

Ministry of Higher Education and Scientific Research  
Scientific Supervision and Evaluation Authority  
Quality Assurance and Academic Accreditation Department

استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

University : Tikrit University

Sciences Islamic : College

Hadith and its Sciences : Scientific Section

Date of filling the file: / /2024

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## Academic Program Description

This academic program description provides a concise summary of the features of the program and the learning outcomes expected of the main student, demonstrating whether he or she has made the most of the opportunities available. It is accompanied by a description of each course .within the program

1	Educational institution	Tikrit University / College of Sciences Islamic
2	Scientific Department / Center	Hadith and its sciences
3	or professional program	Curricula Teaching in to divide Hadith and its sciences And its outputs Expected achieve it
4	Final Certificate Name	Bachelor's
5	Semester / Courses / Other	quarterly
6	Accredited Certification Program	Ministry of Higher Education Scientific Research and
7	Other external influences	Ministry of Higher Education Scientific Research and
8	Date of preparing;	<b>2024/16/9</b>
9	<b>Objectives Academic Program</b>	
1	Noble Prophetic the to teach female teachers and male qualified Preparing .and preparatory schools and Islamic education in middle Hadith	
2	the preservation of the hadith of the Messenger of God, may God Preserving by encouraging research and studies that ‘bless him and grant him peace .contribute to the development of this field	
3	in the scientific Raising the scientific and cognitive level of students	

department and the humanities departments other than the specialization .during the year

**4** Holding local and international scientific seminars and conferences that seek to achieve a correct understanding of the legacy of the Prophet Muhammad, Therefore, the department sought to .may God bless him and grant him peace . occasions ctures on religious and literaryhold cultural seminars and le

**5** Providing advice in the field of Prophetic Hadith to institutions and .departments in relevant ministries

**6** Preparation generation righteous ،And a believer Guided by the correct .deficiency Sunnah, far from excess and

**7** Disseminating and broadcasting the authentic Sunnah and warning against .fabricated hadiths With what Serves Safety Intellectual communities

**8** Spreading the fragrant biography of the Prophet and enlightening all people Muslims, based on the Almighty’s saying (And We have –non about it, even .(not sent you, [O Muhammad], except as a mercy to the worlds

**9** Protecting Islamic societies in general from the doubts of those who attack o seek to carry the Sunnah, and repelling the plots of those who falsify, wh and out a targeted intellectual invasion of Islamic societies, groups individuals.

**10** outcomes , teaching, learning and assessment methods program Required

**: Cognitive objectives**

- 1- the theoretical Enabling the student to gain knowledge and understanding of .framework of the narrator and the conditions of the narrator
- 2- Enabling the student to gain knowledge and understanding of the requirements .of attribution and the importance of attribution
- 3- .sm and modificationEnabling the student to master the words of critici
- 4- .Enabling students to learn about the Companions and the classes of Companions
- 5- Introducing the student to the importance of analytical discourse
- 6- The student should know how to read the noble prophetic text, through the four

.Sunnahs

- 7- The student should be aware of the methodology of each imam, how he wrote his book, his conditions, his name for the book, and the number of hadiths in it
- 8- This is to enable students to identify the style of each imam in his writing The basis
- 9- This acquires the skills of the modernists' curricula The student
- 10- Providing students with the skills necessary to know the narrated hadiths
- 11- Providing the student with the special skills to know the chains of transmission  
to act from the weak and texts, judge them, and distinguish the correct

### **skill objectives specific Program - B**

- Forming a theoretical background through explanation, examples, questions and answers - B1
- Discussion inside the hall and giving students the opportunity to express their suggestions opinions and - B2
- Providing students with exercises in the classroom and encouraging them to ask questions and answer them - B3
- Providing students with homework exercises and discussing the mistakes and checked collectively weaknesses of each topic until the best result is reached - B4
- .Enabling students to solve problems - B5
- .The student acquires the skills of analytical speech - B6
- .with the skills necessary to know the narrated hadiths Providing students - B7
- know the chains of transmission Providing the student with the special skills to - B8  
and distinguish the authentic from the unsound and texts, judge them

### **.based goals-Emotional and value -C**

- Describe and analyze the problem and find out its solution - A1
- .to apply it practically Presenting the theoretical material and trying - A2
- in the student by encouraging him to for the science of Hadith Instilling a love - A3
- . practice this science
- : Reception and acceptance: The student must - A4
- ❖ listens to the lecture actively
  - ❖ within each topic and interacts with Pays attention to the sequence of ideas .them
  - ❖ .Asks about the various ways to use different expressions
- The student must :Response - A5
- ❖ Answers various questions on the subject
  - ❖ .The student feels pleasure in reading and listening to the lectures
  - ❖ .articipates in explaining each topic The student p
- The student must :Value judgment - A6
- ❖ .Appreciates the importance of each topic and its connection to other topics
  - ❖ .Suggests different uses for expressions for each topic
- The student must :Value organization - A7
- ❖ .Combines ideas from different topics to formulate new topics
- .Appreciates the value of learning the skill of the lesson given

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

- apply in secondary and preparatory schools to qualify them Enabling students to -D1  
.for the teaching profession
- . Training students to use modern teaching methods and techniques in the subject -D2
  - . sciences Assigning students to conduct research related to all fields of Hadith -D3
- Enabling students to use their personal skills to simplify the material in a way that -D4  
.makes it easier for the recipient to understand
- . Analysis, interpretation, criticism, and memorization - D5
- create a spirit of perseverance and self Encouraging students to be creative and - D6  
denial among them through continuous encouragement of the need for joint and  
. effective cooperation among them to accomplish their academic requirements
- Providing them with the university's website regarding the availability of future - D7  
. employment and recruitment opportunities
- Gaining knowledge of the importance of developing their capabilities through - D8  
. knowledge education by learning about various types of-self
- Emphasizing the development of students' personal talents, such as sports and all - D9  
. types of arts, during their free time

**Teaching and learning methods**

- and correct teaching of the sciences of the Prophetic Hadith Training students on good  
. a strategy according to the student's ability and using
- level -the high in developing skills according to strategy reinforcement-Using the self  
. thinking skill
- the critical produce correct information according to Using synthesized thinking to  
. thinking strategy in learning
- 1 .Giving lectures and using textbooks – 4
  - 2 . material Discussion and solving issues related to the scientific
  - 3 .Writing scientific reports - 6
  - 4 . capabilities learning in teaching according to available-Using e - 7

**Evaluation methods**

- 1 choice -based on multiple (Theoretical exams (daily, monthly and final tests, true or false questions, essay questions and classroom questions for .academic subjects
- 2 .and grading for assigned students Homework
- 3 and the use of competitive questions for Participation in classrooms .students
- 4 .Oral tests

**1. Program structure**

Credit hours		Course name	Course code	Academic stage
practical	theoretical			
	3	History of Hadith Writing	<b>The first course</b>	<b>First</b>
	3	Hadith science knowledge		
	2	Recitation and memorization		
	2	Quranic sciences		
	2	English		
	2	Islamic jurisprudence 1		
	2	Grammar		
	2	Research Methodology		
	2	Memorize Hadith K2	Second course	
1	1	Calculators K2		
	2	Islamic jurisprudence 2 K2		
	2	K2 Library		
	3	Principles of Men's Science K2		
	3	Hadith Science Novel K2		
	2	Human Rights K2		
	2	Exchange K2		
	3	Modern methods	<b>The first course</b>	<b>Phase 2</b>
	3	Strange science of hadith		
	2	Hadiths on personal status rulings		
	3	Biography of the Prophet		
	2	Principles of jurisprudence		
	2	English		
1	1	Calculators		
	2	Methods of Hadith		

		<b>commentators</b>		
	<b>2</b>	<b>Baath Party Crimes</b>		
	<b>2</b>	<b>Memorizing the Hadith K2 Quran and</b>	<b>Second course</b>	
	<b>2</b>	<b>Grammar K2</b>		
	<b>2</b>	<b>Principles of Interpretation K2</b>		
	<b>2</b>	<b>Biography of the Ahl Bayt and the -al Companions, Part 2</b>		
	<b>2</b>	<b>Theology Doctrine K2</b>		
	<b>3</b>	<b>Men's science K2</b>		
	<b>3</b>	<b>Principles of Hadith Graduation K2</b>		
	<b>3</b>	<b>Different talk</b>	<b>The first course</b>	<b>Stage Third</b>
	<b>3</b>	<b>Study of the chains of transmission</b>		
	<b>2</b>	<b>Teaching methods</b>		
	<b>2</b>	<b>Grammar</b>		
	<b>2</b>	<b>Educational Psychology</b>		
	<b>2</b>	<b>English</b>		
	<b>3</b>	<b>Modern methods</b>		
	<b>3</b>	<b>Analytical talk</b>		
	<b>2</b>	<b>Calculators</b>		
	<b>3</b>	<b>Men's science K2</b>	<b>Second course</b>	
	<b>2</b>	<b>for the Reasons difference between the hadith scholars K2</b>		
	<b>2</b>	<b>Criticism of the text of the hadith, part 2</b>		
	<b>2</b>	<b>Memorizing the Quran and Hadith K2</b>		
	<b>2</b>	<b>Doctrine of prophecies K2</b>		
	<b>2</b>	<b>Analytical talk K2</b>		
	<b>2</b>	<b>Islamic systems K2</b>		
	<b>2</b>	<b>Religions K2</b>		



	2	<b>Orientalists and the Prophetic Hadith</b>	<b>The first course</b>	<b>Fourth</b>
	2	<b>Grammar</b>		
	2	<b>English</b>		
	3	<b>Etiology 1</b>		
	3	<b>wound and modification</b>		
	3	<b>Modern schools</b>		
	2	<b>Hadith jurisprudence 1</b>		
	2	<b>Hadith Jurisprudence 2 K 2</b>	<b>Second course</b>	
	3	<b>Etymology 2 K2</b>		
	2	<b>Research Project K2</b>		
	2	<b>Watch and apply K2</b>		
	3	<b>Stratigraphy K2</b>		
	2	<b>Reasons for the arrival of the hadith K2</b>		

## **2. Planning for personal development**

- 1** academic cadre capable of researching and Working on training an of investigating valuable books and sources that deal with the various fields to our And to provide the features of this experience . the Arabic language .the scientific arena enrich students in order to dear
- 2** vating the issue of scientific twinning between similar colleges at the Acti .and regional levels local
- 3** Striving to maintain the quality of teaching works to produce students with a .solid academic level
- 4** year -y fourthWorking on publishing distinguished scientific research b . students, in order to push the scientific movement in the right direction
- 5** Pay attention to the extent of commitment to the specified time for submitting .assignments
- 6** Observing and evaluating the presentations of the rest of the students and .following up while working as groups

## **3. regulations for admission to a college or Setting) Admission Criteria (institute**

- 1** Accreditation conditions Acceptance For students according to Regulations ministry education High And research Scientific) acceptance Central( .
- 2** That Passes Successfully a test private or interview a personality He sees it council College or . Section
- 3** That He is fit Medically For specialization Advanced To him.
- 4** Rate Success for Arabic Language in Highschool
- 5** Energy Capacity For the section Scientific.

## **4. The most important sources of information about the program**

- 1** Laws, regulations and instructions Issued by the Ministry of Higher Education . and Scientific Research
- 2** to Iraqi universities and central admission Student guide for admission .requirements

- 3 .Guide to the College of Islamic Sciences / Tikrit University
- 4 The Committee Sectoral For curricula Academic For colleges Islamic .sciences
- 5 .n IraqGuide to the project to develop Islamic science colleges i

# The first stage

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether she has made the most of the learning opportunities available. It must be he or .linked to the programme description

Tikrit University	Educational institution .1
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / .2 Center
Arabic grammar	Course Name/Code .3
My presence	Available attendance forms .4
first stage –First course	Chapter/Year .5
hours) Theoretical 30)	Number of study hours .6 (total)
Asst. Prof. Dr. Falah Hassan Mohammed	Instructor's name .7
2024/16/9	Date this description was .8 prepared
Course objectives .9	
The course aims to enable students to know the subject of morphology and its importance among the sciences of the Arabic language, and to correct their correct origins, tongues for correct pronunciation. They must learn this from its .and it must be factors of attraction and contemplation	
Required program outcomes, teaching, learning and assessment methods .10	

- 1 Introducing the student to the importance of morphology
- 2 Arabic language, and link it The student should know how to read the text in the .to reality by strengthening reading and writing correctly
- 3 The student should be aware of how scholars have paid attention to morphology .and devoted their writings to it
  - a. science and explain is to enable students to learn about this s The basis -4 .its importance and need for it

Program specific skill objectives

.The student acquires the skills related to morphology -B1

Providing students with the skills necessary for the development that has -B2

.the Arabic language taken place in the sciences of

Providing the student with special skills through the models he receives in -B3

.the study sessions

### Teaching and learning methods

- 1- .life examples-Adopting the lecture method and linking each topic to real
- 2- write a report on a topic related to the subject Directing the student to
- 3- Interventions
- 4- .Use question and answer
- 5- .Use brainstorming method for students to generate creative ideas

#### :Evaluation methods

- 1- Evaluation through students' participation in the lecture, their preparation for . the material, and questions related to and outside the topic
- 2- Evaluation through monthly exams

.based goals-Emotional and value -C

based goals-Emotional and value -C -A1

:Reception and acceptance: The student must -A1

- ❖ listens to the lecture actively
- ❖ Pays attention to the sequence of ideas within each topic and interacts .with them
- ❖ .Asks about the various ways to use different expressions

