30
8. Date of this description	1/10/2024
9. Course Objectives	
Introduction to the Civil Procedure Law	
Definition of Civil Litigation	
Judicial Judgment	
Judicial Notices – Proceedings – Arbitration.	
Judicial Appeals	

10.Course Outputs and Methods of Teaching, Learning and Assessment
<p>A. Cognitive Objectives</p> <ol style="list-style-type: none"> 1- Introducing the student to the Civil Procedure Law 2- Definition of the Civil Suit 3- Definition of judicial notifications 4- Introduction to the Judicial Judgment 5- Definition of Arbitration 6- Corporal in Judicial Appeals
<p>B. Skills objectives of the course</p> <ol style="list-style-type: none"> 1- Judicial Proceedings 2- Judicial Notifications 3- Judicial Appeals
Teaching and learning methods
<ul style="list-style-type: none"> - Giving lectures interactively with students - Asking questions about the lecture topic to students
Evaluation methods
<ul style="list-style-type: none"> - Homework Assessment - Daily Oral Testing - Monthly and Final Written Exam
<p>C. Emotional and Value Goals</p> <ol style="list-style-type: none"> 1- Teaching students the skill of discussion . 2- Developing positive thinking in dealing . 3- Strengthening the spirit of participation and cooperation among students.
Teaching and learning methods
Daily Lectures
Asking questions during the lecture
Using a regular pen and whiteboard
Lecture Method
E-Learning Method
Evaluation Methods Evaluation Methods
Written, daily and surprise tests
<ul style="list-style-type: none"> - Homework Assessment - Daily Oral Testing - Monthly and Final Written Exam

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

1. Teaching students general theories and how to apply them to the details in the legal text.
2. Qualifying students to advance the best jobs in the legal department and what the labor market requires.
3. Enhancing students' confidence in expressing legal opinion objectively

11.Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Daily and Monthly Testing	Interactive Lecture	Definition of the Code of Procedure	Students who are able to understand some important fundamentals of pleadings and employ them in the later stages of study	2	١
		Pillars of the Code of Procedure		2	٢
		Independence of the judiciary		2	٣
		Jurisdiction of the Courts		2	٤
		Guarantees of Validity of Litigation		2	٥
		Judicial divisions		2	٦
		The Concept of a Lawsuit		2	٧
		Judicial Notifications		2	٨
		Session System		2	٩

		Arbitration	2	١٠
		Effects of Arbitration	2	١١
		Summary Judgment	2	١٢
		Appeals Correction of the Discriminatory Decision	2	١٣
		Appeal	2	١٤
		Objection of third parties	2	١٥

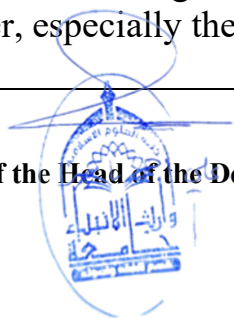
12. Infrastructure

1- Required Textbooks	Study vocabulary Civil Proceedings Dr. Adam Waheeb Al-Nadawi
2- Key Reference(s)	Explanation of the provisions of the Civil Procedure Law Dr. Abbas Al-Aboudi
3- Recommended Books and References (Scientific Journals, Reports,)	Encyclopedia of Civil and Commercial Pleadings Dr. Anwar Tolba
4- Electronic References, Websites	

13. Course Development Plan (Suggested Vocabulary)

Adding the deficiencies in the methodological books and correcting the errors in them in order to achieve containing the topics of the Civil Procedure Law in an accurate and objective manner, especially the amendments made to them.

Endorsement of the Head of the Department



Endorsement of the Dean of the College

د. محمد طه الدين
Dean of the College



College of Islamic Sciences/ Warith Al-Anbiya University

Course Description Template

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

1. College	Islamic Sciences
2. Scientific Department	Jurisprudence and its Principles
3. Teaching Name	Assist. Lect. Kazem Jasib Jabbar
4. Stage	Fourth
5. Course Name/Code	Comparative Jurisprudence
6. Semester / Year	Second
7. Number of Hours (Total)	45 Hours
8. Date of this description	23/1/2025
9. Course Objectives	
<p>The student should be aware of the Shari'a rulings and the opinions of the jurists in the khums</p> <p>Explanation of the applications of comparative jurisprudence in the chapter of Hajj</p> <p>Statement of the Applications of Comparative Jurisprudence in the Sale Chapter.</p> <p>Explanation of the applications of comparative jurisprudence in the chapter on hudud and retribution</p>	
10. Course Outputs and Methods of Teaching, Learning and Assessment	

A- Cognitive Objectives

1. The student's understanding of the importance of the role of jurisprudence and jurisprudence.
2. Enabling the student to understand jurisprudential terminology.
3. The student's mastery of comparative jurisprudence

B. Course Skill Objectives

- 1 - Defines the mechanism of transferring theoretical knowledge as well as practical knowledge within the classroom
- 2 - Increasing the cognitive intelligence of the student by learning the methods of eloquent speech and its meanings

Teaching and learning methods

1. Cooperative Education
2. Brainstorming
3. Feedback
4. Role Sharing

Evaluation methods

1. Daily tests
2. Direct observation of the student's performance and participation in the lecture
3. Writing reports

C. Emotional and value goals

- 1- Pride in the provisions and laws of Islamic Sharia, which have not been overlooked, small or large.
- 2- Deepening pride in Islamic jurisprudence and its role in the joints of life and solving various problems.
- 3- Undermining the multiple evils by reviewing the Shari'a rulings.
- 4- Enriching the knowledge aspect by clarifying the provisions of Sharia and reducing ignorance about them.

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

1- Self-development through reading and research.

2- Providing the student with all the books and resources he needs.

11.Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Brainstorming	Lecture and Collaborative Learning	Applications of Comparative Jurisprudence Chapter 5	Knowledge Objectives	Two hours	The first
Text Apps	Lecture and Presentation	Applications of Comparative Jurisprudence Bab al-Hajj	Knowledge Objectives	Two hours	Second
Daily Test	Lecture and brainstorming	Applications of Comparative Jurisprudence	Knowledge Objectives	Two hours	Third
Text Apps	Lecture and Dialogue	Applications of Comparative Jurisprudence Personal Status Chapter: Marriage	Knowledge Objectives	Two hours	Fourth
Questions based on analysis and synthesis	Lecture and Collaborative Learning	Applications of Comparative Jurisprudence Personal Status	Knowledge Objectives	Two hours	Fifth

		Chapter: Divorce			
Brainstorming and Objective Questions	Lecture and interrogation	Applications of Comparative Jurisprudence in Hudood	Knowledge Objectives	Two hours	Sixth
Written Test	Test Sample	Applications of Comparative Jurisprudence in the Chapters of Retribution	Knowledge Objectives	Two hours	Seventh
Miscellaneous Questions	Lecture and Collaborative Learning	Review of the Five Applications Lecture	Knowledge Objectives	Two hours	Eighth
Questions based on analysis and synthesis	Lecture and Presentation	Review of Hajj Applications	Knowledge Objectives	Two hours	Ninth
Brainstorming , essay and objective questions	Lecture and interrogation	General Review	Knowledge Objectives	Two hours	Tenth
Brainstorming , essay and objective questions	Lecture and interrogation	Janaba and vomiting	Knowledge Objectives	Two hours	eleventh
Text Apps	Lecture	Applications of Comparative Jurisprudence in the Chapters of Zakat	Knowledge Objectives	Two hours	twelfth

Written Test	Test Sample	In the Nisab of dates and raisins	Knowledge Objectives	Two hours	Xiii
Text Apps	Lecture and Presentation	In the swindling of sheep and camels	Knowledge Objectives	Two hours	fourteen th
Written Test	Test Sample			Two hours	fifteenth h

12. Infrastructure

1- Required Textbooks	Fiqh on the Five Schools of Thought Muhammad Jawad Mughniyeh
2- Key Reference(s)	Books of Comparative Jurisprudence: Issues from Comparative Jurisprudence Dr. Hashem Jameel A lesson in comparative jurisprudence Majeed Al-Nisi
3- Recommended Books and References (Scientific Journals, Reports,)	Lectures in comparative jurisprudence Muhammad Saeed
4- Electronic References, Websites	The library of the Ahl al-Bayt (peace be upon them), Shiite Library, WikiShia, Wiki Fiqh .

