

Course Description Form

1. Course Name	
General Arabic	
2. Course Code	
237 LBP	
3. Semester / Year	
First Semester / Second Stage / Academic Year 2025-2026	
4. Date this description was prepared	
1/9/2025	
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	
8. Course Objectives	
Cognitive Goals The student will be able to: 1- Knows the basic concepts and terms in noun verb The letter, the beginner, the news, the subject, object and the object for it. And the style of calling, exclamation, subordination and places of writing the Tied and simplified 2- Explains the primary, intermediate, and extreme spelling positions It shows the types of the doer, the object in it, condition and the effect for it. And the style of exclamation, praise, slander calling 3- Distinguishes between the types of subordination and types of calling, and between the style auditory and standard exclamation and the condition of each of them	Course Objectives

4- Remembers grammar and formulates us sentences that include each concept. 5- He expresses the examples that are given to for each concept and in all cases. 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, the news, the subordinates, appointees, the methods of calling wondering..... 3- It distinguishes between the constructed the expressed, the subject and the object i and between the places of the written Ta are tied and simplified 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 ligh active participation in the classroom	
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.	Strategy

- 2- Using e-learning means in clarification (PowerPoint) and displaying the lecture on the screen.
- 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, expression, prepositions, dependencies, exclamation and call-out methods, and in dictation about writing the bound and simplified Hamza and Ta, 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	Lecture and discussion Whiteboard	Common mistakes	Student Knowledge Acquisition	2	1

Miscellaneous Questions	and electronic presentation		In the meaning of common mistakes and identifying a number of common mistakes		
Direct questions Class assignments Oral test	Explanation on the board Application and interrogation, Online Presentation	Speech and its sections And the signs of the noun - the verb - and the letter	Student Knowledge Acquisition In Recognizing the Signs of Noun, Verb and Letter	2	2
Questions based on Analysis and Composition	Explanation on the board Direct Questions Online Presentation	The Beginner and the News	Student Knowledge Acquisition In knowing the nominal sentence And the types of beginner and new	2	3
Miscellaneous Questions Brainstorming	Explanation on the board Application and direct questions Online Presentation	doer	Student Knowledge Acquisition In the concerns of its concept, types and expressions	2	4
Miscellaneous Questions Class assignments (Monthly Exam 1)	Explanation on the board Application and Debates Online Presentation	Effect	Student Knowledge Acquisition In effect it is understood Types and signs Expression	2	5
Direct Questions Quizzes	Whiteboard Explanation, Class Discussions, Debates, and Electronic Presentation	Effect for	Student Knowledge Acquisition In effect for him Concept and Type	2	6
Brainstorming Class Tests	Explanation on the blackboard class discussions, debates and an electronic presentation	Course	Student Knowledge Acquisition At once its understanding and conditions	2	7

			And the whole situation		
Direct Question Quizzes	Explanation on the blackboard class discussion debates and an electronic presentation	Call Method 1	Student Knowledge Acquisition In the meaning of the call and the tools of the call and the expressed call	2	8
Analysis and Composition Based Question Class Assignments	Whiteboard Explanation & Application Direct Questions Online Presentation	Call Method 2	Student Knowledge Acquisition In the built caller, And the call of the identifier with	2	9
Miscellaneous Questions Class assignments (Monthly Exam 2)	Whiteboard Explanation & Application Direct Questions Online Presentation	Exclamation Style	Student Knowledge Acquisition On the meaning of exclamation and standard and auditory formulas and its expression	2	10
Direct Questions Electronic Tools Google Forum	Lecture Electronic	Nouns adjective	Student Knowledge Acquisition In the meaning of subordinates, including the adjective and its conformity to the adjective and its expression.	2	11
Classwork and written tests	Explanation and Application Debates and Webinars	Functions: Affective	Student Knowledge Acquisition On the meaning of affection and the tools of affection and meanings	2	12

			which is useful and the expression of the given And the one who is bent on it		
Questions based on Analysis and Composition, Class Assignments	Explanation and Application Direct Questions Online Presentation	Functions: Confirmation	Student Knowledge Acquisition In the meaning of affirmation and affirmation and verbal and moral affirmation	2	13
Questions based on Analysis and Composition, Class Assignments	Explanation and Application Direct Questions Online Presentation	Accessories: Allowance	Student Knowledge Acquisition I mean the allowance And the variants of it and the types of Allowance and its expression	2	14
Classwork and written tests	Lecture, writing on the blackboard and displaying the lines electronically	Tied and simplified T dictation	Student Knowledge Acquisition In knowing the places of writing tied and simplified	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			Main References (Sources)		

For Ayman Amin Abdel Ghani 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 3 4	Electronic References, Websites
Recognize common mistakes and a spelling material, to be distributed in the first two phase The second is that most students do n distinguish between Connection and Cutting and they do n know the positions of the Hamza Medium and Extreme.	Curriculum Development Proposals