Answer: The student must-A2

- ❖ various questions on the subject Answers
- ❖ .The student feels pleasure in reading and listening to the lectures
- ❖ .The student participates in explaining each topic

Value judgment: The student must -A3

- ❖ er Appreciates the importance of each topic and its connection to oth .topics
- ❖ .Suggests different uses for expressions for each topic

Value organization: The student must -A4

- ❖ .Combines ideas from different topics to formulate new topics
- ❖ .Appreciates the value of learning the skill of the given lesson

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

Encouraging students to be creative and create a spirit of -D1

denial among them through continuous encouragement -perseverance and self  
d effective cooperation among them to accomplish their of the need for joint an  
.academic requirements

Providing them with the university's website regarding the availability of -D2  
.future employment and recruitment opportunities

e of developing their Providing them with knowledge of the importanc -D3  
education by learning about various types of -capabilities through self  
.knowledge

Emphasizing the development of students' personal talents, such as sports and -D4  
.all types of arts, during their free time

**Evaluation methods**

Written tests, oral tests, daily participation, homework completion

Written tests, oral tests, daily participation, homework completion

**Teaching and learning methods**

**1- :Teaching and learning methods**

- 1- .life examples-topic to real Adopting the lecture method and linking each
- 2- Directing the student to write a report on a topic related to the subject
- 3- Interventions
- 4- .Use question and answer
- 5- .Use brainstorming method for students to generate creative ideas

**:Evaluation methods**

- 1 students' participation in the lecture and their Evaluation through  
.preparation of the material and questions related to and outside the topic
- 2 Evaluation through monthly exams

.based goals-Emotional and value -C

based goals-Emotional and value -C -A1

:acceptance: The student must Reception and -A1

- ❖ listens to the lecture actively
- ❖ Pays attention to the sequence of ideas within each topic and interacts .with them
- ❖ .Asks about the various ways to use different expressions

Answer: The student must-A2

- ❖ on the subject Answers various questions
- ❖ .The student feels pleasure in reading and listening to the lectures
- ❖ .The student participates in explaining each topic

Value judgment: The student must -A3

- ❖ Appreciates the importance of each topic and its connection to other .topics
- ❖ .Suggests different uses for expressions for each topic

Value organization: The student must -A4

- ❖ .Combines ideas from different topics to formulate new topics
- ❖ .Appreciates the value of learning the skill of the lesson given

### **:Teaching and learning methods :Teaching and learning methods**

- 1- Adopting the lecture method and linking each topic to examples from .reality
- 2- .Directing the student to write a report on a topic related to the subject
- 3- Interventions
- 4- .Use question and answer
- 5- .students to generate creative ideas Use brainstorming method for

### **Evaluation methods**

- 1 Evaluation through students' participation in the lecture and their .preparation of the material and questions related to and outside the topic
- Evaluation through monthly exams -2

### **3- tests Oral**



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

Encouraging students to be creative and creating a spirit of -D1  
encouragement denial among them through continuous-perseverance and self  
of the need for joint and effective cooperation among them to accomplish their  
.academic requirements

Providing them with the university's website regarding the availability of -D2  
.future employment and recruitment opportunities

g them with knowledge of the importance of developing their Providin -D3  
education by learning about various types of -capabilities through self  
.knowledge

Emphasizing the development of students' personal talents, such as sports -D4  
.free time and all types of arts, during their

#### **Evaluation methods**

Written tests, oral tests, daily participation, homework

Course structure .11					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
General questions and discussion	theoretical	Introduction	Student understanding of the lesson	2	1
General questions and discussion	theoretical	Grammar Definitions	Student understanding of the lesson	2	2
General questions and discussion	theoretical	A general study of the first person who grammar wrote	Student understanding of the lesson	2	3
General questions and discussion	theoretical	preposition	Student understanding of the lesson	2	4
General questions and discussion	theoretical	Addition	Student understanding of the lesson	2	5
General questions and discussion	theoretical	Derivatives	Student understanding of the lesson	2	6
General questions and discussion	theoretical	Active participle	Student understanding of the lesson	2	7
General	theoretical	Passive participle	Student	2	8

questions and discussion			understanding of the lesson		
General questions and discussion	theoretical	Yes and no	Student understanding of the lesson	2	9
General questions and discussion	theoretical	General review	Student understanding of the lesson	2	10
Monthly exam	theoretical	Comprehensive review of materials	Student understanding of the lesson	2	11
General questions and discussion	theoretical	Passive participle	Student understanding of the lesson	2	12
General questions and discussion	theoretical	Yes and no	Student understanding of the lesson	2	13
General questions and discussion	theoretical	General review	Student understanding of the lesson	2	14
Monthly exam	Monthly exam	Comprehensive review of materials	Student understanding of the lesson	2	15

Explanation of Ibn Aqil	<b>Required textbooks -1</b>
Comprehensive Grammar/Grammatical Application	(Main references (sources -2

University Central Library	Recommended books and -A references (scientific journals, (.reports, etc
Comprehensive Library	•Electronic references -B ...websites

Curriculum Development Plan .12
.This is done by adding materials related to actual reality

## Academic Program Description

**This academic program description provides a concise summary of the main features of the program and the learning outcomes expected of the student, demonstrating whether he has made the most of the opportunities available. It is accompanied by a description of each course within the program**

Tikrit University	Educational institution .1
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Department / Scientific Center .2
History of Hadith Writing	Course name or code .3
Bachelor's	Final Certificate Name .4
first stage -First course	:Academic system .5 Annual / Courses / Other
Theoretical and practical	Accredited .6 Certification Program
Application in middle and secondary school	Other external .7 influences
2024/16/9	Description preparation .8 date
Muqdad Khazal Ahmed .Prof. Dr	Instructor's name .9

### **:Academic Program Objectives.10**

- 1- becomes familiar with the basic sciences that introduce him That the student .to the Sunnah of the Prophet and its virtues
- 2- To become acquainted with the knowledge and sciences that make him realize of the greatness of the Sunnah of the Prophet and its status among the sources . legislation
- 3- That the student is familiar with the interpretive rules that help him .understand the Qur'an and act upon it according to a sound methodology

### **11.Required program outcomes, teaching, learning and assessment methods**

- 1- to the importance of studying the chain of transmission and the text
- 2- The student should know how to judge a hadith by studying the chain of transmission
- .That students take care of the Noble Prophetic Sunnah and defend it

### **objectives Program specific skill**

- Forming a theoretical background through explanation, examples, -B1  
 .questions and answers
- Discussion inside the hall and giving students the opportunity to express -B2  
 .their opinions and suggestions
- the classroom and encouraging them Providing students with exercises in -B3  
 .to ask questions and answer them
- Providing students with homework exercises and discussing the mistakes -B4  
 .and weaknesses of each topic until the best result is reached collectively

- 6- Lecture method :Teaching and learning methods
- 7- Guidance
- 8- .Interventions
- 9- .Questions and answers

### **:Evaluation methods**

. Through participation and questions related to the topic and outside it

- .based goals-Emotional and value -C  
 based goals-Emotional and value -C -A1
- :acceptance: The student must Reception and -A1
- ❖ listens to the lecture actively
  - ❖ Pays attention to the sequence of ideas within each topic and interacts .with them
  - ❖ .Asks about the various ways to use different expressions
- Answer: The student must-A2
- ❖ on the subject Answers various questions
  - ❖ .The student feels pleasure in reading and listening to the lectures
  - ❖ .The student participates in explaining each topic
- Value judgment: The student must -A3
- ❖ Appreciates the importance of each topic and its connection to other .topics
  - ❖ .ts different uses for expressions for each topicSugges
- Value organization: The student must -A4
- ❖ .Combines ideas from different topics to formulate new topics
  - ❖ .Appreciates the value of learning the skill of the given lesson

**Teaching and learning methods: Lecture :Teaching and learning methods**

<b>method</b>
<p>Guidance -1 2-Interventions 3- Questions and Answers</p>
<p>.(Giving lectures (explanation and clarification .1 technological educational tools as teaching aids (listening to lessons via YouTube ) using ‘Data Show Projector .( Trying to make the student pay great attention to accuracy and academic .3 integrity in conveying the spirit of the text and finding the correct and acceptable tra or equivalent in the target language without resorting to adding anything ex .truncating the original meaning in the original language sentence Encourage the student to use some educational CDs and use the library as one .4 .of the learning methods</p>
<b>Evaluation methods</b>
<b>and outside it, and Through participation, questions related to the topic .electronic tests</b>

<p>General and transferable skills (other skills related to employability and -D (personal development</p> <ol style="list-style-type: none"> <li>1- Mastering the use of the English language through the four skills of .speaking, listening, reading and writing</li> <li>2- Mastering the use of different grammatical rules in the course topics</li> <li>3- We learn a lot of vocabulary and use different dictionaries to find the .correct meanings</li> <li>4- Developing the student's skills by focusing on some external influences . himself that help in developing</li> </ol>
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Evaluation methods
Written tests, oral tests, daily participation, homework completion

<b>12.Program structure</b>				
Credit hours		Course name	Course code	Academic stage
practical	theoretical			
<b>1</b>	<b>1</b>	History of Hadith Writing	Through the curriculum	First
<b>1</b>	<b>1</b>	History of Hadith Writing	Through the curriculum	First
<b>1</b>	<b>1</b>	History of Hadith Writing	Through the curriculum	First

<b>1</b>	<b>1</b>	History of Hadith Writing	Through the curriculum	First
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13.Planning for personal development

**.challenges, skills, and previous experiences .Through renewed passion, ideas**

14.(Admission Criteria (Setting regulations for admission to a college or institute

**.Determined by the college**

15.The most important sources of information about the program



<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watch es</b>	<b>The week</b>
Discussion questions and daily assignments	Presentati on and discussion	<b>Welcoming students, and an presenting vocabulary introduction to the sciences of Hadith</b>	<b>History of Hadith Writing</b>	<b>3</b>	the first
Discussion questions and daily assignments	Presentati on and discussion	<b>Definition of Hadith Sciences and its Subject</b>		<b>3</b>	the second
Discussion questions and daily assignments	Presentati on and discussion	<b>Sunnah in the terminology of hadith scholars, scholars of the principles of jurisprudence and jurists</b>		<b>3</b>	the third
Discussion questions and daily assignments	Presentati on and discussion	<b>Statement of the status of Sunnah in Islam</b>		<b>3</b>	Fourth
Discussion questions and daily assignments	Presentati and on discussion	<b>Evidence of the authenticity of the Sunnah</b>		<b>3</b>	Fifth
Discussion questions and daily assignments	Presentati on and discussion	<b>Statement of the status of hadith during the era of the God bless him Prophet (may (and grant him peace</b>		<b>3</b>	Sixth
Discussion questions and daily assignments	Presentati on and discussion	<b>Statement of consideration of the conditions of the people of Hadith</b>		<b>3</b>	Seventh
Discussion questions and daily assignments	Presentati on and discussion	<b>Respecting and honoring the hadith of the Prophet, may God bless him and grant him peace</b>		<b>3</b>	The eighth
person -In exam	Presentati on and discussion	<b>First month exam</b>		<b>3</b>	Ninth
Discussion questions and daily assignments	Presentati on and discussion	<b>How to study the hadith of the Prophet, may God bless him and grant him peace</b>		<b>3</b>	tenth
Discussion questions and daily assignments	Presentati on and discussion	<b>The spread of hadith in the era of the companions</b>		<b>3</b>	eleventh

Discussion questions and daily assignments	Presentati on and discussion	The spread of hadith in the era of the followers		3	twelfth
Discussion questions and daily assignments	Presentati on and discussion	The journey in search of hadith among the companions and followers		3	thirteenth
General questions	Presentati on and discussion	Scholars' opinions on what is prohibited and permissible in writing the hadith of the Prophet, may God bless him .and grant him peace		3	fourteenth
person -In exam	Presentati on and discussion	Second month exam		3	fifteenth

Introduction to the Study of Sunnah Dr. Khatib-Muhammad Ajaj Al	Required textbooks -1
The status of Sunnah in Islamic legislation • .Abdul Samee Anis .Dr	(Main references (sources -2
Comprehensive Library Program, Illustrated Library	Recommended books and -A references (scientific journals, (.reports, etc
Noor website for science	Electronic references, -B ...websites

Curriculum Development Plan .14
.adding materials related to actual reality This is done by

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .10
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / Center .11
human rights	Course Name/Code .12
My presence	Available attendance forms .13
first stage -Second course	Chapter/Year .14
Theoretical (hours 30)	Number of study hours (total) .15
M.M. Samir Abdel Ayed	Instructor's name .16
2025/1/19	Date this description was prepared .17
Course objectives .18	

**dignity, Providing students with the basic principles of**  
**humanity and freedom**  
**.The student should learn about basic rights under justice**  
**The student should be familiar with the sources of human rights**  
**in Islam**  
**Providing students with sufficient information about the**  
**human rights in Islam characteristics and divisions of**