13. Course Development Plan (Suggested Vocabulary)

Endorsement of the Head of the Department



Endorsement of the Dean of the College

د. محمد علي النوري



College of Islamic Sciences/ Warith Al-Anbiya University

Course Description Template

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

1. College	Islamic Sciences
2. Scientific Department	Jurisprudence and its Principles
3. Teaching Name	Assist. Lect. Kazem Jasib Jabbar
4. Stage	Fourth
5. Course Name/Code	Comparative Jurisprudence
6. Semester / Year	The first
7. Number of Hours (Total)	45 Hours
8. Date of this description	1/ 10/ 2024
9. Course Objectives	
<p>The student should be aware of the importance of jurisprudence and its role in the process of jurisprudential deduction</p> <p>Explanation of the reasons for the emergence of comparative jurisprudence</p> <p>Explaining the difference between comparative jurisprudence and jurisprudence of dispute</p> <p>Statement of Applications of Comparative Jurisprudence Bab al-Tahara</p> <p>Explanation of the Applications of Comparative Jurisprudence in the Chapters of Fasting</p>	
10. Course Outputs and Methods of Teaching, Learning and Assessment	

A- Cognitive Objectives

1. The student's understanding of the importance of the role of jurisprudence and jurisprudence.
2. Enabling the student to understand jurisprudential terminology.
3. The student's mastery of comparative jurisprudence

B. Course Skill Objectives

- 1 - Defines the mechanism of transferring theoretical knowledge as well as practical knowledge within the classroom
- 2 - Increasing the cognitive intelligence of the student by learning the methods of eloquent speech and its meanings

Teaching and learning methods

1. Cooperative Education
2. Brainstorming
3. Feedback
4. Role Sharing

Evaluation methods

1. Daily tests
2. Direct observation of the student's performance and participation in the lecture
3. Writing reports

C. Emotional and value goals

- 1- Pride in the provisions and laws of Islamic Sharia, which have not been overlooked, small or large.
- 2- Deepening pride in Islamic jurisprudence and its role in the joints of life and solving various problems.
- 3- Undermining the multiple evils by reviewing the Shari'a rulings.
- 4- Enriching the knowledge aspect by clarifying the provisions of Sharia and reducing ignorance about them.

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

1- Self-development through reading and research.

2- Providing the student with all the books and resources he needs.

11.Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Brainstorming	Lecture and Collaborative Learning	Introduction to Comparative Jurisprudence	Knowledge Objectives	Two hours	The first
Text Apps	Lecture and Presentation	Reasons for the emergence of comparative jurisprudence	Knowledge Objectives	Two hours	Second
Daily Test	Lecture and brainstorming	The difference between comparative jurisprudence and jurisprudence of dispute	Knowledge Objectives	Two hours	Third
Text Apps	Lecture and Dialogue	Applications of Comparative Jurisprudence in the Door of Purity	Knowledge Objectives	Two hours	Fourth
Questions based on analysis and synthesis	Lecture and Collaborative Learning	Applications of Comparative Jurisprudence in the Door of Prayer	Knowledge Objectives	Two hours	Fifth

Brainstorming and Objective Questions	Lecture and interrogation	Time and Kiss	Knowledge Objectives	Two hours	Sixth
Written Test	Test Sample	The prayer dress and the coverer	Knowledge Objectives	Two hours	Seventh
Miscellaneous Questions	Lecture and Collaborative Learning	Invalidating Prayers	Knowledge Objectives	Two hours	Eighth
Questions based on analysis and synthesis	Lecture and Presentation	Comparative Jurisprudence Applications of Fasting	Knowledge Objectives	Two hours	Ninth
Brainstorming , essay and objective questions	Lecture and interrogation	Eating and drinking	Knowledge Objectives	Two hours	Tenth
Brainstorming , essay and objective questions	Lecture and interrogation	Janaba and vomiting	Knowledge Objectives	Two hours	eleventh
Text Apps	Lecture	Applications of Comparative Jurisprudence in the Chapters of Zakat	Knowledge Objectives	Two hours	twelfth
Written Test	Test Sample	In the Nisab of dates and raisins	Knowledge Objectives	Two hours	thirteenth
Text Apps	Lecture and Presentation	In the swindling of sheep and camels	Knowledge Objectives	Two hours	fourteenth
Written Test	Test Sample			Two hours	fifteenth

12.Infrastructure

1- Required Textbooks	Fiqh on the Five Schools of Thought Muhammad Jawad Mughniyeh
2- Key Reference(s)	Books of Comparative Jurisprudence: Issues from Comparative Jurisprudence Dr. Hashem Jameel A lesson in comparative jurisprudence Majeed Al-Nisi
3- Recommended Books and References (Scientific Journals, Reports,)	Lectures in Comparative Jurisprudence Muhammad Saeed
4- Electronic References, Websites	The library of the Ahl al-Bayt (peace be upon them), Shiite Library, WikiShia, Wiki Fiqh .
13.Course Development Plan (Suggested Vocabulary)	

Endorsement of the Head of the Department



Endorsement of the Dean of the College

د. محمد عليق المالكي



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	Jurisprudence
3. Teaching Name	Assist. Lect. Abd El- Sattar Jabbar Adnan Al- Jabri
4. Stage	Four in the evening
5. Course Name/Code	Criminal jurisprudence
6. Semester / Year	First / 2024 – 2025
7. Number of Hours (Total)	60
8. Date of this description	23 /9 /2024
9. Course Objectives	
Transaction Rules	
10. Course Outputs and Methods of Teaching, Learning and Assessment	

<p>A. Cognitive Objectives</p> <p>At the end of the semester, the student must be able to:</p> <ol style="list-style-type: none"> 1- Knowing the rulings of janabat 2- Explains the most important jurisprudential opinions on the rulings of felonies. 3- The Shari'a ruling is extracted when reviewing jurisprudential books. 4- Identifies the defects in the diagnosis of the felony sentence
<p>B . Skills objectives of the course</p> <p>At the end of the semester, the student must be able to:</p> <ol style="list-style-type: none"> 1- Applies the provisions of the felonies. 2- Analyze the defect in the application of the felony sentence, if any. 3- Distinguishes between the types of felony when applied 4- Corrects his mistakes in stating the felony ruling.
Teaching and learning methods
<ol style="list-style-type: none"> 1. Theoretical explanation 2. Default Apps About Each Transaction During the Lesson 3. Blended learning with interactive methods 4. Dialogue and discussion 5. Brainstorming
Evaluation methods
<ol style="list-style-type: none"> 1. Classroom Activity 2. Oral and written exam 3. Research Paper
<p>C. Emotional and Value Goals</p> <ol style="list-style-type: none"> 1- The ability to know the general jurisprudential rules in the resources of felonies 2- The ability to know the special rules for the provisions of felonies. 3- The ability to know the rules by which the problems mentioned in the sentence of the felony are dealt with.
Teaching and learning methods
<ol style="list-style-type: none"> 1. Theoretical explanation 2. Default Apps About Each Transaction During the Lesson 3. Blended learning with interactive methods 4. Dialogue and discussion
Evaluation methods

Tribal Calendar - Formative Calendar Final Calendar 10 Grades: Classroom Activity 15 marks: First month exam 15 marks: Second month exam 60 marks: Final exam					
D. General and qualifying skills transferred (other skills related to employability and personal development). 1- Identifying the Provisions of Felonies 2- The ability to diagnose the type of felony in order to apply its provisions 3- The ability to state the provisions of felonies					
11.Course Structure					
Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Classroom Activity	Theoretical explanation	The concept of punishment and its philosophy Objectives of punishment The concept of crime and its difference from felony	The student will learn about the concept of punishment, its philosophy, the concept of crime and its difference from felony	4	١
Classroom Activity	Theoretical explanation	The importance of criminal jurisprudential rules and their difference from jurisprudential rules and legal rules	The student will learn about the importance of criminal jurisprudential rules and their difference from jurisprudential rules and legal rules	4	٢
Classroom Activity	Theoretical explanation	Types of crimes	The student learns about the types of crimes	4	٣
Classroom Activity	Theoretical explanation	The borders, retribution and Taiz are seen	The student will learn about the concept of Hadd	4	٤

			and Ta'zir and its philosophy and the difference between them		
			First Month Exam		5
Classroom Activity	Theoretical explanation	The crime of theft: its conditions, elements and punishment	The student learns about the crime of theft, its conditions, elements and punishment	4	٦
Classroom Activity	Theoretical explanation	(The crime of adultery): its conditions, elements and punishment	The student learns about the crime of adultery, its conditions, pillars and punishment	4	٧
Classroom Activity	Theoretical explanation	(The crime of defamation): its conditions, elements and punishment	The student learns about the (crime of defamation), its conditions, pillars and punishment	4	٨
Classroom Activity	Theoretical explanation	(The crime of blocking roads) its conditions, its elements and its punishment is the punishment of drinking intoxicants	The student learns about the (crime of banditry), its conditions, its pillars and its punishment is the limit of drinking intoxicants.	4	٩
			Second Month Exam		10
Classroom Activity	Theoretical explanation	Murder, its types and expiations, methods of proving murder	The student learns about murder, its types and expiations, methods of proving murder	4	١١

Classroom Activity	Theoretical explanation	Retribution: its concept, conditions and provisions	The student gets to know the concept of retribution, its conditions and its provisions	4	١٢
Classroom Activity	Theoretical explanation	Diyah and its Divisions	The student gets to know the blood money and its parts	4	١٣
Classroom Activity	Theoretical explanation	The powers of the judge in ta'zir types of ta'zir punishments.	The student learns about the powers of the judge in ta'zir and the types of ta'zir punishments.	4	١٤
			First Semester Exam		15

