

Course Description Form

1. Course Name	
General Arabic	
2. Course Code	
107 ML	
3. Semester / Year	
First Semester / First Stage / Academic Year 2025-2026	
4. Date this description was prepared	
6/8/2025	
5. Available Forms of Attendance	
Morning - Evening	
6. Number of Hours (Total) / Number of Credits (Total)	
30 / 2	
7. Course administrator name	
Name: Eng. Dr. Axem Ahmed Fayyad akssam.fayad@uowa.edu.iq Email	
8. Course Objectives	
Cognitive Goals The student will be able to: 1- Knows the basic concepts and terms in noun verb And the letter, the beginner, the news, the built, the verbs And nouns, missing verbs, and already similar letters And the effect of it or the negation of sex 2- Explains the places where the novice and news are omitted, and the places where the initial, intermediate, and extreme Hamzah are written 3- Distinguishes between the action of incomplete verb and the letter that is already similar or Gender negation 4- Remembers grammar and formulates useful sentences that include each concept. 5- He expresses the examples that are given to for each concept and in all cases.	Course Objectives

6- Clarifies the syntactic provisions of grammar concepts within Rapporteur Skill Objectives The student will be able to: 1- Systematic scientific research in the co vocabulary 2- Provides oral and written scient presentations in construction and expressi And the beginner and the news 3- It distinguishes between the built and Arabized, and between the places where Hamza is written 4- Actively participates in scientific discussi and seminars and group learning circles. Value Goals The student will be able to: 1- It embodies moral values derived from Qur'a examples. 2- Respects the plurality and difference in scient opinions within the methodology of Scientific Research and Directions of the Colleg Islamic Sciences and Al-Warith University. 3- Contributes to community and cultural activi that build His social and scientific personality 4- Practice self-criticism and meditation in the l of active participation in Lesson	
9. Teaching and Learning Strategies	
1- Lectures in traditional explainer mode, the use of the blackboard, the use of blended learning, modeled learning, collaborative learning, problem solving, peer learning, dialogue and discussion, active learning, and self-paced learning. 2- Using e-learning means in clarification (PowerPoint) and displaying the lecture on the screen.	Strategy

- 3- Applying the rules explained to the textbook in the explanation of Ibn Aqeel and promoting the use of Qur'anic examples.
- 4- Engage students in the lesson and use the group system and brainstorm to enhance the understanding of the scientific material.
- 5- Ask some students to explain an idea or issue within the topic of the lecture, and evaluate the answers from the students themselves in order to keep students attentive and enhance the topic and personality.
- 6- Providing students with lectures through the Moodle program.

Note:

The following strategies can be mentioned according to the article:

- Using **interactive lectures** to present theoretical concepts in grammar from the sections of speech, construction, syntax, prepositions, and the original and sub-syntax marks, and in dictation about writing the hamzah, duration, intensity, and learning the rules of writing, while engaging students in discussion and motivational questions.
- **Employ blended learning** by combining classroom lectures with online activities or content, including recorded recitations, digital lectures, virtual discussions, and online quizzes.
- Guide students **to read basic sources** of grammar, spelling, and calligraphy, and analyze them within assignments to enhance deep comprehension.
- Assigning students **to presentations** on selected topics from the course vocabulary, which develops summarizing, explanation, and communication skills.
- Implement **hands-on workshops** in calligraphy, dictation and report writing, allowing the practice of research and applied skills.
- Promote **collaborative learning** through group projects or structured interpretive discussions, to develop dialogue and teamwork skills.
- Assigning students to **individual or group research projects** in the topics of construction, expression, verb and

its types, beginner, news, spelling, and calligraphy, using scientific methodology and academic documentation. • Training students in analytical and writing exercises that require deriving concepts and meanings and linking them to reality. • Conduct discussions based on Quranic values. • Engaging students in community service activities related to the Holy Quran such as education or awareness, to enhance the practical impact of science in society. • Encourage self-reflection by writing personal reflections that link what the student has learned to their behavior or attitudes in life.	
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10. My Educational Philosophy

My philosophy of teaching:

- Our students are the future generation, and we must provide a stimulating learning environment that enables them to grow physically, mentally, emotionally, and socially. I want to create this atmosphere to enable students to realize their full potential and achieve their goals

- A philosophy that promotes critical thinking and active participation for them. Regardless of their level, the goal is to change their behavior positively, provide them with grammatical concepts that benefit them, strengthen their personalities, strengthen their connection to religion, and make them able to take our role in the future.

■ Accordingly, teaching strategies are adjusted to meet students' individual needs and help them overcome the problems they face in education and in life.

11. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	The week
Feedback Some demands Previous Stage Miscellaneous Questions	Lecture and discussion Whiteboard and electronic presentation	Introduction and Introduction to the Arabic Language Common mistakes	Student Knowledge Acquisition In the meaning of mistakes Rumor	2	1
Direct question Class assignments	Explanation on the board	Speech and its sections	Student Knowledge Acquisition	2	2

Oral test	Application and interrogation, Online Presentation	Noun - Verb - Letter	In the sections of speech, noun signs, verbs, and letters		
Questions based on Analysis and Composition	Explanation on the board Direct Questions Online Presentation	Verb, its definition and divisions 1	Student Knowledge Acquisition In the meaning of the verb and its types: past and present tense and command	2	3
Miscellaneous Questions Brainstorming	Explanation on the board Application and direct questions Online Presentation	Syntax and construction Arabized and built Nouns and Verbs	Student Knowledge Acquisition In identifying the Arabized and constructed nouns And Arabized verbs Built	2	4
Miscellaneous Questions Class assignments (Monthly Exam 1)	Explanation on the board Application and Debates Online Presentation	Syntax Signs Original and substituted Exercise Solutions	Student Knowledge Acquisition In recognizing the original pronunciation marks Sub	2	5
Direct Question Quizzes	Whiteboard Explanation, Class Discussions, Debates, and Electronic Presentation	Arabized by letters plural of the feminine And the plural of the masculine is good	Student Knowledge Acquisition In identifying what is expressed in the masculine letters and the masculine plural	2	6
Brainstorming Class Tests	Explanation on the blackboard class discussions debates and an electronic presentation	Translated by letters The five verbs+ Local Expression	Student Knowledge Acquisition On the meaning of the five verbs and how to express them in letters	2	7
Direct Question Quizzes	Explanation on the blackboard	Signal Name Connected	Student Knowledge Acquisition	2	8

	class discussion debates and an electronic presentation		In knowing the names of signs, the connotations and their expressions, And the connective name Competent and not exclusive and its expression and the sentence the connection		
Analysis and Composition Based Questions Class Assignments	Whiteboard Explanation & Application Direct Questions Online Presentation	The Beginner and the News Part 1	Student Knowledge Acquisition Knowing the components of the noun sentence, types of the beginner and its expression	2	9
Miscellaneous Questions Class assignments (Monthly Exam 2)	Whiteboard Explanation & Application Direct Questions Online Presentation	The Beginner and the News Part 2	Student Knowledge Acquisition In knowing the concept of news, its types and its expression	2	10
Direct Questions Electronic Test Google Forum	Lecture Electronic	Missing Verbs He and her sisters	Student Knowledge Acquisition In the meaning of transcriptions, including the missing verbs and their entry into the nominal sentence And its work and expression	2	11
Classwork and written tests	Explanation and Application Debates and Webinars	Already suspicious characters Effect	Student Knowledge Acquisition In the meaning of the already	2	12

			suspicious letters and their entry on Nominal Sentence and its Expression		
Questions based on Analysis and Composition, Class Assignments	Explanation and Application Direct Questions Online Presentation	No Gender Negation	Student Knowledge Acquisition In the negation of gender, the conditions of its work, and the type of its name.	2	13
Questions based on Analysis and Composition, Class Assignments	Explanation and Application Direct Questions Online Presentation	Rules of Writing, Notation, Intensity and Duration	Student Knowledge Acquisition In knowing the places of writing the intonation and the duration	2	14
Classwork and written tests	Lecture, writing on the blackboard and displaying the lines electronically	Arabic calligraphy and its types	Student Knowledge Acquisition In the art of calligraphy and getting to know some types of calligraphy	2	15

12. 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

13. Learning and Teaching Resources

1 Basics of Arabic Grammar - Ahm Al-Hashimi 2 Arabic Language for Non-Specialist	Required Textbooks (Methodology, if any) Lieutenant prepared by the teacher
1 Explanation of Ibn Aqeel 2 The clear in grammar and morphology 3 Al-Kafi in the rules of spelling and writing For Ayman Amin Abdel Ghani	Main References (Sources)

4 Spelling rules by Abd al-Sala Harun	
1- Collector of Arabic lessons Ghalayini 2 - Clear in grammar a expression 2- 3-	Recommended books and references (scientific journals, reports...)
1. Comprehensive Library- 2Ahl al-Bayt Library	Electronic References, Websites
Some common mistakes have been add and we suggest adding the spelli material, to be distributed over the fi two phases The second is that most students do r distinguish between Connection and Cutting and they do r know the positions of the Hamza Medium and Extreme.	Curriculum Development Proposals



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