Required program outcomes, teaching, learning and assessment methods .15
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<p>Enabling the student to gain knowledge and understanding of the .theoretical framework of the concept of human rights -1</p> <p>understanding of human Enabling the student to gain knowledge and -2</p> <p>.rights requirements and sources of these rights</p> <p>Enabling the student to understand and analyze the characteristics of -3</p> <p>.human rights in Islam</p> <p>Enabling students to recognize the right of God Almighty over His -4</p> <p>.His servants over God Almighty servants and the right of</p>
<p style="text-align: center;">Program specific skill objectives</p> <p>The student acquires the skills related to the duties that are upon him and -B1</p> <p>.the rights that he has</p> <p>Providing students with the skills necessary to respect the dignity and -B2</p> <p>.of others rights</p> <p>Providing the student with skills related to the right to life, the right to -B3</p> <p>.education, and the right to ownership</p>
<p>Teaching and learning methods</p>
<p>life -Adopting the lecture method and linking each topic to real -10</p> <p>.examples</p> <p>student to write a report on a topic related to the subject Directing the -11</p> <p>Interventions -12</p> <p>.Use question and answer -13</p> <p>.Use brainstorming method for students to generate creative ideas -14</p>
<p>:Evaluation methods</p>
<p>Evaluation through students' participation in the lecture, their preparation for -4</p> <p>. the material, and questions related to and outside the topic</p> <p>Evaluation through monthly exams -5</p>
<p>.based goals-Emotional and value -C</p> <p>based goals-Emotional and value -C -A1</p> <p>:Reception and acceptance: The student must -A1</p> <p>listens to the lecture actively ❖</p> <p>Pays attention to the sequence of ideas within each topic and interacts ❖</p> <p>.with them</p> <p>.Asks about the various ways to use different expressions ❖</p> <p>Answer: The student must-A2</p> <p>various questions on the subject Answers ❖</p> <p>.The student feels pleasure in reading and listening to the lectures ❖</p> <p>.The student participates in explaining each topic ❖</p> <p>Value judgment: The student must -A3</p>

<p>other Appreciates the importance of each topic and its connection to ❖          .topics          .Suggests different uses for expressions for each topic ❖          Value organization: The student must -A4          .Combines ideas from different topics to formulate new topics ❖          .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>:Teaching and learning methods :Teaching and learning methods</p>
<p>.life examples-Adopting the lecture method and linking each topic to real -2          Directing the student to write a report on a topic related to the subject -3          Interventions -4          .Use question and answer -5          .brainstorming method for students to generate creative ideas Use -6</p>
<p>Evaluation methods</p>
<p>Evaluation through students' participation in the lecture and their -1          .preparation of the material and questions related to and outside the topic          through monthly exams Evaluation -2</p>
<p>General and transferable skills (other skills related to employability and -D          .(personal development          Encouraging students to be creative and creating a spirit of -D1          continuous encouragement denial among them through-perseverance and self          of the need for joint and effective cooperation among them to accomplish their          .academic requirements          Providing them with the university's website regarding the availability of -D2          .future employment and recruitment opportunities          Providing them with knowledge of the importance of developing their -3D          education by learning about various types of -capabilities through self          .knowledge          Emphasizing the development of students' personal talents, such as sports and -D4          .during their free time (all types of arts</p>
<p>Evaluation methods</p>
<p>Written tests, oral tests, daily participation, homework completion</p>

Written tests, oral tests, daily participation, homework completion
Teaching and learning methods
:Teaching and learning methods -7
.life examples-Adopting the lecture method and linking each topic to real -6 Directing the student to write a report on a topic related to the subject -7 Interventions -8 .Use question and answer -9 .Use brainstorming method for students to generate creative ideas -10
:Evaluation methods
Evaluation through students' participation in the lecture and their -1 .preparation of the material and questions related to and outside the topic Evaluation through monthly exams -2
.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .Asks about the various ways to use different expressions ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .The student feels pleasure in reading and listening to the lectures ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 each topic and its connection to other Appreciates the importance of ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .lesson given Appreciates the value of learning the skill of the ❖
:Teaching and learning methods :Teaching and learning methods
.Adopting the lecture method and linking each topic to examples from reality -1 .Directing the student to write a report on a topic related to the subject -2

<p style="text-align: right;">Interventions -3          .Use question and answer -4          .Use brainstorming method for students to generate creative ideas -5</p>					
Evaluation methods					
<p>Evaluation through students' participation in the lecture and their -1          .outside the topic preparation of the material and questions related to and          Evaluation through monthly exams -2  <b>Oral tests -6</b></p>					
<p>General and transferable skills (other skills related to employability and -D          .(personal development</p> <p>Encouraging students to be creative and creating a spirit of -D1          denial among them through continuous encouragement -perseverance and self          of the need for joint and effective cooperation among them to accomplish their          .academic requirements</p> <p>Providing them with the university's website regarding the availability of -D2          .ture employment and recruitment opportunitiesfu</p> <p>Providing them with knowledge of the importance of developing their -D3          education by learning about various types of -capabilities through self          .knowledge</p> <p>alents, such as sports Emphasizing the development of students' personal t -D4          .and all types of arts, during their free time</p>					
Evaluation methods					
Written tests, oral tests, daily participation, homework					
Course structure .16					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>

Written tests	Presentation and discussion	Definition of human rights	Human rights in Islam	2	1
Written tests	Presentation and discussion	Rights divisions	Human rights in Islam	2	2
Written tests	Presentation and discussion	The rights of God servants, the over His rights of His servants over God Almighty, and the rights of His servants among themselves	Human rights in Islam	2	3
Written tests	Presentation and discussion	Sources of human rights in Islam (the Holy Quran / the Sunnah of the the sayings / Prophet of the Companions and Followers / the consensus of the jurists / the efforts of (the jurists	Human rights in Islam	2	4
Written tests	Presentation and discussion	Characteristics of human rights in Islam	Human rights in Islam	2	5
Written tests	Presentation and discussion	Restricting rights in a way that does not harm the interests of others or the public interest	Human rights in Islam	2	6
Written tests	Presentation and discussion	Equality between men and women in terms of human value, the right to life, expressing opinions and thoughts, and the ability to dispose of money, and the differences between men and women in inheritance, blood money, 'aqeeqah, .testimony, and others	Human rights in Islam	2	7



Written tests	Presentation and discussion	Divisions of rights into political rights and civil rights	Human rights in Islam	2	8
Written tests	Presentation and discussion	The right to life and security	Human rights in Islam	2	9
Written tests	Presentation and discussion	The right to justice and equality	Human rights in Islam	2	10
Written tests	Presentation and discussion	The right to freedom and freedom of belief for Muslims	Human rights in Islam	2	11
Written tests	Presentation and discussion	Freedom of thought, freedom of expression of travel and movement	Human rights in Islam	2	12
Written tests	Presentation and discussion	Freedom of immigration and asylum, freedom of correspondence and communication, and the right to learn and acquire knowledge	Human rights in Islam	2	13
Written tests	Presentation and discussion	The right to work and earn a living, the right to own and dispose of financially, and the right to lineage	Human rights in Islam	2	14
Written tests	Presentation and discussion	The right to citizenship, the right to housing and its sanctity, the right to marriage and family formation	Human rights in Islam	2	15
<b>Sharbaji-Human Rights in Islam / Ali Al</b>			<b>Required textbooks -1</b>		
Principles of Human Rights in Islam / Najm Samarraï-About Mahdi Al			(Main references (sources -2		

The Internet	Recommended books and -A references (scientific journals, (.reports, etc
www.qurani.islamic.	Electronic references, -B ...websites

Curriculum Development Plan .17
.reality This is done by adding materials related to actual

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .19
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / .20 Center
English language	Course Name/Code .21
person-In	Available attendance .22 forms
First Stage -Chapter One	Chapter/Year .23
(hours 30)	Number of study hours .24 (total)
2024/16/9	Date this description was .25 prepared
Ms. Wafaa Naji Hamad	Instructor's name .26
Course objectives .27	

**The student should learn the basic sciences of the English language**  
**To learn a set of useful terms in conveying the basics of the Islamic religion to English speakers**  
**The student should be familiar with the grammatical rules that help in learning the English language**

learning and assessment Required program outcomes, teaching .18  
methods

<p>The learning outcomes of the main course should be consistent with the course's mission, objectives and outcomes</p> <p>What is expected from the course: To identify the student's future work the purposes served by each individual options, which helps in determining outcome</p>
<p style="text-align: right;">Program specific skill objectives</p> <p>Forming a theoretical background through explanation, examples, -B1  questions and answers</p> <p>Discussion inside the hall and giving students the opportunity to express -B2  their opinions and suggestions</p> <p>Providing students with exercises in the classroom and encouraging them -B3  to ask questions and answer them</p> <p>Providing students with homework exercises and discussing the mistakes -B4  .best result is reached collectively and weaknesses of each topic until the</p>
<p>Teaching and learning methods</p>
<p style="text-align: right;">Teaching and learning methods: Lecture method -15  Guidance -16  Interventions -17  Using computer and data show -18</p>
<p>:Evaluation methods</p>
<p>. Through participation and questions related to the topic and outside it</p>
<p style="text-align: right;">.based goals-Emotional and value -C  based goals-Emotional and value -C -A1  :Reception and acceptance: The student must -A1  listens to the lecture actively ❖</p> <p>sequence of ideas within each topic and interacts Pays attention to the ❖  .with them</p> <p>.Asks about the various ways to use different expressions ❖  Answer: The student must-A2  Answers various questions on the subject ❖</p> <p>.The student feels pleasure in reading and listening to the lectures ❖  .The student participates in explaining each topic ❖</p> <p style="text-align: right;">Value judgment: The student must -A3  Appreciates the importance of each topic and its connection to other ❖  .topics</p>

<p>.Suggests different uses for expressions for each topic ❖  student must Value organization: The -A4  .Combines ideas from different topics to formulate new topics ❖  .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods  Guidance -2  Interventions -3  computer and data show Using -4</p>
<p>.(Giving lectures (explanation and clarification .1  technological educational tools as teaching aids (listening to lessons via  .(Data Show Projector using ‘YouTube )  and academic Trying to make the student pay great attention to accuracy .3  integrity in conveying the spirit of the text and finding the correct and acceptable  equivalent in the target language without resorting to adding anything extra or  .truncating the original meaning in the original language sentence  e the student to use some educational CDs and use the library as one Encourag .4  .of the learning methods</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>employability and General and transferable skills (other skills related to -D  .(personal development  Mastering the use of the English language through the four skills: speaking, -D1  .listening, reading and writing  Mastering the use of different grammatical rules in the course topics -D2  vocabulary in addition to using different dictionaries to We learn a lot of -D3  .reach the correct meanings  Developing the student’s skills by focusing on some external influences -D4  .that help in developing himself</p>
<p>Evaluation methods</p>
<p>participation, homework completion Written tests, oral tests, daily</p>
<p>Written tests, oral tests, daily participation, homework completion</p>

Teaching and learning methods	
Teaching and learning methods: Lecture style	-19
Guidance	-20
Interventions	-21
Using computer and data show	-22
:methods Evaluation	
. Through participation and questions related to the topic and outside it	
.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ to the sequence of ideas within each topic and interacts Pays attention ❖ .with them .Asks about the various ways to use different expressions ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .cturesThe student feels pleasure in reading and listening to the le ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .Suggests different uses for expressions for each topic ❖ student must Value organization: The -A4 .Combines ideas from different topics to formulate new topics ❖ .Appreciates the value of learning the skill of the lesson given ❖	
Teaching and learning methods: Lecture method	:Teaching and learning methods
Guidance	-2
Interventions	-3
Using computer and data show	-4
.(Giving lectures (explanation and clarification .1 technological educational tools as teaching aids (listening to lessons via .(Data Show Projector using ‘YouTube ) accuracy and academic Trying to make the student pay great attention to .3 integrity in conveying the spirit of the text and finding the correct and acceptable equivalent in the target language without resorting to adding anything extra or .truncating the original meaning in the original language sentence Encourage the student to use some educational CDs and use the library as one .4	

	.of the learning methods
	Evaluation methods
<b>Through participation and questions related to the topic and outside it</b>	
	<p>related to employability and General and transferable skills (other skills -D  .(personal development  Mastering the use of the English language through the four skills: speaking, -D1  .listening, reading and writing  Mastering the use of different grammatical rules in the course topics -D2  lot of vocabulary in addition to using different dictionaries to We learn a -D3  .reach the correct meanings  Developing the student's skills by focusing on some external influences -D4  .that help in developing himself</p>
	Evaluation methods
	daily participation, homework ,Written tests, oral tests

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Written oral and tests</b>	<b>Presentatio n and discussion</b>	<b>Possessive adjectives and possessive pronouns</b>	<b>English language</b>	<b>2</b>	<b>1</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Interrogative words</b>	<b>English language</b>	<b>2</b>	<b>2</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Simple present</b>	<b>English language</b>	<b>2</b>	<b>3</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Present perfect</b>	<b>English language</b>	<b>2</b>	<b>4</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Present Continuous</b>	<b>English language</b>	<b>2</b>	<b>5</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Simple future</b>	<b>English language</b>	<b>2</b>	<b>6</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Future perfect</b>	<b>English language</b>	<b>2</b>	<b>6</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Future Continuous</b>	<b>English language</b>	<b>2</b>	<b>7</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Simple past</b>	<b>English language</b>	<b>2</b>	<b>8</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>perfect past</b>	<b>English language</b>	<b>2</b>	<b>9</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>past continuous</b>	<b>English language</b>	<b>2</b>	<b>10</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>I'm only a child</b>	<b>English language</b>	<b>2</b>	<b>11</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>She is born leader</b>	<b>English language</b>	<b>2</b>	<b>12</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>WE ARE BOTH RELIABLE</b>	<b>English language</b>	<b>2</b>	<b>13</b>
<b>Written</b>	<b>Presentatio</b>	<b>I D LIKE CHECK IN</b>	<b>English</b>	<b>2</b>	<b>14</b>