12. Infrastructure

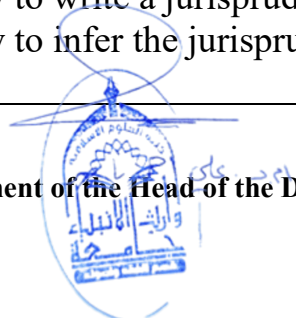
1- Required Textbooks	Private Lectures
2- Key Reference(s)	<p>The laws of Islam Al-Muhaqqiq Al-Hilli Fiqh on the Four Schools of Thought - Abd al-Rahman al-Jaziri</p> <p>The Beautiful Kindergarten, the Second Martyr Jawahir al-Kalam - Sheikh Hassan Al-Najafi</p> <p>Introduction to Islamic Criminal Jurisprudence Ahmed Fathi Bahnasi</p>
3- Recommended Books and References (Scientific Journals, Reports,)	<p>The foundations of hudud and ta'zirat Sheikh Jawad al-Tabrizi</p> <p>Investigations of Retribution and Blood Money, Mr. Khoei</p> <p>Border provocation Mr. Khoei</p> <p>Bindings of Criminology of Al-Stanisriyah University</p>
4- Electronic References, Websites	<p>Websites of the Great Religious Authorities to view the referendums related to the subject</p> <p>Electronic Libraries Specialized in Criminal Jurisprudence</p>

	External Research of Media Scholars on the Resources of Hudud and Ta'zirat
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13.Course Development Plan (Suggested Vocabulary)

- 1- How to write a jurisprudential research related to criminal jurisprudence
- 2- How to infer the jurisprudential issue related to criminal jurisprudence

Endorsement of the Head of the Department



Endorsement of the Dean of the College

د. طارق مكي السالمى



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 Jurisprudence and its Principles
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

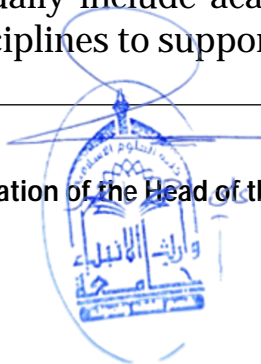
1- Required Textbooks	Headway intermediate
2- Main References (Sources)	Headway intermediate
1) Recommended books and references)scientific (..... ,journals, reports	Headway intermediate
2) Electronic References, Websites	Stream line Al-islam.org , English for Islamic Preparatory Schools

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.

Authentication of the Head of the Department



Approval of the Dean of the College

د. محمد بن عبد الله السالم



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	Jurisprudence and its principles
3. Teaching Name	Assist. Lect. Kazem Jasib
4. Stage	Fourth
5. Course Name/Code	Fundamentalist graduation
6. Semester / Year	First/ 2024-2025
7. Number of Hours (Total)	30
8. Date of this description	2024
9. Course Objectives	
1. Definition of Fundamentalist Graduation	
2. Explanation and clarification of the departments of the Fundamentalist Graduation	
3. Definition of Graduation of Branches on Assets	
4. Explaining the relationship between jurisprudence and its principles and the science of graduation	
5. Introducing the graduation of branches on the principles in the mandated rulings.	

10.Course Outputs and Methods of Teaching, Learning and Assessment
<p>A. Cognitive Objectives</p> <ol style="list-style-type: none"> 1- The student should be familiar with the science of graduation 2- Clarification of the Graduation Sections 3- Explaining how the branches apply to the assets in the mandated provisions 4- Explaining how to graduate the branches on the assets in the positive rulings 5- Teaching the student with the literature related to graduation
<p>B. Skills objectives of the course</p> <ol style="list-style-type: none"> 1- Defines the mechanism of transferring theoretical knowledge as well as practical knowledge within the classroom 2- Increasing the cognitive intelligence of the student by learning the methods of eloquent speech and its meanings
Teaching and learning methods
<p>Lecture Method</p> <p>E-Learning Method</p>
Evaluation methods
<ul style="list-style-type: none"> - Homework Assessment - Daily Oral Testing - Monthly and Final Written Exam
<p>C. Emotional and Value Goals</p> <ol style="list-style-type: none"> 1- Breaking the barrier of fear and preparing students to be qualified for education and teaching 2- Increasing students' self-confidence as qualified professors to carry out their educational duties 3- Preparing students psychologically and educationally for the teaching profession in secondary schools
Teaching and learning methods
<p>Lecture Method</p> <p>E-Learning Method</p>
Evaluation methods

- Homework Assessment
- Daily Oral Testing
- Monthly and Final Written Exam

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

1- Thinking skills according to the student's ability

2- Skills of Discrimination and Discourse Analysis according to the student's achievement and mastery of the subject

3- Remembering skills according to the student's mentality

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Oral and Written Testing	Lecture	Fundamentalist graduation and its divisions		2	١
Oral and Written Testing	Lecture	Graduating the branches on the original		2	٢
Oral and Written Testing	Lecture	The relationship between the science of graduation and jurisprudence and its principles		2	٣
Oral and Written Testing	Lecture and e-learning	Literature on the graduation of the fundamentalist		2	٤
Oral and Written Testing	Lecture	How to Graduate		2	٥
Oral and Written Testing	Lecture	Graduation of the Branches of Origins in Assignment Provisions		2	٦
Oral and Written Testing and Homework	Lecture and e-learning	Graduation from the book		2	٧

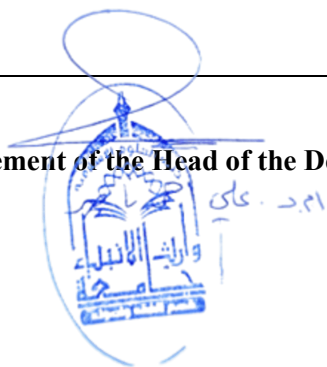
Oral and Written Testing and Homework	Lecture and e-learning	Graduation from the Year		2	٨
Oral and Written Testing	Lecture	Graduation of Haraam Matters		2	٩
Oral and Written Testing	Lecture and e-learning	Graduation of Required Issues		2	١٠
Oral and Written Testing	Lecture and e-learning	Graduation of desirable issues		2	١١
Oral and Written Testing and Homework	Lecture and e-learning	Branch Graduation Applications		2	١٢
Oral and Written Testing	Lecture	Graduation of assets on assets		2	١٣

11. Infrastructure

1- Required Textbooks	
2- Key Reference(s)	1 Graduation of the branches on the origins of Shihab al-Din al-Zanjani 2 Key to access building branches on the assets of Tlemceni
3- Recommended Books and References (Scientific Journals, Reports,)	Introduction to the graduation of the branches on the origins of the Asnawi
4- Electronic References, Websites	Thought Electronic Library Imam Amir al-Mu'minin Digital Library link on Telegram The link of the Najaf library is my electronic library on Telegram Tasnim Library for e-books link on Telegram

12.Course Development Plan (Suggested Vocabulary)
Vocabulary Mentioned

Endorsement of the Head of the Department



Endorsement of the Dean of the College

د. محمد بن عبد الله السالم



College of Islamic Sciences / Warith Al-Anbiya University

Course Description Template

<p>The course description provides a summary of the key characteristics of the course and the expected learning outcomes for the student to achieve, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description.</p>	
1. College	Islamic Sciences
2. Scientific Department	Jurisprudence and its Fundamentals
3. Instructor's Name	Assoc. Prof. Dr. Ali Ahmed Nasser
4. Year	Fourth
5. Course Name/Code	Fundamentals of Jurisprudence
6. Semester/Year	First – 2024-2025
7. Total Credit Hours	45 Hours
8. Date of Preparation of this Description	٢٠٢٤/١٠/٢٣
1. Course Objectives	
The course aims to introduce the student to the concept of practical provisions	
The course aims to familiarize the student with the reasons for the existence of practical provisions	
The course on the principles of jurisprudence aims to help the student understand how to derive legal rulings, whether they pertain to acts of worship, contracts, occurrences, or rulings in the absence of evidence	
The course aims to help the student understand the Qur'anic and narrative texts regarding the authority of practical provisions	

The course aims to teach the student that every legal ruling can only be derived by reaching specific rules.
2. Course Outputs and Methods of Teaching, Learning, and Evaluation
<p>A- Cognitive goals</p> <ol style="list-style-type: none"> 1. How to understand the Qur'anic and narrative texts regarding the validity of practical foundations.. 2. How to derive legal rulings that have no evidence 3. How to reach the essence of the legal ruling in cases of doubt. 4. The student learns how to benefit from the principle of continuity in deriving the legal ruling 5. The student learns how to derive legal rulings in cases of doubt about the existence of the ruling . 6. The student learns how to derive the ruling in cases where there is general evidence.
<p>B- The specific skill objectives of the course</p> <ol style="list-style-type: none"> 1. How to utilize practical principles to derive a legal ruling. 2. Applying the principled rules that the student studies to each jurisprudential issue in the absence of evidence 3. Applying the principled rules that the student studies to each jurisprudential issue in the case of persistent doubt. 4. Learning how to analyze the opinions of jurists regarding the adoption of practical principles.
Methods of Teaching and Learning
1- Presentation
2- Dialogue and discussion
3- Brainstorming
<p>C- Emotional and value goals</p> <ol style="list-style-type: none"> 1. It shows the student the importance of the science of principles of jurisprudence 2. Empowering the student to think and analyze methods of deduction 3. Enabling the student to think and analyze the lack of evidence.
Methods of Teaching and Learning
<ul style="list-style-type: none"> - Scientific lectures - Discussions - Assignments and daily tests
Assessment methods
<ul style="list-style-type: none"> - Daily exam

- Daily student activity
- Monthly exam
- Final exam

D- General and transferable skills (other skills related to employability and personal development).

