

## Course Description Form



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| <b>1. Course Name</b>                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Beliefs                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>2. Course Code Basic</b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| QS-31-06                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>3. Semester / Year</b>                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| First Semester / Third Stage / Academic Year 2025-2026                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>4. Date this description was prepared</b>                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6/8/2025                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>5. Available Forms of Attendance</b>                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Morning - Evening                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>6. Number of Hours (Total) / Number of Credits (Total)</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 30 / 2                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>7. Course administrator name (if more than one name mentioned)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Name: Iyad Karim Abdel<br>Email : ayadalsalahi@uowa.edu.iq            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>8. Course Objectives</b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Course Objectives</b>                                              | <b>Cognitive Goals</b><br>The student will be able to: <ol style="list-style-type: none"> <li>1- Define basic concepts and terms in theology</li> <li>2- It explains the legal texts related to the creation (e.g., the verses of attributes, destiny, resurrection), the basic doctrinal concepts (such as monotheism, prophecy, and the return), the sayings of scholars of the theological schools (such as the sayings of Ash'arites and Mu'tazilites regarding divine attributes).</li> <li>3- Distinguishes between correct doctrine and doctrinal deviations, between rational and transitive evidence in matters of faith, between God's subjective and actual attributes (such as distinguishing divine knowledge from creation).</li> <li>4- It analyzes doctrinal doubts (such as atheists' suspicions about the existence of the Almighty or the prophethood of Muhammad) (peace be upon him)</li> </ol> |

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|  | <p><b>Skill Objectives</b></p> <p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1- It is considered systematic scientific research on doctrinal issues and theological problems and a response to contemporary doubts.</li> <li>2- Presents oral and written scientific presentations on the fundamentals of Islamic faith (such as explaining the pillars of faith) and doctrinal comparisons (e.g., difference between the Mu'tazila and Ash'arite approaches in attributes).</li> <li>3- It distinguishes between correct evidence and weak suspicions, and between the correct approach and deviant approaches.</li> <li>4- Actively participates in scientific discussions, organized mental dialogues, and advocacy and awareness activities.</li> </ol> <p><b>Value Goals</b></p> <p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1- It embodies the moral values derived from the principles of the Islamic faith (e.g., honesty, justice, humility, tolerance). From the Prophet's fragrant biography,</li> <li>2- Plurality and difference in scientific opinions are respected within the accepted legal and mental frameworks (such as the difference in theological doctrines in understanding texts without deviating from the principles of the Sunnis), and within the framework of legal reasoning (ijtihād) (e.g., differences in the permissible branches of doctrine, while avoiding ta'aruf and differentiation).</li> <li>3- Contributes to community and cultural activities that promote correct doctrinal awareness (e.g., lectures, seminars, workshops on the Islamic faith), countering deviant ideas (e.g., counter atheism or extremism through calm dialogue and advocacy of wisdom).</li> <li>4- Self-criticism and reflection are practiced in the light of the principles of the Islamic faith and the Prophet's approach (such as self-review and the application of monotheism and sincerity) and legal and mental evidence (such as contemplating the verses of God).</li> </ol> |
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|                                            | benefiting from theology in the evaluation ideas).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>9. Teaching and Learning Strategies</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Strategy</b>                            | <p>Teaching and Learning Strategies</p> <ol style="list-style-type: none"> <li>1. Interactive lectures and linking them to anecdotal and men evidence.</li> <li>2. Organizing dialogue sessions on contemporary issues such the relationship between science and faith.</li> <li>3. Linking faith to reality, such as: the effect of belief in fate decision-making.</li> <li>4. Encourage open dialogue to answer students' questions abo doctrinal doubts.</li> </ol> <p><b>Note:</b><br/>The following strategies can be mentioned according to the article:</p> <ul style="list-style-type: none"> <li>• Using <b>interactive lectures</b> to present theoretical concepts in ..... Engaging students with discussion and motivational questions.</li> <li>• <b>Employ blended learning</b> by combining classroom lectures with online activities or content, including recorded recitations, digital lectures, virtual discussions, and online quizzes.</li> <li>• Guide students to <b>read essential sources</b> from ..... books, and analyze them within study assignments to enhance deep understanding.</li> <li>• Assign students <b>presentations</b> on selected topics from ....., which develops summarizing, explaining, and communication skills.</li> <li>• Conducting <b>practical workshops</b> in ....., which allows the practice of research and applied skills.</li> <li>• Promote <b>collaborative learning</b> through group projects or structured interpretive discussions, to develop dialogue and teamwork skills.</li> <li>• Assign students to <b>individual or group research projects</b> in ..... topics, using scientific methodology and academic documentation.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Training students in <b>analytical and writing exercises</b> that require deriving concepts and meanings and linking them to reality.</li> <li>• <b>Conduct discussions</b> based on Quranic values.</li> <li>• Engaging students in <b>community service activities</b> related to the Holy Quran such as education or awareness, to enhance the practical impact of science in society.</li> <li>• Encourage <b>self-reflection</b> by writing personal reflections that link what the student has learned to their behavior or attitudes in life.</li> </ul> |
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#### 10. Course Structure