<b>oral and tests</b>	<b>n and discussion</b>		<b>language</b>		
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>General review</b>	<b>English language</b>	<b>2</b>	<b>15</b>

	<b>HAEDWAY PLUS</b>	<b>Required textbooks -1</b>
	<b>SPEAK NOW</b>	(Main references (sources -2
	Internet The	Recommended books and -A references (scientific journals, (.reports, etc
	—appDUOLINGO English learning sites	Electronic references, -B ...websites

<b>Curriculum Development Plan .20</b>
.This is done by adding materials related to actual reality

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University / College of Islamic Sciences	Educational institution .28
Department of Hadith and its Sciences	Scientific Department / .29 Center
Memorize the Quran	Course Name/Code .30
My presence	Available attendance .31 forms
Second course / first stage	2024 Chapter/Year .32
hours 30	Number of study hours .33 (total)
2025/1/19	Date this description was .34 prepared
Mr. Mahdi Mohammed Jassim	Instructor's name .35 .36
:Course objectives .37	

- **The learner's keenness to master the memorization of the Holy Quran in terms of recitation, writing, and control**
- **Documenting the learner's connection to the Holy Qur'an as a book of guidance and a constitution for life**
- **Expanding the student's horizons and alerting him to the importance of memorizing the Qur'an, and the virtue of learning and teaching it**

• **.The student memorized thirty hadiths of the Prophet**  
 • **Introducing the student to aspects of the Prophet’s biography,**  
**may God bless him and grant him peace, and his guidance in**  
**d remembrance, along with aspects of the morals, worship, an**  
**Prophet’s biography, may God bless him and grant him peace,**  
**.with himself**  
 • **Instilling love for the Prophet, may God bless him and grant**  
**.him peace, and the desire to follow his example**  
 • **tatus of the Companions, may God Knowing the virtues and s**  
 • **.Almighty be pleased with them**

Required program outcomes, teaching, learning and assessment methods	.21
The learning outcomes of the main course should be consistent with the course’s mission, objectives and outcomes is expected from the course: To identify the student’s future work What options, which helps in determining the purposes served by each individual outcome. And for students to take care of the Holy Quran by memorizing and .studying it	
<p>objectives Program specific skill</p> <p>Forming a theoretical background through explanation, examples, -B1 .questions and answers</p> <p>Discussion within the electronic class and giving students the opportunity -B2 .to express their opinions and suggestions</p> <p>exercises in the online classroom and Providing students with e -B3 .encouraging them to ask questions and answer them</p> <p>Providing students with homework exercises and discussing the mistakes -B4 .and weaknesses of each topic until the best result is reached collectively</p>	
arning methodsTeaching and le	
Delivering the lecture 2. Reading required texts from the book .1 Explain on the board 4. Presentation and correction .3	
:Evaluation methods	

<p>. Through participation and questions related to the topic and outside it</p>
<p>.based goals-value Emotional and -C  based goals-Emotional and value -C -A1  :Reception and acceptance: The student must -A1  listens to the lecture actively ❖  Pays attention to the sequence of ideas within each topic and interacts ❖  .with them  .different expressions Asks about the various ways to use ❖  Answer: The student must-A2  Answers various questions on the subject ❖  .The student feels pleasure in reading and listening to the lectures ❖  .The student participates in explaining each topic ❖  Value judgment: The student must -A3  Appreciates the importance of each topic and its connection to other ❖  .topics  .Suggests different uses for expressions for each topic ❖  Value organization: The student must -A4  .Combines ideas from different topics to formulate new topics ❖  .e of learning the skill of the given lessonAppreciates the valu ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods  Guidance -2  Interventions -3</p>
<p>.(Giving lectures (explanation and clarification .1  teaching aids (listening to lessons via Using technological educational tools as .2  .To improve recitation .(Data Show Projector use ‘YouTube )  Trying to make the student pay great attention to accuracy and academic .3  table integrity in conveying the spirit of the text and finding the correct and accep  equivalent in the target language without resorting to adding anything extra or  .truncating the original meaning in the original language sentence  Encourage the student to use some educational CDs and use the library as one .4  .of the learning methods</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>

	<p>General and transferable skills (other skills related to employability and -D          .(personal development          through the four skills: speaking, Proficiency in using computers and programs -D1          .listening, reading and writing          Mastering the use of different grammatical rules in the course topics -D2          Learn a lot of vocabulary in addition to using different dictionaries to reach -D3          .the correct meanings          ping the student's skills by focusing on some external influences Develo -D4          .that help in developing himself</p>
	<p>Evaluation methods</p>
	<p>Written tests, oral tests, daily participation, homework completion</p>

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watch es</b>	<b>The week</b>
Oral and written tests	Presentati on and discussion	Memorize five verses Mulk-from Surah Al	Memorize half of Part 29 and two hadiths	2	1
Oral and written tests	Presentati on and discussion	verses Memorize five Mulk-from Surah Al	Memorize half of Part 29 and two hadiths	2	2
Oral and written tests	Presentati on and discussion	Memorize five verses Mulk-from Surah Al	Memorize half of Part 29 and two hadiths	2	3
Oral and written tests	Presentati on and discussion	Save to the end of Surah Tabarak	Memorize half of Part 29 and two hadiths	2	4
Oral and written tests	Presentati and on discussion	Memorize ten verses -from Surat Al Qalam	Memorize half of Part 29 and two hadiths	2	5
Oral and written tests	Presentati on and discussion	Memorize ten verses -from Surat Al Qalam	Memorize half of and two 29 Part hadiths	2	6
Oral and written tests	Presentati on and discussion	Memorize ten verses -from Surat Al Qalam	Memorize half of Part 29 and two hadiths	2	7
Oral and written tests	Presentati on and discussion	Save to the end of Qalam-Surah Al	Memorize half of Part 29 and two hadiths	2	8
written Oral and tests	Presentati on and discussion	Memorize ten verses -from Surat Al Haqqah	Memorize half of Part 29 and two hadiths	2	9
Oral and written tests	Presentati on and discussion	Memorize ten verses -from Surat Al Haqqah	Memorize half of Part 29 and two hadiths	2	10
Oral and written tests	Presentati on and discussion	Save to the end of Haqqah-Surah Al	Memorize half of Part 29 and two hadiths	2	11
Oral and written tests	Presentati on and discussion	Memorize fifteen -verses of Surat Al Ma'arij	Memorize half of Part 29 and two hadiths	2	12
Oral and written tests	Presentati on and discussion	Save to the end of Ma'arij-Al Surah	Memorize half of Part 29 and two hadiths	2	13
Oral and written tests	Presentati on and discussion	Memorize ten verses from Surah Nuh	Memorize half of Part 29 and two hadiths	2	14
Oral and written	Presentati	Save to the end of	Memorize half of	2	15

tests	on and discussion	Surah Nuh	Part 29 and two hadiths		

Memorizing a number of surahs in the Tabarak section	Required textbooks -1
Interpretation of the Holy Quran by Ibn Kathir Duas-Tajweed by Izzat Al The Art of The Internet	(Main references (sources -2 Recommended books and -A references
Comprehensive Library	Electronic references, -B ...websites

Curriculum Development Plan .23
.This is done by adding materials related to actual reality

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning .be linked to the programme description opportunities available. It must

Tikrit University / College of Islamic Sciences	Educational institution .38
Department of Hadith and its Sciences	Scientific Department Center / .39
(Islamic jurisprudence: (1	Course Name/Code .40
My presence	Available attendance forms .41
Chapter One	Chapter/Year .42
hours (30)	Number of study (hours (total .43
2024/9/16	Date this description was prepared .44
Imad Hussein Alwan .M.M	Instructor's name .45
	<b>Course objectives .46</b>



Introducing the student to the meaning of jurisprudence in language and terminology, and the schools of thought of scholars on this matter -1

Introducing the student to the meaning of the jurisprudence of worship and its evidence .Qur'an and the pure Sunnah from the -2

Introducing the student to the meaning of dry ablution and some of the scholars' differences and evidence regarding it -3

Introducing the student to the meaning of the pillars of Tayammum and some of the scholars' differences and evidence regarding them -4

Introducing the student to the meaning of the Sunnahs of Tayammum and some of the scholars' differences and evidence regarding them -5

Introducing the student to the meaning of the nullifiers of Tayammum and some of the scholars' differences and their evidence regarding them -6

**the dislike of the Surah, which is the leftover food of a cat** Defining for the student the meaning of and some of the scholars' differences and their evidence regarding it -7

Introducing the student to the meaning of the pillars of wiping over the socks and some of the scholars' differences and evidence regarding them -8

Introducing the student to the meaning of the duration of wiping and some of the scholars' differences and evidence regarding it -9

Introducing the student to the meaning of the chapter on prayer and its consequences, and some of the scholars' differences and their evidence regarding it -10

#### **Course outcomes, teaching, learning and assessment methods .24**

Cognitive objectives -A

Introducing the student to the meaning of jurisprudence in language and terminology, and the schools of thought of scholars on this matter - 1

Introducing the student to the meaning of the jurisprudence of worship and its evidence .pure Sunnah from the Qur'an and the -2

Introducing the student to the meaning of dry ablution and some of the scholars' differences and evidence regarding it -3

Introducing the student to the meaning of the pillars of Tayammum and some of the scholars' differences and evidence regarding them -4

Introducing the student to the meaning of the Sunnahs of Tayammum and some of the scholars' differences and evidence regarding them -5

Introducing the student to the meaning of the nullifiers of Tayammum and some of the scholars' differences and their evidence regarding them -6

**the dislike of the Surah, which is the leftover food of a cat** Defining for the student the meaning of and some of the scholars' differences and their evidence regarding it -7

Introducing the student to the meaning of the conditions for wiping over the socks and some of the scholars' differences and evidence regarding them -8

Introducing the student to the meaning of the duration of wiping and some of the scholars' differences and evidence regarding it -9

Introducing the student to the meaning of the chapter on prayer and its consequences, -10

.and some of the scholars' differences and their evidence regarding it
. Course specific skill objectives -B uage and terminology To compare the concept of jurisprudence between lang -B1 .and the most correct of them .To compare the opinions of scholars on worship and their differences in it -B2 To demonstrate the concept of jurisprudential issues with reliable and correct -B3 . evidence .of scholars according to the available evidence To discuss the opinions -B4
Teaching and learning methods
.Teaching methods of all types: lecture, inductive, standard -1 (Slide show (Power Point -2 .Questions -3 .Assignments and student participation -4 .Mind maps -5 .reports on course topics Prepare -6
Evaluation methods
.Participate and interact with the lecture -1 .Daily, monthly, semester and final tests -2
based goals-Emotional and value -C .He listens to the lecture actively -A1 .different expressions Ask about the various ways of using -A2 .The student participates in explaining each topic -A3 .Appreciate the importance of each topic and its connection to other topics -A4
Teaching and learning methods
.Teaching methods of all types: lecture, inductive, standard -1 (Slide show (Power Point -2 .Encourage the student to intervene -3
Evaluation methods
.Participate and interact with the lecture -1 Daily tests -2
General and transferable skills (other skills related to employability and personal -D (development .The skill of explaining the topics of jurisprudence in the chapter on worship -D1 .The skill of explaining and providing evidence for jurisprudential issues -D2 .The skill of discussing the opinions of scholars -D3

**Course structure.25**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Participate in the lecture and daily test	The lecture Student participation	<b>Definition of Islamic jurisprudence</b>	<b>Islamic jurisprudence (worship)</b>	<b>2</b>	<b>1</b>
Participate in the lecture and daily test	Standard Student participation	<b>Definition of jurisprudence of worship</b>	=	<b>2</b>	<b>2</b>
Participate in the lecture and daily test	Inductive Student participation	<b>Explanation of the meaning of Tayammum</b>	=	<b>2</b>	<b>3</b>
Participate in the lecture and daily test	Standard Mind maps	<b>Obligations and pillars of Tayammum</b>	=	<b>2</b>	<b>4</b>
Participate in the lecture and daily test	Inductive Student participation	<b>Sunnahs of Tayammum</b>	=	<b>2</b>	<b>5</b>
Participate in the lecture and daily test	The lecture Student participation	<b>Invalidators of Tayammum</b>	=	<b>2</b>	<b>6</b>
<b>Monthly test</b>	----	<b>a test</b>	=	<b>2</b>	<b>7</b>
Participate in the lecture and daily test	Lecture Student Participation	<b>Chapter on dry ablution</b>	=	<b>2</b>	<b>8</b>
Participate in the lecture and daily test	Lecture Student Participation	<b>Explanation of the undesirability of eating the leftover food of a cat</b>	=	<b>2</b>	<b>9</b>
Participate in the lecture and daily test	Lecture Student Participation	<b>Explanation of the vocabulary of the chapter on dry ablution</b>	=	<b>2</b>	<b>10</b>
Participate in the lecture and	Lecture Student Participation	<b>Conditions of Tayammum</b>	=	<b>2</b>	<b>11</b>

daily test					
Participate in the lecture and daily test	Inductive Student participation	Wiping over the socks	=	2	12
Participate in the lecture and daily test	Lecture Student Participation	Explanation of the chapter on prayer	=	2	13
Monthly test	----	a test	=	2	14
Participate in the lecture and daily test	Inductive Student Participation	In the conditions of dry ablution	=	2	15