1. Understanding and interpreting Quranic texts according to specific rules
2. Interpreting legal texts.
3. Understanding the methods of Islamic education at all school stages.

3. Course Structure

Assessment method	Teaching method	Unit name / Topic	Required learning outcomes	Hours	Week
Daily activity	presentation and discussion.	Introducing practical principles		3	First
Daily activity	presentation and discussion.	Identifying the reasons for the emergence of practical assets		3	Second
Homework and activity	presentation and discussion.	The concept of presumption and its authority		3	Third
Daily activity	presentation and discussion.	Evidence of the authority of presumption		3	Fourth
Homework and activity	presentation and discussion.	The sayings on presumption of continuity		3	Fifth
Homework, daily activities, and the monthly exam	Presentation, discussion, and brainstorming	The concept of innocence		3	Sixth

Homework and activity	Presentation, discussion, and brainstorming	Legal and intellectual innocence and its evidence		3	Seventh
Homework and activity	presentation and discussion.	The concept of precaution and its sections		3	Eighth
Homework and activity	presentation and discussion.	How to be cautious		2	Ninth
Homework and activity	Presentation, discussion, and brainstorming	Caution in doubtful prohibitions		2	Tenth
Homework and activity	presentation and discussion.	Caution in obligatory doubts		3	Eleventh
Homework and activity	presentation and discussion.	The concept of choice		3	Twelfth
Homework, daily activities, and the monthly exam	presentation and discussion.	Sections of Choice		3	Thirteenth
Homework and activity	presentation and discussion.	Exceptions to the work of option		3	Fourteenth

Homework and activity	presentation and discussion.	Review		3	Fifteen th
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4. Infrastructure

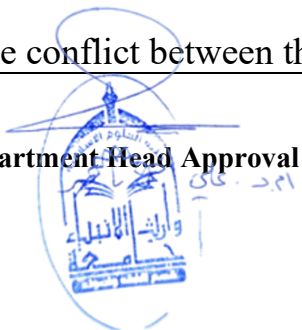
1- Required prescribed books	<ul style="list-style-type: none"> - Principles of Jurisprudence / Muhammad Rida Al-Muthafar - Lessons in the Science of Principles / Muhammad Baqir Al-Sadr - Principles of Jurisprudence and Rules of Deduction / Fadil Al-Saffar
2- The main references (sources)	<ul style="list-style-type: none"> - The Fundamentals of Jurisprudence in its New Fabric / Al-Zalami - The General Foundations of Comparative Jurisprudence / Muhammad Taqi Al-Hakam - The Key to Accessing the Science of Usul / Al-Bahadli
3- Recommended books and references (scientific journals, reports,.....)	<ul style="list-style-type: none"> - The Rules in the Principles of Jurisprudence / Al-Amidi - Lectures on the Principles of Jurisprudence / Al-Khoei
4- Electronic references, internet sites	The electronic reference for informatics https://almerja.com/archive.php?fid=703

5. Curriculum Development Plan (Proposed Vocabulary)

We suggest adding the following vocabulary.

- 1- The conflict between the narratives 2- The principle of the right to obedience

Department Head Approval



Approval of the Dean of the College

د. عادل مكي الماردي



Course Description Template

This course description provides a brief summary of the most important course features and learning outcomes expected of the student to achieve, demonstrating whether they have made the most of the available learning opportunities. These should be linked to the program description.;

1. College	Islamic Sciences
2. Scientific Department	Jurisprudence and its Principles
3. Teaching Name	Assist. Lect. Jassim Shamkhi Hamad
4. Stage	Fourth
5. Course Name/Code	Grammar
6. Semester / Year	First Semester 2024-2025
7. Number of Hours (Total)	45
8. Date of this description	2024/ 9/ 21
9. Course Objectives	
1. Understanding the meanings of grammar through grammatical structures and their semantics.	
2. Enable students to know and understand the syntax of accurate grammatical methods.	
3. Identify grammatical applications through various evidences, including Qur'anic and poetic hadiths, and others.	
4. Deriving the grammatical rule by explaining the effect of taqeed and comparing the opinions of scholars who are experts in language and grammar.	

10.Course Outputs and Methods of Teaching, Learning and Assessment
<p>A. Cognitive Objectives</p> <ol style="list-style-type: none"> 1- Understanding the subject of grammar through the meanings of words and according to the linguistic context. 2- Clarifying the vocabulary of the prescribed curriculum in accordance with the spirit of the age through clear examples. 3- Refute the idea that Arabic grammar is difficult, and cannot be understood. A4- Acquire the correct base skills.
<p>B. Skill objectives of the course.</p> <ol style="list-style-type: none"> 1. Submit class reports to reveal students' ability to understand the material. 2. Teaching the correct reading of the book of Alfiyyah Ibn Malik. 3. Understanding the educational grammatical systems without referring to the commentators.
Teaching and learning methods
<ol style="list-style-type: none"> 1. Presenting the lecture in a coordinated manner and according to the specified time. 2. Giving students classroom assignments and assigning them to submit them on the platform. 3. Giving a percentage of the grade to the activities provided by the students.
Evaluation methods
<ol style="list-style-type: none"> 1. The extent to which students adhere to the deadlines for submitting assignments and researches. 2. Revealing students' skills through quarterly and daily exams as well as other activities. 3. The extent of students' participation in the daily assignment of the curriculum vocabulary and its preparation.
<p>C. Emotional and value goals</p> <ol style="list-style-type: none"> 1- Developing students' ability to love learning grammar. 2- Enriching students with Qur'anic and poetic evidences that have a psychological impact, especially the stories themselves. 3- Developing the ability of students to distinguish between grammatical rules through precise meanings.
Teaching and learning methods

1. Developing students' ability to read correctly.
2. Discuss students overcoming the mistakes they fall into.
3. Developing students to memorize the grammatical system, because it helps in understanding.

Evaluation methods

1. Conducting real-time tests as well as quarterly tests.
2. Developing the students' ability to submit reports in the curriculum vocabulary that helps them understand the material.
3. Follow up the record of classroom and extra-curricular activity to make competition an incentive between them.

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

- 1- Developing students to deal with applied examples by following up on Qur'anic, poetic and prose evidence.
- 2- Highlighting the students' ability through dialogue and discussion, as well as reading the millennium by Ibn Malik.
- 3- Highlight the students' ability to deal with the texts used by the ancient grammarians.
- 4- Involving modern technology means in developing students' ability through the Internet.

11.Course Structure					
Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Direct Questions	Explanation and Application	Scarring, introducing it, and differentiating between the one who is hurting and the one who is hurting it.	Teaching students the method of calling	90 minutes	First
Direct Questions	Explanation and Application	The singular is knowledge, the intentional denial, the unintentional, the added, and the unadded.	Teaching students the types of nouns	90 minutes	Second
Direct Questions	Explanation and Application	Near, Far & Medium	Teaching students types of call	90 minutes	Third
Direct Questions	Explanation and Application	Exclamation Style	Teaching students the exclamation method	90 minutes	Fourth
Direct Questions	Explanation and Application	The form of exclamation and its expression.	Teaching students the exclamation formula and its expression	90 minutes	Fifth
Direct Questions	Explanation and Application	Emphasizing style..	Teaching students the method of affirmation	90 minutes	Sixth
Direct Questions	Explanation and Application	The style of praise and slander	Teaching students the method of praise and slander	90 minutes	Seventh

Direct Questions	Explanation and Application	Forms of praise and slander	Explanation of the forms of praise and reproach.	90 minutes	Eighth
Direct Questions	Explanation and Application	The method of negation and prohibition.	Teaching students the method of negation and prohibition	90 minutes	Ninth
Direct Questions	Explanation and Application	Audio and Standard	Teaching students names that are associated with the call	90 minutes	Tenth
Direct Questions	Explanation and Application	Tools of Prohibition and Negation	Teaching students the types of tools	90 minutes	Eleventh
Direct Questions	Explanation and Application	Present Tense Verb Expression	Students' Definition of the Present Tense and its Expressions	90 minutes	Twelfth
Direct Questions	Explanation and Application	The case of raising the present tense verb	Verb Expression	90 minutes	Thirteenth
Direct Questions	Explanation and Application	The case of the present tense verb	Introducing students to the decisive tools and the decisive sign	90 minutes	Fourteenth
Direct Questions	Explanation and Application	The case of the present tense verb	Introduce students to predicate and verb expressions	90 minutes	Fifteenth

12. Infrastructure

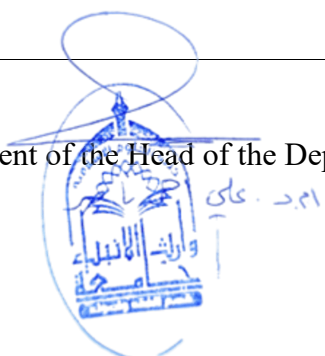
1. Required Textbooks	Ibn Aqeel's explanation of Ibn Malik's millennium
2. Main Reference(s)	The clearest paths of the millennium of Ibn Malik/Ibn Hisham. Ibn al-Nazim commented on the millennium of Ibn Malik.
3. Recommended Books and References (Scientific Journals, Reports,....)	Adequate grammar / Abbas Hassan. Expression of Qur'anic Evidence in the Explanation of Ibn Aqeel.