| The week | Hours | Required Learning Outcomes | Unit Name or Subject                                                         | Learning method                 | Evaluation Method          |
|----------|-------|----------------------------|------------------------------------------------------------------------------|---------------------------------|----------------------------|
| ١        |       | Doctrine                   | Definition of Faith and its Importance                                       | Lecture and Screen Presentation | Oral and written questions |
| ٢        |       | Doctrine                   | Fundamentals of Religion in Islamic Schools: Mu'tazila, Imamiyya, Ash'arites | Lecture and Screen Presentation | Oral and written questions |
| ٣        |       | Doctrine                   | Evidence of the Existence and Oneness of Allah                               | Lecture and Screen Presentation | Oral and written questions |
| ٤        |       | Doctrine                   | Affirmative and Negative Attributes in the Qur'an                            | Lecture and Screen Presentation | Oral and written questions |

|    |  |          |                                                                                                                                         |                                           |                                       |
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|    |  |          |                                                                                                                                         | Presen<br>tion                            | questi<br>s                           |
| ٥  |  | Doctrine | Evidential<br>Qualities:<br>Knowledge,<br>Life, Ability,<br>Will                                                                        | Lectur<br>and<br>Screen<br>Presen<br>tion | Oral<br>and<br>writter<br>questi<br>s |
| ٦  |  | Doctrine | Negative<br>qualities: no<br>in a body,<br>invisible, not<br>helpless and<br>not miserly                                                | Lectur<br>and<br>Screen<br>Presen<br>tion | Oral<br>and<br>writter<br>questi<br>s |
| ٧  |  | Doctrine | Fate and Fat                                                                                                                            | Lectur<br>and<br>Screen<br>Presen<br>tion | Oral<br>and<br>writter<br>questi<br>s |
| ٨  |  | Doctrine | Algebra and<br>Selection                                                                                                                | Lectur<br>and<br>Screen<br>Presen<br>tion | Oral<br>and<br>writter<br>questi<br>s |
| ٩  |  | Doctrine | Prophecy                                                                                                                                | Lectur<br>and<br>Screen<br>Presen<br>tion | Oral<br>and<br>writter<br>questi<br>s |
| ١٠ |  | Doctrine | General<br>Prophethood<br>(The Necess<br>of the<br>Prophets'<br>Mission, Wh<br>Indicates<br>Their<br>Prophethood<br>The<br>Characterist | Lectur<br>and<br>Screen<br>Presen<br>tion | Oral<br>and<br>writter<br>questi<br>s |

|                       |  |          |                                                                                                                           |                                 |                            |
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|                       |  |          | of the Prophets, Purifying the Prophets from Deviation and Error)                                                         |                                 |                            |
| ۱۱                    |  | Doctrine | Special Prophecy (The Prophecy of the Great Prophet, may God bless him and grant him peace)                               | Lecture and Screen Presentation | Oral and written questions |
| ۱۲                    |  | Doctrine | Imamate (Imamate Evidence for the Importance of Imamate and the Reason for Making It One of the Fundamentals of Religion) | Lecture and Screen Presentation | Oral and written questions |
| ۱۳                    |  | Doctrine | The opinion of the Mu'tazilites and the Ash'arites on the issue of the Imamate                                            | Lecture and Screen Presentation | Oral and written questions |
| ۱۴                    |  | Doctrine | Overview                                                                                                                  | Lecture and Screen Presentation | Oral and written questions |
| ۱۵                    |  | Doctrine | examination                                                                                                               |                                 |                            |
| 11. Course Evaluation |  |          |                                                                                                                           |                                 |                            |

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

## 12. Learning and Teaching Resources

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| Required Textbooks (Methodology, if any)                           | 1- Theology - Ahmed Mahmo Sobhi<br>2 Usul al-Din Abd al-Husa Dastghib<br>3 The beliefs of the Imamate Shei Al-Muzaffar<br>4 Lessons in the Islamic Fa Muhammad Taqi Al-Yazdi                     |
| Main References (Sources)                                          | 1 The first articles of Sheikh Mufid<br>2 Clinical Coffee<br>3 The Transcendent Wisdom in t Four Books of Shirazi<br>4 The origin of the Shiites and th origins Muhammad Al-Huss Kashif Al-Ghita |
| Recommended books and references (scientific journals, reports...) | 1 Correcting the belief of the use sheikh<br>2 Beliefs Sheikh Al-Saduq<br>3 Approach to the right ornaments<br>4 Explanation of the eleve chapter of the Al-Allama Al-Hilal                      |
| Electronic References, Websites                                    | Shia Electronic Library 1<br>2<br>3<br>4                                                                                                                                                         |

Authentication of the Head of the Department..Approval of the Dean of the College

دكتور



د. منظر شكر حق