<b>Infrastructure.26</b>	
Dr. .Issues of Comparative Jurisprudence Prof Hashem Jameel	Required textbooks -1
.The Differences of Jurists by Ibn Jarir -1 A summary of the differences of scholars by -2 Tahawi-Al Jurisprudence according to the five schools of -3 thought by Sheikh Muhammad Jawad .Mughniyah	(Main references (sources -2
Jurisprudence according to the five schools of -1 thought by Sheikh Muhammad Jawad Mughniyah A summary of the differences of scholars by -2 Tahawi-Al	Recommended books and -A references (scientific journals, (.reports, etc
	‘Electronic references -B ...websites

<b>Curriculum Development Plan .27</b>

The curriculum vocabulary is based on the fact that the subject is only one chapter, so there is a lot of abbreviation in it, and the plan to develop the curriculum is based that the scientific material is distributed over two on adding a second chapter, so .chapters, which ensures that the benefit reaches the student

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .47
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / Center .48
Quranic sciences	Course Name/Code .49
My presence	Available attendance forms .50
First Stage -Chapter One	Chapter/Year .51
Theoretical (hours 30)	Number of study hours (total) .52
2024/9/16	Date this description was prepared .53
or. D. Qaqa Mahdi Saleh	Instructor's name .54
Course objectives .55	

**Quranic Providing students with the basic principles of**  
 . Sciences  
**The student should become familiar with the topics of this science**  
 . Quranic sciences  
**Quranic Sciences That the student is familiar with the sources of the**  
 . material  
**Providing students with sufficient information about the science**

Required program outcomes, teaching, learning and assessment methods	.28
Enabling the student to gain knowledge and understanding of the .science theoretical framework of this	-5
Enabling the student to gain knowledge and understanding of the .requirements of Quranic sciences	-6
. Quranic sciences Enabling the student to master the vocabulary	-7
.Enabling students to learn about the topics of this science	-8
<p style="text-align: right;">objectives Program specific skill</p> <p style="text-align: right;">. to Quranic sciences The student acquires the skills related -B1</p> <p style="text-align: right;">the sciences of the Providing students with the necessary skills to know -B2</p> <p style="text-align: right;">. Quran</p> <p style="text-align: right;">.Providing the student with skills related to the vocabulary of this science -B3</p>	
Teaching and learning methods	
<p style="text-align: right;">life -Adopting the lecture method and linking each topic to real -23</p> <p style="text-align: right;">.examples</p> <p style="text-align: right;">Directing the student to write a report on a topic related to the subject -24</p> <p style="text-align: right;">Interventions -25</p> <p style="text-align: right;">.Use question and answer -26</p> <p style="text-align: right;">.to generate creative ideas Use brainstorming method for students -27</p>	
:Evaluation methods	
Evaluation through students' participation in the lecture, their preparation for . the material, and questions related to and outside the topic	-7
Evaluation through monthly exams	-8
<p style="text-align: right;">.based goals-value Emotional and -C</p> <p style="text-align: right;">based goals-Emotional and value -C -A1</p> <p style="text-align: right;">:Reception and acceptance: The student must -A1</p> <p style="text-align: right;">listens to the lecture actively ❖</p> <p style="text-align: right;">Pays attention to the sequence of ideas within each topic and interacts ❖</p> <p style="text-align: right;">.with them</p> <p style="text-align: right;">.different expressions Asks about the various ways to use ❖</p> <p style="text-align: right;">Answer: The student must-A2</p> <p style="text-align: right;">Answers various questions on the subject ❖</p>	

<p>.The student feels pleasure in reading and listening to the lectures ❖          .The student participates in explaining each topic ❖          Value judgment: The student must -A3          Appreciates the importance of each topic and its connection to other ❖          .topics          .Suggests different uses for expressions for each topic ❖          Value organization: The student must -A4          .Combines ideas from different topics to formulate new topics ❖          .e of learning the skill of the given lesson Appreciates the valu ❖</p>
<p>:Teaching and learning methods :Teaching and learning methods</p>
<p>.life examples-Adopting the lecture method and linking each topic to real -8          Directing the student to write a report on a topic related to the subject -9          Interventions -10          .Use question and answer -11          .Use brainstorming method for students to generate creative ideas -12</p>
<p>Evaluation methods</p>
<p>Evaluation through students' participation in the lecture and their -1          .and outside the topic preparation of the material and questions related to          Evaluation through monthly exams -2</p>
<p>General and transferable skills (other skills related to employability and -D          .(personal development          Encouraging students to be creative and create a spirit of -D1          denial among them through continuous encouragement -and self perseverance          of the need for joint and effective cooperation among them to accomplish their          .academic requirements          Providing them with the university's website regarding the availability of -D2          .nt and recruitment opportunitiesfuture employe          Providing them with knowledge of the importance of developing their -D3          education by learning about various types of -capabilities through self          .knowledge          as sports and Emphasizing the development of students' personal talents, such -D4          .all types of arts, during their free time</p>
<p>Evaluation methods</p>



Written tests, oral tests, daily participation, homework completion
Written tests, oral tests, daily participation, homework completion
Teaching and learning methods
:Teaching and learning methods -13
life -Adopting the lecture method and linking each topic to real -11 .examples Directing the student to write a report on a topic related to the subject -12 Interventions -13 .Use question and answer -14 .to generate creative ideas Use brainstorming method for students -15
:Evaluation methods
Evaluation through students' participation in the lecture and their -1 .preparation of the material and questions related to and outside the topic Evaluation through monthly exams -2
.based goals-value Emotional and -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .different expressions Asks about the various ways to use ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .The student feels pleasure in reading and listening to the lectures ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .e of learning the skill of the lesson given Appreciates the valu ❖

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

Encouraging students to be creative and create a spirit of -D1  
among them through continuous encouragement denial-perseverance and self  
of the need for joint and effective cooperation among them to accomplish their  
.academic requirements

Providing them with the university's website regarding the availability of -D2  
.nt opportunitiesfuture employment and recruitme

Providing them with knowledge of the importance of developing their -D3  
education by learning about various types of -capabilities through self  
.knowledge

Emphasizing the development of students' personal talents, such as sports -D4  
.l types of arts, during their free timeand al

Evaluation methods

Written tests, oral tests, daily participation, homework

Course structure .29					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Written tests	Presentation and discussion	Get to know his first stage request and define the subject	Quranic sciences	2	1
Written tests	Presentation and discussion	Names of the Qur'an and sources of its derivation	Quranic sciences	2	2
Written tests	Presentation and discussion	phenomenon The of revelation	Quranic sciences	2	3
Written tests	Presentation and discussion	Collecting and writing the Qur'an	Quranic sciences	2	4
Written tests	Presentation and discussion	Ottoman Qur'ans are under revision and improvement	Quranic sciences	2	5
Written tests	Presentation and discussion	The seven letters	Quranic sciences	2	6
Written tests	Presentation and discussion	A historical overview of the sciences of the Qur'an, the science of the reasons for revelation	Quranic sciences	2	7
Written tests	Presentation and discussion	Meccan and Medinan science	Quranic sciences	2	8
Written tests	Presentation and discussion	A quick look at the openings of the surahs, the	Quranic sciences	2	9

		<b>science of readings and a glimpse of the readers</b>			
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>The science of abrogation and abrogated</b>	<b>Quranic sciences</b>	<b>2</b>	<b>10</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Quranic drawing science , the science of the decisive and the ambiguous</b>	<b>Quranic sciences</b>	<b>2</b>	<b>11</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	Interpretation: Its origin and development	<b>Quranic sciences</b>	<b>2</b>	<b>12</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>The Quran explains each .other</b>	<b>Quranic sciences</b>	<b>2</b>	<b>13</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>The miracle of the Quran</b>	<b>Quranic sciences</b>	<b>2</b>	<b>14</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>The miracle of the Quran's melody</b>	<b>Quranic sciences</b>	<b>2</b>	<b>15</b>
				<b>2</b>	

<b>Quranic Sciences / Nour El Din Atar</b>	<b>Required textbooks -1</b>
-Perfection in the Sciences of the Qur'an / by Al Suyuti Sadr-Quranic Sciences / Muhammad Baqir al	(Main references (sources -2
The Internet	Recommended books and -A references (scientific journals, (.reports, etc

www.qurani.islamic.	Electronic references, -B ...websites
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Curriculum Development Plan	.30
.This is done by adding materials related to actual reality	

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College of Islamic Sciences / Tikrit University	Educational institution .56
Department of Hadith and its Sciences	Scientific Department Center / .57
(Islamic jurisprudence: (2	Course Name/Code .58
My presence	Available attendance forms .59
Chapter Two / First Stage	Chapter/Year .60
hours (30)	Number of study (hours (total .61
2025/1/19	Date this description was prepared .62
M.M. Imad Hussein Alwan	Instructor's name .63
	<b>Course objectives .64</b>

:Introducing the student to Islamic jurisprudence topics through

Introducing the student to the meaning of jurisprudence in language and terminology, and the schools of thought of scholars on this matter -1

Introducing the student to the meaning of the jurisprudence of worship and its evidence from the Qur'an and the pure Sunnah -2

Introducing the student to the meaning of the obligatory acts of ablution and some of the scholars' differences and evidence regarding them -3

Introducing the student to the meaning of the Sunnahs of ablution and some of the scholars' differences and evidence regarding them -4

Introducing the student to the meaning of things that nullify ablution and some of the scholars' differences and evidence regarding them -5

Introducing the student to the meaning of the obligatory ritual baths and some of the scholars' differences and evidence regarding them -6

Introducing the student to the meaning of the ritual ablutions and some of the scholars' differences and evidence regarding them -7

Introducing the student to the meaning of dry ablution and some of the scholars' differences and evidence regarding it -8

Defining for the student the meaning of istinja' and some of the scholars' differences and evidence regarding it -9

Introducing the student to the meaning of prayer and some of the scholars' differences and evidence regarding it -10

### **Course outcomes, teaching, learning and assessment methods .31**

Cognitive objectives -A

Introducing the student to the meaning of jurisprudence in language and terminology on this matter and the schools of thought of scholars -1

Introducing the student to the meaning of the jurisprudence of worship and its evidence from the Qur'an and the pure Sunnah -2

Introducing the student to the meaning of the obligatory acts of ablution and some of the scholars' differences and evidence regarding them -3

Introducing the student to the meaning of the Sunnahs of ablution and some of the scholars' differences and evidence regarding them -4

Introducing the student to the meaning of things that nullify ablution and some of the scholars' differences and evidence regarding them -5

Introducing the student to the meaning of the obligatory ritual baths and some of the scholars' differences and evidence regarding them -6

Introducing the student to the meaning of the reasons for ablution and some of the scholars' differences and evidence regarding them -7

Introducing the student to the meaning of dry ablution and some of the scholars' differences and evidence regarding it -8

Defining for the student the meaning of istinja' and some of the scholars' differences and evidence regarding it -9

Introducing the student to the meaning of prayer and some of the scholars' differences and evidence regarding it -10

<p>. Course specific skill objectives -B  of jurisprudence between language and terminology To compare the concept o -B1  .and the most correct of them  To compare the opinions of scholars on the nullifiers of ablution and their -B2  .differences in them  correct To demonstrate the concept of jurisprudential issues with reliable and -B3  .evidence  .To discuss the opinions of scholars according to the available evidence -B4</p>
Teaching and learning methods
<p>.Teaching methods of all types: lecture, inductive, standard -1  (Slide show (Power Point -2  .Questions -3  .student participation Assignments and -4  .Mind maps -5  .Prepare reports on course topics -6</p>
Evaluation methods
<p>.Participate and interact with the lecture -1  .Daily, monthly, semester and final tests -2</p>
<p>based goals-Emotional and value -C  .actively He listens to the lecture -A1  .Ask about the various ways of using different expressions -A2  .The student participates in explaining each topic -A3  .Appreciate the importance of each topic and its connection to other topics -A4</p>
Teaching and learning methods
<p>.methods of all types: lecture, inductive, standard Teaching -1  (Slide show (Power Point -2  .Encourage the student to intervene -3</p>
Evaluation methods
<p>.Participate and interact with the lecture -1  Daily tests -2</p>
<p>related to employability and personal General and transferable skills (other skills -D  .(development  .The skill of explaining the topics of jurisprudence in the chapter on worship -D1  .The skill of explaining and providing evidence for jurisprudential issues -D2  .of scholars The skill of discussing the opinions -D3</p>

<b>Course structure.32</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>



Participate in the lecture and daily test	The lecture Student participation	Definition of Islamic jurisprudence	Islamic jurisprudence	2	1
Participate in the lecture and daily test	Standard Student participation	Explanation of the nullifiers of ablution	=	2	2
Participate in the lecture and daily test	Inductive Student participation	Explanation of the Sunnahs of ablution	=	2	3
Participate in the lecture and daily test	Standard Mind maps	Obligations of ablution and opinions about it	=	2	4
Participate in the lecture and daily test	Inductive Student participation	Invalidators of ablution and some differences of opinion among scholars and their evidence regarding them	=	2	5
Participate in the lecture and daily test	The lecture Student participation	Obligatory ritual bathing and some differences of opinion among scholars and their evidence regarding them	=	2	6
<b>Monthly test</b>	---	<b>a test</b>	=	2	7
Participate in the lecture and daily test	Lecture Student Participation	Reasons for ablution and some differences of opinion among scholars and their evidence regarding them	=	2	8
Participate in the lecture and daily test	Lecture Student Participation	Tayammum and some of the scholars' differences and evidence regarding it	=	2	9
Participate in the lecture and	Lecture Student Participation	Explanation of the vocabulary of the chapter on	=	2	10

daily test		dry ablution			
Participate in the lecture and daily test	Lecture Student Participation	Conditions of Tayammum	=	2	11
Participate in the lecture and daily test	Inductive Student participation	Wiping over the socks	=	2	12
Participate in the lecture and daily test	Lecture Student Participation	Survey Terms	=	2	13
<b>Monthly test</b>	----	<b>a test</b>	=	2	14
Participate in the lecture and daily test	Inductive Student Participation	Chapter on dry ablution	=	2	15