4. Electronic references, websites...	Lisan Al-Arab website.
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13. Course Development Plan

Re-reading the vocabulary of the curriculum according to a modern scientific vision based on heritage books, and adopting the integrative analytical approach to track the impact of grammatical and linguistic refinement on understanding the meanings of grammar.

Endorsement of the Head of the Department



Endorsement of the Dean of the College

Handwritten signature in blue ink, likely of the Dean of the College.



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	Fiqh and its Principles
3. Teaching Name	Assist. Lect. Jassim Shamkhi Hamad
4. Stage	Fourth
5. Course Name/Code	Grammar
6. Semester/Year	2024- 2025
7. Number of Hours (Total)	45
8. Date of this description	21/1/2025
9. Course Objectives	
<ul style="list-style-type: none"> In the subject of grammar for this stage, some methods of the Arabic language such as condition, oath, and warning are taught. 	
<ul style="list-style-type: none"> In the subject of grammar for this stage as well, the number – the metonyms of number – which is forbidden from conjugation. 	
<ul style="list-style-type: none"> Identify their most important uses in the Holy Qur'an in order to serve the understanding of the Qur'anic text. 	
<ul style="list-style-type: none"> Reveal rhetorical expression, as well as grammatical semantics. 	

10.Course Outputs and Methods of Teaching, Learning and Assessment	
A. Cognitive Objectives	<ol style="list-style-type: none"> 1- Introducing the methods of (condition, oath and warning) in the Arabic language. 2- Define its function and its meaning. 3- Identifying the number – the euphemism of the number – the prohibited from conjugation. 4- Definition of grammatical uses of numbers and those that are forbidden from conjugation.
B. Skills objectives of the course	<ol style="list-style-type: none"> 1. Reaching a level for students that enables them to understand the principles of the Arabic language and its observations in the relevant fields of knowledge. 2. Raising the level of students by introducing them to the methods of (condition, oath and warning) and the number – the metonyms of the number – which is forbidden to be dispensed and the great role it plays in the meaning as well as the addition. 3. Reaching the level of students in a scientific way that enables them to distinguish the semantic meanings of the mentioned grammatical topics.
Teaching and learning methods	
<ul style="list-style-type: none"> • Use of teaching aids (such as blackboards). • View the lecture on the display screen. • Sending the lecture in writing to the students so that they can read and learn about the lecture. • Involving students in the lesson and teaching them information, in order to attract attention, concentration and reduce mental wandering. 	
Evaluation methods	
<ul style="list-style-type: none"> • Preparing 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. 	

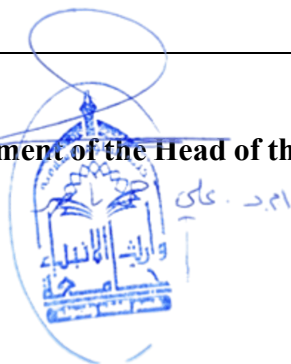
<ul style="list-style-type: none"> • If possible, assign students to read some grammatical topics based on the approved sources according to the method used in the lecture.
<p>C. Emotional and Value Goals</p> <ol style="list-style-type: none"> 1- The student should go in search of grammatical topics, according to his reception of the lecture given. 2- The voluntary response of the student in collecting some Quranic evidence to improve his level and the level of his peers in dealing with the topics of the Arabic language. 3- Connecting the student to appreciate and evaluate the role of the Arabic language in the scientific field and building his scientific personality.
Teaching and learning methods
The method of discovering and analyzing texts is based on explaining and conveying information to the student, as well as the method of differentiated education by observing individual differences between students.
Evaluation methods
<ul style="list-style-type: none"> • Preparing 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. • If possible, assign students to read some grammatical topics based on the approved sources according to the method used in the lecture.
<p>D. General and qualifying skills transferred (other skills related to employability and personal development).</p> <ol style="list-style-type: none"> 1- Encourage how to manage time. 2- Encouraging the exchange of understanding and information among students by urging them to review the lesson in the form of specific groups with certain absences. 3- Urging the use of theoretical information and investing it in the practical aspect in dealing with the verses of the Holy Qur'an.
11.Course Structure

The week	Hours	Required Learning Outcomes	Unit Name/Topic	Method of education	Evaluation Method
First	90 minutes	Teaching the student the style of the department.	Department Style and its tools and components	Explanation and Application	Direct Questions
Second	90 minutes	Teaching the student the types of the department's answer	Types of Section Answer	Explanation and Application	Direct Questions
Third	90 minutes	Teaching the student the method of seduction and caution.	Temptation Method	Explanation and Application	Direct Questions
Fourth	90 minutes	Teach the student the warning method.	Warning Method	Explanation and Application	Direct Questions
Fifth	90 minutes	Teaching the student the number of its sections and provisions.	Number: Sections and Rulings	Explanation and Application	Direct Questions
Sixth	90 minutes	Teaching the student the number of the number	Assigned Count	Explanation and Application	Direct Questions
Seventh	90 minutes	Quiz	First Course Exam	-	-
Eighth	90 minutes	Teaching the student the metonyms of the number	Numerical Etonyms	Explanation and Application	Direct Questions

Ninth	90 minutes	Teaching the student the condition method	Condition Method	Explanation and Application	Direct Questions
Tenth	90 minutes	Teaching the student the non-conclusive tools of condition.	Non-Strict Condition Tools	Explanation and Application	Direct Questions
Eleventh	90 minutes	Teaching the student tools for the assertiveness condition.	Strict Condition Tools	Explanation and Application	Direct Questions
Twelfth	90 minutes	Teaching the student to express the conditional style.	Examples of the modal style.	Explanation and Application	Direct Questions
Thirteenth	90 minutes	Education of the student who is prohibited from spending.	What is forbidden in the language and what is forbidden because of one reason.	Explanation and Application	Direct Questions
Fourteenth	90 minutes	Teaching the student who is prohibited from conjugating in the language and what is forbidden due to two reasons.	What is forbidden in the language and what is forbidden is due to two reasons.	Explanation and Application	Direct Questions
Fifteenth	90 minutes	Quiz	Second Course Exam	-	-

12. Infrastructure	
1- Required Textbooks	Vocabulary of the Curriculum
2- Key Reference(s)	Explanation of Ibn Aqeel, explanation of Ibn al-Nazim, the drop of dew and the bale of echo.
3- Recommended Books and References (Scientific Journals, Reports,)	The footnote of the Sabban.
4- Electronic References, Websites	Noor Center for Investigations
13. Re-reading the vocabulary of the curriculum according to a modern scientific vision based on heritage books, and adopting the integrative analytical approach to track the impact of grammatical and linguistic refinement on understanding the meanings of grammar.	

Endorsement of the Head of the Department



Endorsement of the Dean of the College

د. محمد مكي الماريني



Faculty of Islamic Sciences/ Warith Al-Anbiya University

Course Description Template

<p>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.</p>	
1. College of Islamic Sciences:	Warith Al-Anbiya University
2. Scientific Department :	Department of Jurisprudence and its Fundamentals
3. Teaching Name:	Assist. Prof. Khairuddin Ali Al-Hadi Suleiman
4. Phase:	III
5. Course Title/Code:	Maqasid Shariah
6. Semester/Year:	Semester
7. Credit Hours (Total):	15
8. Date of preparation of this description:	29/9/2024
9. Course Outputs and Methods of Teaching, Learning and Assessment	
<p>A. Cognitive Objectives</p> <ol style="list-style-type: none"> 1- Good understanding of the Islamic Maqasid 2- Knowledge of the basic sources in the purposes of the Shari'ah 3- Clarifying the methods of deriving rulings from the Shari'a evidence. 4- Verify the opinions of scientists in this field of knowledge. 	