<b>Infrastructure.33</b>	
<b>Jurisprudence according to the five schools of thought by Sheikh Muhammad Jawad . Mughniyah</b>	Required textbooks -1
Methodological jurisprudence -1 Islamic jurisprudence -2 Issues of comparative jurisprudence -3	(Main references (sources -2
Reports and articles on electronic newspapers -1	Recommended books and -A scientific journals, ) references (.reports, etc
Elm –Comprehensive Library/ Noor Al website	Electronic references, -B ...websites

<b>Curriculum Development Plan .34</b>

the subject is only one chapter, The curriculum vocabulary is based on the fact that so there is a lot of abbreviation in it, and the plan to develop the curriculum is based on adding a second chapter, so that the scientific material is distributed over two .the student chapters, which ensures that the benefit reaches

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Tikrit University	Educational institution .65
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / .66 Center
(2) Modern term novel	Course Name/Code .67
person-In	Available attendance .68 forms
/First Stage -Chapter Two	Chapter/Year .69
(hours 45)	Number of study hours .70 (total)
2025/1/19	Date this description was .71 prepared
Ahmed Mazhar Abbas .Prof. Dr	Instructor's name .72
Course objectives .73	

**that That the student becomes familiar with the basic sciences introduce him to the sciences of hadith and the importance of studying it in relation to other specializations, and its virtues and characteristics**

**To learn the knowledge and sciences that make him realize the .and its status greatness of the noble prophetic hadith**

**That the student is familiar with the technical rules that help him understand the hadith and act upon it according to a sound**

Required program outcomes, teaching, learning and assessment methods	.35
<p>the main course should be consistent with the course's mission, objectives and outcomes</p> <p>The learning outcomes of the course: To identify the student's future work options, which helps in determining the purposes served by each individual outcome</p>	
<p>Program specific skill objectives</p> <p>-B1 Forming a theoretical background through explanation, examples, questions and answers</p> <p>-B2 Discussion inside the hall and giving students the opportunity to express their opinions and suggestions</p> <p>-B3 Providing students with exercises in the classroom and encouraging them to ask questions and answer them</p> <p>-B4 Providing students with homework exercises and discussing the mistakes and weaknesses of each topic until the best result is reached collectively</p>	
Teaching and learning methods	
<p>Teaching and learning methods: Lecture method -28</p> <p style="padding-left: 150px;">Guidance -29</p> <p style="padding-left: 150px;">Interventions -30</p> <p style="padding-left: 150px;">Use of computer and data show -31</p>	
:Evaluation methods	
<p>. Through participation and questions related to the topic and outside it</p>	
<p>-C based goals-Emotional and value</p> <p>-C -A1 based goals-Emotional and value</p> <p>-A1 :Reception and acceptance: The student must</p> <p>❖ listens to the lecture actively</p> <p>❖ Pays attention to the sequence of ideas within each topic and interacts with them</p> <p>❖ .Asks about the various ways to use different expressions</p> <p>-A2 Answer: The student must</p> <p>❖ Answers various questions on the subject</p>	

<p>.The student feels pleasure in reading and listening to the lectures ❖          .The student participates in explaining each topic ❖          Value judgment: The student must -A3          each topic and its connection to other Appreciates the importance of ❖          .topics          .Suggests different uses for expressions for each topic ❖          Value organization: The student must -A4          .Combines ideas from different topics to formulate new topics ❖          .given lesson Appreciates the value of learning the skill of the ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods          Guidance -2          Interventions -3          Using computer and data show -4</p>
<p>.(Giving lectures (explanation and clarification .1          listening to lessons via) technological educational tools as teaching aids          .(Data Show Projector using ‘YouTube )          Trying to make the student pay great attention to accuracy and academic .3          integrity in conveying the spirit of the text and finding the correct and acceptable          guage without resorting to adding anything extra or equivalent in the target lan          .truncating the original meaning in the original language sentence          Encourage the student to use some educational CDs and use the library as one .4          .of the learning methods</p>
<p>Evaluation methods</p>
<p><b>participation and questions related to the topic and outside it Through</b></p>
<p>General and transferable skills (other skills related to employability and -D          .(personal development          ‘Mastering the use of the Arabic language through the four skills: speaking -D1          .listening, reading and writing          Mastering the use of different grammatical rules in the course topics -D2          We learn a lot of vocabulary in addition to using different dictionaries to -D3          .reach the correct meanings          focusing on some external influences Developing the student’s skills by -D4          .that help in developing himself</p>
<p>Evaluation methods</p>

Written tests, oral tests, daily participation, homework completion
Written tests, oral tests, daily participation, homework completion
learning methods Teaching and
Teaching and learning methods: Lecture style -32 Guidance -33 Interventions -34 ...“ Using computer and data show -35
:Evaluation methods
. Through participation and questions related to the topic and outside it
.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .expressions Asks about the various ways to use different ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .The student feels pleasure in reading and listening to the lectures ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 importance of each topic and its connection to other Appreciates the ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .e skill of the lesson givenAppreciates the value of learning th ❖
Teaching and learning methods: Lecture method :Teaching and learning methods Guidance -2 Interventions -3 Using computer and data show -4
.(Giving lectures (explanation and clarification .1 teaching aids (listening to lessons via technological educational tools as .(Data Show Projector using ‘YouTube )

<p>Trying to make the student pay great attention to accuracy and academic integrity in conveying the spirit of the text and finding the correct and acceptable he target language without resorting to adding anything extra or equivalent in t .truncating the original meaning in the original language sentence</p> <p>Encourage the student to use some educational CDs and use the library as one .4 .of the learning methods</p>
Evaluation methods
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>General and transferable skills (other skills related to employability and -D .(personal development speaking, :Mastering the use of the Arabic language through the four skills -D1 .listening, reading and writing</p> <p>Mastering the use of different grammatical rules in the course topics -D2</p> <p>We learn a lot of vocabulary in addition to using different dictionaries to -D3 .reach the correct meanings</p> <p>skills by focusing on some external influences Developing the student's -D4 .that help in developing himself</p>
Evaluation methods
Written tests, oral tests, daily participation, homework



Course structure .36					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Written and oral tests	Presentation and discussion	The impostor	Modern term novel	3	1
Written and oral tests	Presentation and discussion	Types of fraud	Modern term novel	3	2
Written and oral tests	Presentation and discussion	The fraud is due to an the attack on narrator's integrity	Modern term novel	3	3
Written and oral tests	Presentation and discussion	The abnormal and the reprehensible	Modern term novel	3	4
Written and oral tests	Presentation and discussion	Increase confidence and information	Modern term novel	3	5
Written and oral tests	Presentation and discussion	the topic	Modern term novel	3	6
Written and oral tests	Presentation and discussion	Return due to challenge to the narrator's control	Modern term novel	3	6
Written and oral tests	Presentation and discussion	Endurance and performance methods	Modern term novel	3	7
Written and oral tests	Presentation and discussion	Knowing the Companions	Modern term novel	3	8
Written and oral tests	Presentation and discussion	Knowledge of the followers	Modern term novel	3	9
Written and oral tests	Presentation and discussion	Etiquette of the student and the hadith scholar	Modern term novel	3	10
Written and oral tests	Presentation and discussion	Types of classification in Hadith	Modern term novel	3	11
Written and oral tests	Presentation and discussion	Consideration	Modern term novel	3	12
Written and oral tests	Presentation and discussion	Evidence	Modern term novel	3	13

<b>Written and oral tests</b>	<b>Presentation and discussion</b>	<b>ups-Follow</b>	Modern term novel	<b>3</b>	<b>14</b>
<b>Written and oral tests</b>	<b>Presentation and discussion</b>	<b>General review</b>	Modern term novel	<b>3</b>	<b>15</b>

<b>Weekly lectures on the science of hadith, a novel from the nine books</b>	<b>Required textbooks -1</b>
The Nine Books	(sources) Main references -2
The Forty Hadith of Nawawi	Recommended books and -A references (scientific journals, (.reports, etc
Comprehensive Library The Great Mosque of Islamic Heritage Books	Electronic references, -B ...websites

Plan Curriculum Development .37
.This is done by adding materials related to actual reality

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .74
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / Center .75
(2) Principles of the Science of Men	Course Name/Code .76
presence My	Available attendance forms .77
First Stage -Chapter Two	Chapter/Year .78
Theoretical (hours 45)	Number of study hours (total) .79
2025/1/19	Date this description was prepared .80
Adeeb Mohammed Hassan .Prof. Dr	Instructor's name .81
Course objectives .82	

**with the basic principles of the Providing students**  
**.science of men**  
**The student should learn about the narrator, the conditions of the**  
**.companions, and the terms of criticism and approval**  
**That the student is familiar with the sources of the science of**  
**.biographies of men men and the**  
**Providing students with sufficient information about the science**  
**.of men, criticism and modification**

Required program outcomes, teaching, learning and assessment methods	.38
Enabling the student to gain knowledge and understanding of the .theoretical framework of the narrator and the conditions of the narrator	-9
Enabling the student to gain knowledge and understanding of the .requirements of attribution and the importance of attribution	-10
.and modification Enabling the student to master the words of criticism	-11
Enabling students to learn about the Companions and the classes of .Companions	-12
Program specific skill objectives	
.The student acquires the skills of the narrator and the narrator's control necessary to know the narrator's	-B1
Providing students with the skills .conditions	-B2
Providing the student with skills related to the words of criticism and .modification	-B3
Teaching and learning methods	
life -Adopting the lecture method and linking each topic to real .examples	-36
the student to write a report on a topic related to the subject Directing	-37
Interventions	-38
.Use question and answer	-39
.Use brainstorming method for students to generate creative ideas	-40
:Evaluation methods	
Evaluation through students' participation in the lecture, their preparation for . the material, and questions related to and outside the topic	-9
Evaluation through monthly exams	-10
.based goals-Emotional and value -C	-C
based goals-Emotional and value -C -A1	-A1
:Reception and acceptance: The student must	-A1
listens to the lecture actively ❖	
Pays attention to the sequence of ideas within each topic and interacts ❖	
.with them	
.Asks about the various ways to use different expressions ❖	
Answer: The student must-A2	
various questions on the subject Answers ❖	

<p>.The student feels pleasure in reading and listening to the lectures ❖          .The student participates in explaining each topic ❖          Value judgment: The student must -A3          other Appreciates the importance of each topic and its connection to ❖          .topics          .Suggests different uses for expressions for each topic ❖          Value organization: The student must -A4          .Combines ideas from different topics to formulate new topics ❖          .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>:Teaching and learning methods :Teaching and learning methods</p>
<p>life -Adopting the lecture method and linking each topic to real -14          .examples          Directing the student to write a report on a topic related to the subject -15          Interventions -16          .Use question and answer -17          .brainstorming method for students to generate creative ideas Use -18</p>
<p>Evaluation methods</p>
<p>Evaluation through students' participation in the lecture and their -1          .preparation of the material and questions related to and outside the topic          through monthly exams Evaluation -2</p>
<p>General and transferable skills (other skills related to employability and -D          .(personal development          Encouraging students to be creative and create a spirit of -D1          continuous encouragement denial among them through-perseverance and self          of the need for joint and effective cooperation among them to accomplish their          .academic requirements          Providing them with the university's website regarding the availability of -D2          .future employment and recruitment opportunities          Providing them with knowledge of the importance of developing their -3D          education by learning about various types of -capabilities through self          .knowledge          Emphasizing the development of students' personal talents, such as sports and -D4          .during their free time 'all types of arts</p>

Evaluation methods
Written tests, oral tests, daily participation, homework completion
Written tests, oral tests, daily participation, homework completion
Teaching and learning methods
:Teaching and learning methods -19
life -Adopting the lecture method and linking each topic to real -16 .examples Directing the student to write a report on a topic related to the subject -17 Interventions -18 .Use question and answer -19 .Use brainstorming method for students to generate creative ideas -20
:Evaluation methods
Evaluation through students' participation in the lecture and their -1 .preparation of the material and questions related to and outside the topic Evaluation through monthly exams -2
.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .Asks about the various ways to use different expressions ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .The student feels pleasure in reading and listening to the lectures ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 each topic and its connection to other Appreciates the importance of ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .lesson given Appreciates the value of learning the skill of the ❖

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

Encouraging students to be creative and create a spirit of -D1  
encouragement denial among them through continuous-perseverance and self  
of the need for joint and effective cooperation among them to accomplish their  
.academic requirements

Providing them with the university's website regarding the availability of -D2  
.future employment and recruitment opportunities

g them with knowledge of the importance of developing their Providin -D3  
education by learning about various types of -capabilities through self  
.knowledge

Emphasizing the development of students' personal talents, such as sports -D4  
.free time and all types of arts, during their