<p>B. Skills objectives of the course</p> <ol style="list-style-type: none"> 1- Preparing a successful model for the teacher of the subject of Maqasid al-Shari'ah 2- Preparing Islamic Researchers 3- Providing the educational institution with specialists in Islamic sciences
Teaching and learning methods
<ol style="list-style-type: none"> 1- Oral Lectures 2- Using electronic means in communicating information
Evaluation methods
<ol style="list-style-type: none"> 1- Daily Tests 2- - Monthly and quarterly exams 3- Daily lecture participations
<p>C. Emotional and Value Goals</p> <ol style="list-style-type: none"> 1- Spreading Islamic culture 2- Spreading the culture of research and inspection 3- Trying to understand the different opinions
Teaching and learning methods
Scientific lectures and the availability of psychological motivation to achieve the desired goals
Evaluation methods
Using traditional methods and modern methods to understand students' ideas
<p>D. General and qualifying skills transferred (other skills related to employability and personal development).</p> <ol style="list-style-type: none"> 1. The ability to correct misconceptions 2. Acquiring knowledge by learning how to derive judgments from their evidence. 3. Following the means and methods of learning and teaching to raise the level of students

10. Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Dialogue	Physical Lectures	The Purposes of Sharia	Introductory lectures on the purposes of Sharia and its types	1	First week
		The Purposes of Sharia	Deriving the knowledge of intentions, its issues and its purpose.	1	Second Week
		The Purposes of Sharia	Objectives and Guidance of the Shari'a Text	1	Third Week
		The Purposes of Sharia	Rooting the Intentional Thought	1	Fourth Week
		Fundamentals of Jurisprudence - Evidence of Rulings	Controls and Characteristics of the Purposes of Shari'ah	1	Week Five
		The Purposes of Sharia	The relationship between interests and purposes	1	Week Six
		The Purposes of Sharia	Applications of Maqasid in the Da'wah aspect	1	Week Seven
		The Purposes of Sharia	Applications of Maqasid in the Political Aspect	1	Week Eight
		The Purposes of Sharia	Applications of Objectives in the Financial Side	1	Week Nine

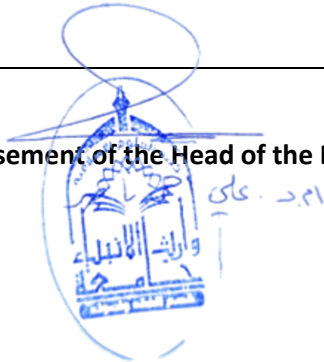
		The Purposes of Sharia	Applications of Objectives in the Organizational Side	1	Week Ten
		The Purposes of Sharia	Applications of Al-Maqasid in the administrative aspect	1	Eleventh Week
		The Purposes of Sharia	Applications of Purposes in the Judicial Aspect	1	Week twelve
		The Purposes of Sharia	Comparative studies between applications	1	Week thirteen
		The Purposes of Sharia	Comparative studies between applications	1	Week fourteen
		The Purposes of Sharia	General Review	1	Week Fifteen

11. Infrastructure

1. Required Textbooks	The Book of the Purposes of Sharia / Anwar Ghani Al-Musawi
2. Key Reference(s)	All the books of the purposes of the Sharia
3. Recommended books and references (scientific journals , reports)	Specialized Journals

4. Electronic References, Websites	Comprehensive Search Engines, Comprehensive Library
12. Course Development Plan (Suggested Vocabulary) 1- Development is done by analysis, research and inspection 2- By deleting and adding	

Endorsement of the Head of the Department



Endorsement of the Dean of the College

د. طارق المالح



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	Jurisprudence and its principles
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)	30
8. Date of this description	21/9/2024
9. Course Objectives	
<ul style="list-style-type: none"> • Spreading the culture of developing student evaluation systems. • Raising awareness of the importance of evaluation in all aspects of the student's personality (cognitive, emotional, and skillful). • Preparing questionnaires and opinion polls for the student's evaluation of the professor, the course, and the exam. • Train students to perform course evaluation. • Training the faculty members and the supporting staff on the development and administration of the test. • Introduce students to how to perform and evaluate practical tests. • Preparing the note card for the oral and practical tests. • 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.

5- Or using computers or swimming and archery, such as running or jogging.

6- Or doing any physical exertion and the goal is sports.

7- 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
<p>C. Emotional and Value Goals</p> <p>1- 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:</p> <p>2- The learner should provide help to his friends in the classroom or class.</p> <p>3- Or doing group work in the classroom.</p> <p>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.</p> <p>The student should try to maintain mutual respect between himself and his classmates.</p> <p>This behavior also stems from a love of respect for others from within the emotional aspects of the student</p>
<p>D. General and qualifying skills transferred (other skills related to employability and personal development).</p> <p>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.</p>

11.Course Structure					
Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
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	There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to the	A brief overview of the development of the concept of measurement, evaluation and testing	Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.	2	1

<p>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 achieved.</p> <p>Impact Assessment: 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>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>Ensure that students communicate expectations clearly and understand them. Allow the College to improve the effectiveness of the program based on the student's actual achievement. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>phasize current institutional priorities for teaching and learning.</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 experience as it unfolds. Closing assessment: It occurs at the end of an educational program or training initiative. It focuses on evaluating effectiveness and</p>	<p>here 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</p>	<p>the importance of measurement and evaluation in the educational process</p>	<p>Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>I. Ensure that students communicate expectations clearly and understand them.</p> <p>V. Allow the College to improve the effectiveness of the program based on the</p>	2	۲

<p>,overall outcomes allowing us to measure how well learning goals have been achieved.</p>	<p>discussion, the method of brainstorming, the method of question and answer, and effective teaching).</p>		<p>student's actual achievement.</p> <p>7.Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>mphasize current institutional priorities for teaching and learning.</p>		
<p>Impact Assessment: 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>here 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>he relationship between assessment and curriculum, types of assessment</p>	<p>Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>I. Ensure that students communicate expectations clearly and understand them.</p> <p>7. Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p> <p>. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.</p> <p>mphasize current institutional priorities for teaching and learning.</p>	2	3

<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 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>	<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>Planning and Preparation for the Achievement Test</p>	<p>Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes.</p> <p>Ensure that students communicate expectations clearly and understand them.</p> <p>Allow the College to improve the effectiveness of the program based on the student's actual achievement.</p> <p>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>2</p>	<p>4</p>
<p>Impact Assessment: 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>There is no optimal method of teaching, but diversity in the use of teaching methods, and this is related to</p>	<p>Types of Achievement Tests: Oral Test, Practical Test, Written Tests</p>	<p>Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession.</p> <p>Document evidence of student learning, based on the actual outcomes they have achieved, for</p>	<p>2</p>	<p>5</p>

difference in the lives ?of learners	the nature of the subject and the age stage (the method of speaking, the method of discussion, the method of brainstormi ng, the method of question and answer, and effective teaching).		accreditation and accountability purposes. Ensure that students communicate expectations clearly and understand them. . Allow the College to improve the effectiveness of the program based on the student's actual achievement. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. phasize current institutional priorities for teaching and learning.		
<ul style="list-style-type: none"> 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 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 	ere 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	pes of Achievement Tests: Oral Test, Practical Test, Written Tests	Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. Ensure that students communicate expectations clearly and understand them. . Allow the College to improve the effectiveness of the program based on the student's actual achievement. Highlight the quality of the program, make graduates desirable to	2	6

goals have been achieved.	brainstorming, the method of question and answer, and effective teaching).		employers and the program is attractive to new students. emphasize current institutional priorities for teaching and learning.		
Impact Assessment: 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?"	ere 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).	oice-based tests	Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. Ensure that students communicate expectations clearly and understand them. Allow the College to improve the effectiveness of the program based on the student's actual achievement. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. emphasize current institutional priorities for teaching and learning.	2	Y
Formative Assessment: This type of assessment occurs during the learning process, acting as a	ere is no optimal method of teaching,	ilding standardized achievement tests	Ensure that students learn the most important skills, ideas, perspectives, and	2	^

<p>guiding compass to ensure learners stay on track. 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 allowing us to measure how well learning goals have been achieved.</p>	<p>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>values related to the discipline or profession. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. Ensure that students communicate expectations clearly and understand them. . Allow the College to improve the effectiveness of the program based on the student's actual achievement. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. emphasize current institutional priorities for teaching and learning.</p>		
<p>Impact Assessment: 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>ere 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,</p>	<p>pes Standardized Achievement Tests</p>	<p>Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. . Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. I. Ensure that students communicate expectations clearly and understand them. √. Allow the College to improve the</p>		9

	the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).		effectiveness of the program based on the student's actual achievement. I. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. emphasize current institutional priorities for teaching and learning.		
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 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.	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	Statistical analysis of test items	Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. I. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. I. Ensure that students communicate expectations clearly and understand them. V. Allow the College to improve the effectiveness of the program based on the student's actual achievement. I. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students.	2	1.