Evaluation methods

Written tests, oral tests, daily participation, homework

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Definition of the of men science</b>	<b>Men's science</b>	<b>3</b>	<b>1</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Attribution and its importance</b>	<b>Men's science</b>	<b>3</b>	<b>2</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Narrator's conditions</b>	<b>Men's science</b>	<b>3</b>	<b>3</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Scientific titles of the people of Hadith</b>	<b>Men's science</b>	<b>3</b>	<b>4</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Knowing the Companions and their classes</b>	<b>Men's science</b>	<b>3</b>	<b>5</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Knowing the trustworthy</b>	<b>Men's science</b>	<b>3</b>	<b>6</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Knowing the weak</b>	<b>Men's science</b>	<b>3</b>	<b>7</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Knowing the words of modification</b>	<b>Men's science</b>	<b>3</b>	<b>8</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Knowing the words of injury</b>	<b>Men's science</b>	<b>3</b>	<b>9</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Knowledge of Oneness</b>	<b>Men's science</b>	<b>3</b>	<b>10</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Knowing the books of the weak</b>	<b>Men's science</b>	<b>3</b>	<b>11</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Knowing the mixed</b>	<b>Men's science</b>	<b>3</b>	<b>12</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Knowing the fraudsters</b>	<b>Men's science</b>	<b>3</b>	<b>13</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Knowledge of the followers and their classes</b>	<b>Men's science</b>	<b>3</b>	<b>14</b>



Written tests	Presentation and discussion	Sources of the science of men	Men's science	3	15
Principles of Wounding, Correction and the Science of Men / Dr. Nour El Din Atar			Required textbooks -1		
Books of biographies of narrators			(Main references (sources -2		
Reports and articles on electronic newspapers			books and Recommended -A references (scientific journals, (.reports, etc		
Comprehensive Library			Electronic references, -B ...websites		
Curriculum Development Plan .40					
.reality This is done by adding materials related to actual					

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .83
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / .84 Center
(1) Modern term knowledge	Course Name/Code .85
My presence	Available attendance .86 forms
First Stage -Chapter One	Chapter/Year .87
(hours 45)	Number of study hours .88 (total)
2024/16/9	Date this description was .89 prepared
Prof. Dr. Ahmed Mazhar Abbas	Instructor's name .90
Course objectives .91	

**that That the student becomes familiar with the basic sciences introduce him to the sciences of hadith, its virtues and .characteristics**

**To learn the knowledge and sciences that make him realize the .greatness of the noble prophetic hadith and its status help him That the student is familiar with the technical rules that understand the hadith and act upon it according to a sound .methodology**

Required program outcomes, teaching, learning and assessment methods	.41
<p>The learning outcomes of the main course should be consistent with the .and outcomes course's mission, objectives</p> <p>What is expected from the course: To identify the student's future work options, which helps in determining the purposes served by each individual .outcome</p>	
<p>Program specific skill objectives</p> <p>explanation, examples, Forming a theoretical background through -B1 .questions and answers</p> <p>Discussion inside the hall and giving students the opportunity to express -B2 .their opinions and suggestions</p> <p>Providing students with exercises in the classroom and encouraging them -B3 .answer them to ask questions and</p> <p>Providing students with homework exercises and discussing the mistakes -B4 .and weaknesses of each topic until the best result is reached collectively</p>	
Teaching and learning methods	
Teaching and learning methods: Lecture method -41	
Guidance -42	
Interventions -43	
Using computer and data show -44	
:Evaluation methods	
. Through participation and questions related to the topic and outside it	
<p>.based goals-Emotional and value -C</p> <p>based goals-Emotional and value -C -A1</p> <p>:must Reception and acceptance: The student -A1</p> <p>listens to the lecture actively ❖</p> <p>Pays attention to the sequence of ideas within each topic and interacts ❖</p> <p>.with them</p> <p>.Asks about the various ways to use different expressions ❖</p> <p>Answer: The student must-A2</p> <p>Answers various questions on the subject ❖</p> <p>.student feels pleasure in reading and listening to the lectures The ❖</p>	

<p>.The student participates in explaining each topic ❖  Value judgment: The student must -A3  Appreciates the importance of each topic and its connection to other ❖  .topics  .for expressions for each topic Suggests different uses ❖  Value organization: The student must -A4  .Combines ideas from different topics to formulate new topics ❖  .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>methods: Lecture method Teaching and learning :Teaching and learning methods  Guidance -2  Interventions -3  Using computer and data show -4</p>
<p>.(Giving lectures (explanation and clarification .1  technological educational tools as teaching aids (listening to lessons via  .(Data Show Projector using ‘YouTube )  Trying to make the student pay great attention to accuracy and academic .3  integrity in conveying the spirit of the text and finding the correct and acceptable  equivalent in the target language without resorting to adding anything extra or  .ginal meaning in the original language sentencetruncating the ori  Encourage the student to use some educational CDs and use the library as one .4  .of the learning methods</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>General and transferable skills (other skills related to employability and - D  .(personal development  Mastering the use of the Arabic language through the four skills: speaking, -D1  .listening, reading and writing  grammatical rules in the course topics Mastering the use of different -D2  We learn a lot of vocabulary in addition to using different dictionaries to -D3  .reach the correct meanings  Developing the student’s skills by focusing on some external influences -D4  .that help in developing himself</p>
<p>Evaluation methods</p>
<p>Written tests, oral tests, daily participation, homework completion</p>

Written tests, oral tests, daily participation, homework completion
Teaching and learning methods
Teaching and learning methods: Lecture style -45 Guidance -46 Interventions -47 Using computer and data show -48
:Evaluation methods
. Through participation and questions related to the topic and outside it
.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :must Reception and acceptance: The student -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .Asks about the various ways to use different expressions ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .dent feels pleasure in reading and listening to the lecturesThe stu ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .expressions for each topic Suggests different uses for ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .Appreciates the value of learning the skill of the lesson given ❖
methods: Lecture method Teaching and learning :Teaching and learning methods Guidance -2 Interventions -3 Using computer and data show -4
.(Giving lectures (explanation and clarification .1 technological educational tools as teaching aids (listening to lessons via (Data Show Projector using ‘YouTube ) Trying to make the student pay great attention to accuracy and academic .3 integrity in conveying the spirit of the text and finding the correct and acceptable

<p>equivalent in the target language without resorting to adding anything extra or original meaning in the original language sentence truncating the original meaning in the original language</p> <p>Encourage the student to use some educational CDs and use the library as one of the learning methods</p>
Evaluation methods
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>General and transferable skills (other skills related to employability and personal development) - D</p> <p>Mastering the use of the Arabic language through the four skills: speaking, listening, reading and writing -D1</p> <p>Mastering the use of different grammatical rules in the course topics -D2</p> <p>We learn a lot of vocabulary in addition to using different dictionaries to reach the correct meanings -D3</p> <p>Developing the student's skills by focusing on some external influences that help in developing himself -D4</p>
Evaluation methods
Written tests, oral tests, daily participation, homework

Course structure .42					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Written and oral tests	Presentation and discussion	An overview of the the science origins of of hadith	Hadith term knowledge	3	1
Written and oral tests	Presentation and discussion	Definition of the most important terms of Hadith	Hadith term	3	2
Written and oral tests	Presentation and discussion	News and its types in terms of acceptance rejection and	Hadith term	3	3
Written and oral tests	Presentation and discussion	Acceptable news (mutawatir)	Hadith term	3	4
Written and oral tests	Presentation and discussion	Ahad (famous) hadith	Hadith term	3	5
Written and oral tests	Presentation and discussion	The term dear and strange and its divisions	Hadith term	3	6
Written and oral tests	Presentation and discussion	Definition of the correct	Hadith term	3	6
Written and oral tests	Presentation and discussion	Correct sections	Hadith term	3	7
Written and oral tests	Presentation and discussion	Definition of Hassan	Hadith term	3	8
Written and oral tests	Presentation and discussion	Sections of Hassan	Hadith term	3	9
Written and oral tests	Presentation and discussion	Definition of the weak	Hadith term	3	10
Written and oral tests	Presentation and discussion	Sender	Hadith term	3	11
Written and oral tests	Presentation and discussion	The dilemma	Hadith term	3	12
Written and oral tests	Presentation and discussion	The disconnected	Hadith term	3	13

<b>Written and oral tests</b>	<b>Presentation and discussion</b>	<b>The commentator</b>	<b>Hadith term</b>	<b>3</b>	<b>14</b>
<b>Written and oral tests</b>	<b>Presentation and discussion</b>	<b>General review</b>	<b>Hadith term</b>	<b>4</b>	<b>15</b>

<b>Sciences and its Terminology Dr. Subhi Saleh-Al Hadith</b>	<b>Required textbooks -1</b>
<b>Salah-Introduction by Ibn al The Urgent Motive in Explaining the Summary of Hadith by Ibn Kathir</b>	(Main references (sources -2
<b>The Internet</b>	Recommended books and -A references (scientific journals, (.reports, etc
<b>Comprehensive Library Program The Great Mosque Program for Islamic Heritage Books</b>	Electronic references, -B ...websites

<b>Curriculum Development Plan .43</b>
.This is done by adding materials related to actual reality



## Description Form Course

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, learning demonstrating whether the student has made the most of the . available. It must be linked to the programme description opportunities

Tikrit University / College of Islamic Sciences	Educational institution .92
Department of Hadith and its Sciences	Department / Scientific .93 Center
Library	Course Name/Code .94
My presence	Available attendance .95 forms
Second Semester 2024-2023	Chapter/Year .96
hours 30	Number of study hours .97 (total)
M.M. Samir Abdel Ayed	Instructor's name .98
2025/1/19	Date this description was .99 prepared
Course objectives .100	
<b>.Knowing the meaning of books and library –1</b>	
<b>Documenting the learner’s connection to the research and –2</b>	

**.attributing it to secondary and original sources**  
**through research and Expanding the student's horizons -3**  
**.attribution**  
**to the reasons for the difference in Introducing the student -4**  
**and the diversity of libraries according to the copies of books**  
**.subject**

outcomes, teaching, learning and assessment methods Course .44
Cognitive objectives -A
<p>The learning outcomes of the main course should be consistent with the course          What is expected from the course: Identifying .and outcomes message, objectives          the student's future work options, which helps in determining the purposes served          And that students should pay attention to the book .by each outcome individually          ied copies to avoid errors that may occur in poor editions and scientifically verif          .copies</p>
. objectives skill specific Course -B
<p>Forming a theoretical background through explanation, examples, - B1          .questions and answers          students the opportunity Discussion within the electronic class and giving - B2          .to express their opinions and suggestions          Providing students with exercises in the online classroom and - B3          .encouraging them to ask questions and answer them          akes Providing students with homework exercises and discussing the mist -B4          .and weaknesses of each topic until the best result is reached collectively</p>
Teaching and learning methods
<p>The book from Required Texts Giving the lecture 2. Reading .1          Blackboard 4. Presentation and correction on Explanation .3</p>
methods Evaluation

Through participation and questions related to the topic and outside it

based goals-Emotional and value -C  
Reception and acceptance: The student must  
listens to the lecture actively ❖  
interacts Pays attention to the sequence of ideas within each topic and ❖  
.with them  
.Asks about the various ways to use different expressions ❖  
Response: The student must -A2  
Answers various questions on the subject ❖  
.The student feels pleasure in reading and listening to the lectures ❖  
.ing each topicThe student participates in explain ❖  
Value judgment: The student must -A3  
Appreciates the importance of each topic and its connection to other ❖  
.topics  
.Suggests different uses for expressions for each topic ❖  
Value organization: The student must -A4  
.topics to formulate new topics Combines ideas from different ❖  
.Appreciates the value of learning the skill of the lesson given

Teaching and learning methods

Lecture style -1  
Guidance -2  
Interventions -3  
(Giving lectures (explanation and clarification .1  
listening to lessons via ) educational tools as teaching aids Using technological .2  
.To improve reading .(Data Show Projector use ‘YouTube )  
Encourage the student to use some educational CDs and use the library as one of .3  
.the learning methods

Evaluation methods

**participation and questions related to the topic and outside it Through**

.(skills (other skills related to employability and personal development transferable  
Proficiency in using computers and programs through the four skills: speaking, -D1  
.and writing listening, reading  
.Mastering the use of different grammatical rules in the course topics -D2  
His knowledge of libraries and student's skills through focus the Developing - D3  
serious book editions

Evaluation methods

participation, homework completion Written tests, oral tests, daily

Course structure					.45
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Oral and written tests	Presentation and discussion	Library introduction	Ways to identify books	2	1
Oral and written tests	Presentation and discussion	Topics known to Mesopotamia and the Nile Valley	Comparison between the topics that interested the two civilizations	2	2
Oral and written tests	Presentation and discussion	Topics known to Mesopotamia and the Nile Valley	Comparison between the topics that interested the two civilizations	2	3
Oral and written tests	Presentation and discussion	Global Libraries	Ways to distinguish between global libraries	2	4
Oral and written tests	Presentation and discussion	Global Libraries	Ways to distinguish between global libraries	2	5
Oral and written tests	Presentation and discussion	The Library under the Islamic State	Learn about the most important topics that interest us	2	6
Oral and written tests	Presentation and discussion	The Library under the Islamic State	Learn about the most important topics that interest us	2	7
Oral and written tests	Presentation and discussion	Islamic Types of libraries	Knowing its potential	2	8
Oral and written tests	Presentation and discussion	Islamic Types of libraries	Knowing its potential	2	9
Oral and written	Presentation and	To introduce the most important	the Knowing places and times	2	10

tests	discussion	ancient Arab libraries	of Arab libraries		
Oral and written tests	Presentati on and discussion	To introduce the most important ancient Arab libraries	the Knowing times places and of Arab libraries	2	11
Oral and written tests	Presentati on and discussion	Libraries in the modern era	Learn about their locations in countries and their capitals	2	12
Oral and written tests	Presentati on and discussion	Libraries in the modern era	Learn about their locations in countries and their capitals	2	13
Oral and written tests	Presentati on and discussion	Sources of linguistic, and grammatical legal studies	Knowing the main sources used in these studies	2	14
Oral and written tests	Presentati on and discussion	Sources of linguistic, grammatical and legal studies	Knowing the main sources used in these studies	2	15