	effective teaching).		mphasize current institutional priorities for teaching and learning.		
Impact Assessment: 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?"	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).	Specifications and Conditions of the Good Standardized Test	Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. Ensure that students communicate expectations clearly and understand them. Allow the College to improve the effectiveness of the program based on the student's actual achievement. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. mpphasize current institutional priorities for teaching and learning.	2	11
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	ere is no optimal method of teaching, but diversity in the use of teaching methods, and this is	onesty and its types, stability and its types	Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. Document evidence of student learning, based on the actual outcomes they have achieved, for	2	12

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 goals have been achieved.	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).		accreditation and accountability purposes. Ensure that students communicate expectations clearly and understand them. . Allow the College to improve the effectiveness of the program based on the student's actual achievement. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. emphasize current institutional priorities for teaching and learning.		
Impact Assessment: 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”	ere 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	sting Methods: Performance Evaluation and Observation,	Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. Ensure that students communicate expectations clearly and understand them. . Allow the College to improve the effectiveness of the program based on the student's actual achievement. Highlight the quality of the program, make	2	13

	brainstorming, the method of question and answer, and effective teaching).		graduates desirable to employers and the program is attractive to new students. emphasize current institutional priorities for teaching and learning.		
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 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.	ere 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).	essment Metrics	Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. Ensure that students communicate expectations clearly and understand them. . Allow the College to improve the effectiveness of the program based on the student's actual achievement. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. emphasize current institutional priorities for teaching and learning.	2	14.
	ere is no optimal method of teaching,	view	Ensure that students learn the most important skills, ideas, perspectives, and		15

	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).		values related to the discipline or profession. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. Ensure that students communicate expectations clearly and understand them. Allow the College to improve the effectiveness of the program based on the student's actual achievement. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. emphasize current institutional priorities for teaching and learning.		
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12. Infrastructure

1- Required Textbooks	A- Measurement and evaluation of the university student, Razouqi and Yassin Hamid Eyal 2- Psychometry and Educational Evaluation, Sabah Al-Ajili, and Anwar Hussein 3- Measurement and Evaluation in the Educational Process, Ahmed Suleiman Odeh 4- Principles of Measurement and Educational Evaluation, Al-Tarihi Fahim Hussein, Hammadi, Hussein Rabie. 2001
2- Key Reference(s)	1. Measurement and Evaluation: Prof. Dr. Fahim Al-Tarihi and Prof. Dr. Hussein Rabie Hammadi

	2- Measurement and Evaluation in the Humanities: Dr. Amin Ali Mohamed Suleiman, Review: Dr. Raja Mahmoud Abu Allam, Raja Mahmoud Abu Allam.
3- Recommended Books and References (Scientific Journals, Reports,)	Psychometry and Educational Evaluation, Sabah Al- Ajili, and Anwar Hussein
4- 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

Endorsement of the Head of the Department

Endorsement of the Dean of the College



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	Jurisprudence and its principles
3. Teaching Name	Assist. Lect. Mortada Mohamed Ali
4. Stage	Fourth
5. Course Name/Code	Memorizing the Quran
6. Semester / Year	2024-2025
7. Number of Hours (Total)	15
8. Date of this description	25/1/2025
9. Course Objectives	
The student's ability to memorize the Holy Quran	
Increasing the student's ability to remember	
10. Course Outputs and Methods of Teaching, Learning and Assessment	

<p>A. Cognitive Objectives</p> <ol style="list-style-type: none"> 1- The student must memorize the Qur'anic surahs 2- The student should be able to control the words of the Holy Quran and the Arabic language. 3- The student should be familiar with the concepts of Part 27 of the Holy Quran 					
<p>B. Skills objectives of the course</p> <ol style="list-style-type: none"> 1. Increasing the student's ability to control and pronounce words correctly 2. Increasing the student's ability to remember 					
C. Teaching and Learning Methods					
<p>Self-Learning Method</p> <p>Lecture Method</p> <p>Blended learning with interactive methods</p>					
D. Evaluation Methods					
<ul style="list-style-type: none"> - Daily Oral Testing - Monthly and Final Written Exam 					
E. Educational Means and Techniques:					
<ul style="list-style-type: none"> - Chalkboard - Calculator & Electronic Viewer (Smart Board) - Audio projectors for listening to audio models - Moodle Platform 					
F. General and Qualifying Skills Transferred (Other Skills Related to Employability and Personal Development).					
<ol style="list-style-type: none"> 1- Recognize how to retrieve information from memory and recall it 2- Identifying how to pronounce the letters correctly in the recitation of the Holy Qur'an 					
11.Course Structure					
Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week

Exam and Classroom Activity	Lecture, blended learning and self-paced learning	Memorization of Surah Al-Dhaariyat	The student memorizes Surat Al-Dhariyat	1	١
Exam and Classroom Activity	Lecture, blended learning and self-paced learning	Memorization of Surah At-Tur	The student memorizes Surat Al-Tur	1	٢
Exam and Classroom Activity	Lecture, blended learning and self-paced learning	Memorizing Surah Al-Najm	The student memorizes Surat Al-Najm	1	٣
Exam and Classroom Activity	Lecture, blended learning and self-paced learning	Memorizing Surat Al-Qamar	The student memorizes Surat Al-Qamar	1	٤
Exam and Classroom Activity	Lecture, blended learning and self-paced learning	Memorizing Surah Al-Rahman	The student memorizes Surat Al-Rahman	1	٥
Exam and Classroom Activity	Lecture, blended learning and self-paced learning	Memorizing Surah Al-Waqi'ah	The student memorizes Surat Al-Waqi'ah	1	٦
Exam and Classroom Activity	Lecture, blended learning and self-paced learning	Memorizing Surah Al-Hadid	The student memorizes Surat Al-Hadid	1	٧
Exam and Classroom Activity	Lecture and blended learning	Fence Preservation Review	The student's mastery of memorizing part 27	1	٨

12. Infrastructure

1- Required Textbooks	The Noble Qur'an Part 27
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2- Key Reference(s)	The Holy Quran
3- Recommended Books and References (Scientific Journals, Reports,)	Books on the rulings of recitation and intonation Books Educational Psychology Memory and What Relates to Memorization and Recall
4- ,Electronic References Websites	https://shiavoice.com/ https://surahquran.com/

13.Course Development Plan (Suggested Vocabulary)

Endorsement of the Head of the Department

Endorsement of the Dean of the College



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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 / Warith Al-Anbiya University
2. Scientific Department	Jurisprudence and its principles
3. Teaching Name	Assoc. Prof. Dr. Ibrahim Jassim Kazem Al-Musawi
4. Stage	Fourth
5. Course Name/Code	Principles of Jurisprudence
6. Semester / Year	Semester 2024-2025
7. Number of Hours (Total)	45
8. Date of this description	25/1/2025
9. Course Objectives	
1. Developing scientific thinking among students of primary studies	
2. Building a generation of knowledge pioneers who believe in the need to promote the concepts of coexistence	
3. Supporting educational institutions that believe in authentic Islamic principles	
4. Developing the Thinking Patterns of Primary Studies Students	
5. Expanding students' perceptions, enriching their information, and qualifying them to keep pace with development.	

10.Course Outputs and Methods of Teaching, Learning and Assessment
<p>A. Cognitive Objectives</p> <ol style="list-style-type: none"> 1- Familiarizing students with the fundamentals of jurisprudence 2- Understanding the subject of the principles of jurisprudence, and knowing the general foundations of the principles of jurisprudence. 3- Identifying the opinions of scholars on the subject of the fundamentals of jurisprudence. 4- Linking the subject of the principles of jurisprudence to the field of jurisprudence. And the extent of its impact 5- Using examples from our contemporary reality
<p>B. Skills objectives of the course</p> <ol style="list-style-type: none"> 1- Training the Mind on Scientific Analysis 2- Using more than one method of teaching qualifies students to understand the curriculum 3- Developing the student's ability to choose topics that address intellectual problems 4- Creating a generation that is aware of its religious duties.
Teaching and learning methods
<ol style="list-style-type: none"> 1. Delivery method 2. Method of discussion 3. Use of displays such as smart screen and blackboard
Evaluation methods
<ol style="list-style-type: none"> 1. Daily Tests 2. Monthly Tests 3. Discussion of students in the hall.
<p>C. Emotional and Value Goals</p> <ol style="list-style-type: none"> 1- Enabling students to understand the political reality 2- Enabling students to research and investigate religion in a manner appropriate for primary studies 3- Enabling students to criticize and analyze religious ideas and the opinions and theories attributed to religion.
11.Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Oral Questions and Student Discussion	Lecture and screen presentation with discussion	General Definition of the Principles of Jurisprudence	General Definition of the Principles of Jurisprudence	2	The first
Oral Questions and Student Discussion	Lecture and screen presentation with discussion	Knowledge of the differences between the origins of the alphabet and the rest of the sciences and its necessity.	Knowledge of the necessity of the science of the fundamentals of jurisprudence and its difference from the rest of the sciences	2	Second
Oral Questions and Student Discussion	Lecture and Screen Presentation	Practical Origins Investigations and Their Necessity	Practical Origins Investigations, Definition and Necessity	2	Third
Oral Questions and Student Discussion	Lecture and Screen Presentation	Originality of the reserve	Originality of the reserve	2	Fourth
Theoretical exam	Lecture and Screen Presentation	Reserve limits	Reserve limits	2	Fifth
Oral Questions and Discussions	Lecture and Screen Presentation	Judgmental and objective doubts	Judgmental and objective doubts in the precautionary rule	2	Sixth
Oral Questions	Lecture and Field Visit to the University Office	How to precaution	How to precaution	2	Seventh

Oral Questions	Lecture and Field Visit to the University Library	Reserve Resources	Reserve Resources	2	Eighth
Questions and Discussions	Lecture and Screen Presentation	Precaution in obligatory doubts	Precaution in obligatory doubts	2	Ninth
Oral and Written Questions	Lecture and Screen Presentation	Originality of Choice	Originality of Choice	2	Tenth
Oral Questions	Lecture and Screen Presentation	Selection Work Tapes	Selection Work Tapes	2	Eleventh
Oral questions	Lecture and Screen Presentation	Selection Resources	Selection Resources	2	Twelfth
Oral questions	Lecture and Screen Presentation	Exceptions to the originality of the selection and search results	Exceptions to the originality of the selection and the results of the research	2	Thirteenth
Theoretical exam	Lecture and Screen Presentation	Monthly Exam		2	Fourteenth

12. Infrastructure

1- Required Textbooks	Episodes for Martyr Sadr Principles of Jurisprudence by Sheikh Al-Muzaffar
2- Key Reference(s)	1 Books on the principles of jurisprudence in general
3- Recommended Books and References (Scientific Journals, Reports,)	1- Books on the principles of jurisprudence in general

4- Electronic References, Websites	The researcher's website on the search engine. google
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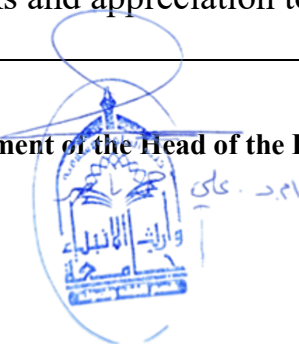
13. Course Development Plan (Suggested Vocabulary)

What this course requires is to write books on the principles of jurisprudence that deal with the intellectual reality and its variables, and to introduce doctrinal intellectual differences in explaining these principles, because most of the existing sources are satisfied with the precise Hawza aspect. This is not enough.

It is possible to develop the course (Fundamentals of Jurisprudence) by adding the writings of the Academy that have been presented by Islamic scholars in understanding this science as other readings of it, and studying them critically in order to raise the level of scientific students who are aware of their time.

Thanks and appreciation to you

Endorsement of the Head of the Department



Endorsement of the Dean of the College

Handwritten signature in blue ink 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	Jurisprudence
3. Teaching Name	Assist. Lect. Abd El , Sattar Jabbar Adnan Al , Jabri
4. Stage	Four in the evening
5. Course Name / Code	Contemporary jurisprudence
6. Semester / Year	Second/ 2024-2025
7. Number of Hours (Total)	45
8. Date this description was prepared	21 /1 /2025
9. Course Objectives	
	Reading Contemporary Jurisprudence

10. Course Outcomes, Teaching, Learning and Assessment Methods

<p>A. Cognitive Objectives</p> <p>At the end of the semester, the student should be able to:</p> <p>A1. Define the rulings of contemporary facts and situations.</p> <p>A2- Explains the most important jurisprudential opinions in the rulings of contemporary jurisprudence.</p> <p>A3- The Shari'a ruling is extracted when reviewing jurisprudential books.</p> <p>A4. Identify the defects in the diagnosis of the provisions of contemporary jurisprudence.</p>
<p>B . Course-specific Skill Objectives</p> <p>At the end of the semester, the student should be able to:</p> <p>B1 – Applies the provisions of contemporary jurisprudence</p> <p>B2 – Analyzes the defect in the application of the contemporary jurisprudence ruling, if any.</p> <p>B3 – Distinguishes between the types of rulings in contemporary jurisprudence when applied</p> <p>B4. Corrects his mistakes in explaining the provisions of the topics of contemporary jurisprudence.</p>
Teaching and Learning Methods
<p>1- Theoretical explanation</p> <p>2. Default applications about each transaction during the lesson</p> <p>3. Blended learning with interactive methods</p> <p>4. Dialogue and discussion</p> <p>5- Brainstorming</p>
Evaluation Methods
<p>1 Classroom Activity</p> <p>2 Oral and written exam</p> <p>3 Research Paper</p>
<p>C. Emotional and Values Goals</p> <p>C1- The ability to know the general rules of jurisprudence in the resources of contemporary jurisprudence</p> <p>C2- The ability to know the rules of the rulings of contemporary jurisprudence</p> <p>C3- The ability to know the rules through which the problems that appear in the rulings of the subjects of contemporary jurisprudence are addressed.</p>
Teaching and Learning Methods
<p>1- Theoretical explanation</p> <p>2. Default applications about each transaction during the lesson</p>

3. Blended learning with interactive methods 4. Dialogue and discussion
Evaluation Methods
Tribal Calendar - Formative Calendar Final Calendar 10 Grades: Classroom Activity 15 marks: First Month Exam 15 marks: Second month exam 60 marks: final exam
d. Transferable general and qualifying skills (other skills related to employability and personal development). D1- Identifying the resources and provisions of contemporary jurisprudence D2- The ability to diagnose the type of subject matter in contemporary jurisprudence when applying its provisions D3- The ability to explain the rulings of contemporary jurisprudence

11. Course Structure

Evaluation Method	Teaching Method	Unit/Subject Name	Required Learning Outcomes	Hours	The week
Classroom Activity	Theoretic al explanati on	Contemporary jurisprudence concept – its provisions and objectives	The student will be introduced to the concept of contemporary jurisprudence	4	1
Classroom Activity	Theoretic al Explanati on	Curricula of contemporary jurisprudence	The student will be introduced to the curricula of contemporary jurisprudence	4	2
Classroom Activity	Theoretic al Explanati on	The ruling and the subject and	The student will learn about the impact of the ruling and the	4	3

		their impact on contemporary jurisprudence	subject in contemporary jurisprudence		
Classroom Activity	Theoretical Explanation	Time and Place and Their Impact on Contemporary Jurisprudence	The student will learn about the influence of time and place in contemporary jurisprudence	4	4
			First month exam		5
Classroom Activity	Theoretical Explanation	Provisions of Purity in Contemporary Methods: Automatic Washing Machine and Dry Washing as a Model	The student will learn about the rulings of purity in contemporary means	4	6
Classroom Activity	Theoretical Explanation	Rulings on Prayer in Means of Transportation, Space and the Poles	The student learns about the rulings of prayer in the means of transportation, space and in the poles	4	7

Classroom Activity	Theoretical Explanation	Insurance Provisions	The student gets to know the insurance provisions	4	8
Classroom Activity	Theoretical Explanation	Provisions of Electronic Selling	The student gets to know about electronic selling	4	9
			Second Month Exam		10
Classroom Activity	Theoretical Explanation	Auction and Competition Provisions	The student gets acquainted with the terms of the auction	4	11
Classroom Activity	Theoretical Explanation	Maintenance & Supply Provisions	The student gets to know the terms of the tenders	4	12
Classroom Activity	Theoretical Explanation	Import and Compliance Provisions	The student gets to know the maintenance contract	4	13
Classroom Activity	Theoretical Explanation	Rulings of Musataha	The student gets to know the import provisions	4	14
			First Semester Exam		15

12. Infrastructure

1- Required Textbooks	Private Lectures
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2- Main References (Sources)	The laws of Islam the investigator of the ornaments Fiqh on the Four Schools of Thought - Abd al-Rahman Al-Jaziri Al-Rawda Al-Bahiyya, the Second Martyr Jewels of Speech, Sheikh Hassan Al-Najafi Introduction to Islamic criminal jurisprudence Ahmed Fathi Bahnasi
1) Recommended books and references (scientific journals, reports,)	The Foundations of Boundaries and Ta'zirat Sheikh Jawad Al-Tabrizi Qisas and Diyat Investigations Al-Sayed Al-Khoei Border Advisor Mr Al , Khoei Criminology Boundary of the University of Al-Sistaniyya
2) Electronic References, Websites	Websites of the Religious References to view the referendums related to the subject Electronic Libraries Specialized in Criminal Jurisprudence External Research for Media Scholars in the Resources of Hudood and Ta'zirat

13. Course Development Plan (Suggested Vocabulary)

- 1- How to Write a Jurisprudential Research Related to Criminal Jurisprudence
- 2- How to Infer the Jurisprudential Issue.

Authentication of the Head of the Department

Approval of the Dean of the College

د. محمد طارق السراي