Infrastructure .46	
<b>applications of the research and library method Dr. Rashid Abdul Rahman Sarhan, –Obaidi Dr. Muhi Hilal Al–Al Hamoudi The Mashhadani Library, Research Principles and Sarhan, –Sources Dr. Muhi Hilal Al Hamoudi The Mashhadani</b>	textbooks Required -1
Glimpses into the Library, Research and Khatib–Resources/ Muhammad Ajaj Al	(sources) Main references -2
<b>Journal of the College of Islamic Sciences / University of Baghdad</b>	Recommended books and -A scientific journals, ) references ( .reports, etc

<b>Comprehensive Library</b>	‘Electronic references -B ...websites
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Curriculum Development Plan .47
.By adding materials related to actual reality

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, learning demonstrating whether the student has made the most of the . rogramme descriptionavailable. It must be linked to the p opportunities

Tikrit University / College of Islamic Sciences	Educational institution .101
Department of Hadith and its Sciences	Center / Department .102
Exchange	Course Name/Code .103

My presence	Available attendance .104 forms
First Stage / Second Semester 2024-2023	Chapter/Year .105
hours 30	Number of study hours .106 (total)
Marwa Tariq Ahmed .M.M	Instructor's name .107
2025/1/19	Date this description was .108 prepared
: Course objectives .109	
<p>The curriculum aims to enable students to know the subject of morphology and its importance among the sciences of the Arabic language, and to correct their tongues to pronounce it correctly. They must learn this from its correct origins, and</p> <p><b>Instilling the love of the • .tors of attraction and contemplation it will be fac</b></p> <p><b>Prophet, may God bless him and grant him peace, and the desire to</b></p> <p><b>.follow his example</b></p> <p><b>Knowing the virtue of the Companions and their status, may God</b></p> <p><b>.Almighty be pleased with them</b></p>	

outcomes , teaching, learning and assessment program Required .48 methods
<p>Introducing the student to the importance of morphology -1</p> <p>The student should know how to read the text in the Arabic language, and -2 .correctly link it to reality by strengthening reading and writing</p> <p>The student should be aware of how scholars have paid attention to -3 .morphology and devoted their writings to it</p> <p>is to enable students to learn about this science and explain its The basis -4 .importance and need for it</p>
<p>skill objectives specific Program - B</p> <p>.The student acquires the skills related to morphology -B1</p> <p>Providing students with the skills necessary for the development that has -B2 .taken place in the sciences of the Arabic language</p> <p>through the models he receives in Providing the student with special skills -B3 .the study sessions</p>



Teaching and learning methods
The book from Required Texts Giving the lecture 2. Reading .1 Blackboard 4. Presentation and correction on Explanation .3
: methods
. Through participation and questions related to the topic and outside it
<p style="text-align: center;">.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ sequence of ideas within each topic and interacts Pays attention to the ❖ .with them .Asks about the various ways to use different expressions ❖ Response: The student must -A2 Answers various questions on the subject ❖ .esThe student feels pleasure in reading and listening to the lectur ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .Suggests different uses for expressions for each topic ❖ student must Value organization: The -A4 .Combines ideas from different topics to formulate new topics ❖ .Appreciates the value of learning the skill of the given lesson ❖</p>
Lecture : Teaching and learning methods : Teaching and learning methods method Guidance -2 Interventions -3
<p style="text-align: center;">.(Giving lectures (explanation and clarification .1 listening to lessons via ) Using technological educational tools as teaching aids .2 .To improve recitation .(Data Show Projector use ‘YouTube ) accuracy and academic Trying to make the student pay great attention to .3 integrity in conveying the spirit of the text and finding the correct and acceptable equivalent in the target language without resorting to adding anything extra or .truncating the original meaning in the original language sentence</p>

Encourage the student to use some educational CDs and use the library as one .4 of the learning methods
Evaluation methods
<b>Through participation and questions related to the topic and outside it</b>
<p>related to employability and transferable skills (other skills and General - D  . (personal development</p> <p>Benefit from the computer and programs through the four skills: speaking, -D1  .listening, reading and writing</p> <p>Mastering the use of different grammatical rules in the course topics -D2  a lot of vocabulary in addition to using different books of recitation Learn -D3  .rules to reach the correct meanings</p> <p>On some external influences Developing the student's skills through focus -D4  that help in developing himself</p>
Evaluation methods
oral tests, daily participation, homework completion ‘Written tests

Course structure .49					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watch es	The week
Written tests	Presentati on and discussion	Introduction to Morphology	Exchange	2	1
Written tests	Presentati on and discussion	Exchange balance	Exchange	2	2
Written tests	Presentati on and discussion	Separation of morphology from grammar	Exchange	2	3
Written tests	Presentati on and discussion	trilateral verb construction	Exchange	2	4
Written tests	Presentati and on discussion	More triple	Exchange	2	5
Written tests	Presentati on and discussion	Quadrilateral verb	Exchange	2	6
Written tests	Presentati on and discussion	Appendix to the quartet and more	Exchange	2	7
Written tests	Presentati on and discussion	Forming the imperative verb from the triliteral	Exchange	2	8
Written tests	Presentati on and discussion	Source	Exchange	2	9
Written tests	Presentati on and discussion	past tense	Exchange	2	10
Written tests	Presentati on and discussion	Wasl-Hamzat al	Exchange	2	11
Written tests	Presentati on and discussion	Letters of the present tense	Exchange	2	12
Written tests	Presentati on and discussion	Command and prohibition	Exchange	2	13
Written tests	Presentati on and discussion	Active participle	Exchange	2	14
Written tests	Presentati	participle	Exchange	2	15

	<b>on and discussion</b>				
<b>Removing restrictions on the intended words in the art of morphology</b>			<b>Required textbooks -1</b>		
<b>The fragrance of the art of morphology</b>			(Main references (sources -2		
The Internet			Recommended books and -A references		
Morphology (morphology cte.univ-setif2.dz .(between the ancients and the moderns			Electronic references, -B ...websites		
Curriculum Development Plan .50					
.reality This is done by adding materials related to actual					

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be .linked to the programme description

Tikrit University	Educational institution .110
of Department -Faculty of Islamic Sciences Sciences Hadith and its	Scientific Department / .111 Center
<b>Computer Science</b>	Course Name/Code .112
My presence	Available attendance .113 forms
( second course ) My semester	Chapter/Year .114
hours 30	Number of study hours .115 (total)

Razouki Mr. Omar Ahmed	Instructor's name .116
2025/1/19	Date this description was prepared .117
Course objectives .118	
<b>the student to the computer, its parts and how to use it Introducing</b>	
science computer	
.computer life stages Initial definitions of	
.Generations of computer development	
computer into hardware and software components Dividing the	
.a physical entity into parts Dividing	
.the software entity into parts Dividing	

Course outcomes, teaching, learning and assessment methods.119
<p style="text-align: right;">Cognitive objectives -A</p> <p>computer science The student should memorize the basic rules of -1  knowledge  with the development of The student should memorize the rules -2  . computer generations  .to the areas of computer use To explain to the student the rules related -3  of distinguishing between data and The student should apply the rules -4  . information  ould analyze the reasons for the disagreement among The student s -5  . classifying computers scientists in  . topics computer science -6</p>
<p style="text-align: right;">Course specific skill objectives -B</p> <p>. the features of the computer The student applies the rules of knowing -1  . the components of the computer The student applies the rules of knowing -2  in the classification of The student analyzes the reasons for the disagreement -3  .computers  . to the areas of computer use To introduce the student -4  . science computer -5</p>

Teaching and learning methods	
	.The lecture -1 .Brainstorming -2 .Dialogue and discussion -3 .Groups -4 .Case study -5 .Measurement -6 .Induction -7 .Questions -8 .How to display scientific materials using projectors: data show , smart boards -9
Evaluation methods	
	.lecture Interaction within the -1 .Reports -2 .The jug -3 .Monthly and final exam -4
Emotional and value goals -C	
	. to computer components are applied Ensure that the rules related -1 . set by scientists on how to use the computer Adherence to the rules -2 . computer science in all areas of life Belief in the importance of -3 computer classification and Appreciate the role of scientists in the field of -4 . features
Teaching and learning methods	
	Active participation in the classroom is evidence of the student's commitment -1 .responsibility and The student's commitment to the lecture time, preparation, and submission of -2 .assignments, reports, and research at the required time . Modeling -3 Collaborate to solve problems and find solutions to issues -4
Evaluation methods	
	Preparing the lecture, interacting in the hall, and submitting assignments on -1

<p style="text-align: right;">.time</p> <p>Feedback through questions and exposing students to a situation to observe -2          .how they deal with it</p>
<p>employability and General and transferable skills (other skills related to -D          .(personal development</p> <ul style="list-style-type: none"> <li>.Gain communication skills -1</li> <li>.Gain listening skills -2</li> <li>.Gaining the skill of persuasion -3</li> <li>.Gaining presentation and delivery skills -4</li> </ul>



Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	first course
Feedback, feedback, practical application and reports	Brainstorming, measurement, lecture and questions	Computer life cycle phases	An introductory introduction to the computer origins of the stages it ' science and the 'went through development of its generations	2	First week
Feedback, feedback, practical application and reports	Brainstorming, measurement, lecture and questions	The electronic computer	computer of Definition and what is data and information	2	the second
Feedback, feedback, practical application and reporting	Brainstorming, measurement, lecture and questions	Computer features Computer use areas	<b>Computer features and fields</b>	2	the third
Feedback, feedback, practical application and reporting	Brainstorming, measurement, lecture and questions	Depending on the purpose of use	<b>Types of computers</b>	2	Fourth
<b>Feedback, Quotation, Practical Application, and Homework</b>	<b>Discussion, dialogue, induction, lecture and modeling</b>	<b>Size and performance Type of data input operating systems</b>	<b>Classification of computers</b>	2	Fifth
Feedback, Quotation, Practical Application, and Homework	Discussion, dialogue, induction, lecture and questions	physical entity of computer Input devices	Computer components	2	Sixth
Feedback,	Discussion,	Printer	Output devices	2	Sevent

feedback, practical application and reporting	dialogue, induction and lecture	Screen			h
Feedback, feedback and practical application	Discussion, dialogue, induction, lecture, questions	Internal and external parts	Computer case (system (unit	2	The eighth
Feedback, feedback and practical application	Discussion, dialogue, induction and lecture	arithmetic and logic unit Control unit Types of memory	CPU	2	Ninth
Feedback, feedback and practical application	Discussion, dialogue, induction and lecture	Bits, bytes, and bytes	Definition of bit and byte	2	tenth
Feedback, and feedback practical application	Discussion, dialogue, induction and lecture	Operating systems, application software and programming languages	Software entities	2	elevant h
Feedback, feedback and practical application	Discussion, dialogue, induction and lecture	Factors to Consider When Buying a Computer	Computer platform	2	twelfth
Feedback, feedback and practical application	Case study, dialogue, brainstorming, lecture	Macintosh operating system processor and	Key Features of PC	2	thirteenth
Feedback, feedback and practical application	Groups, case study and lecture	RAM with hard disk	RAM	2	fourteenth
Feedback, feedback and practical application	Conference, groups, discussion and lecture	Screen Explanation	monitor screen	2	fifteenth

Infrastructure .121	
Computer Basics and Office Applications	Required Textbooks -1

Applications / Part Computer Basics and Office Dr. Ziad Mohammed Abboud Prof. Dr. Ghassan Hamid Abdul Majeed	Main References -2 (Sources)
made programs-Computer skills and ready	Recommended books and references (scientific journals, (.reports, etc
Multiple websites	Electronic references, (٢ ..... ‘websites

Curriculum Development Plan.122

## Course Description Form

## Course Description

description provides a concise summary of the main features of programme and the learning outcomes expected of the student, programme the opportunities the demonstrating whether he or she has made the most of It is accompanied by a description of each course within the .available .programme

College of Islamic Sciences / Tikrit University	Educational institution .123
Department of Hadith and its Sciences	Center / Department .124
human rights	Course Name/Code .125
My presence	Available attendance .126 forms
Chapter Two / First Stage	Chapter/Year .127
hours 30	Number of study hours .128 (total)
Samir Abdel Ayed .M.M	name Instructor's .129
2025/1/19	Date this description was .130 prepared
: Course objectives .131	
<p style="text-align: center;"> <b>.Understand the meaning of human rights</b> •  <b>cognitive horizons Expanding the student's</b> •  <b>to the rejection of sectarianism and Introducing the student</b> •  <b>.right to life in Islam the</b> </p>	

outcomes , teaching, learning and assessment program Required .51  
methods

<p>The learning outcomes of the main course should be consistent with the          .and outcomes course’s mission, objectives          identify the student’s future work To :What is expected from the course          options, which helps in determining the purposes served by each individual          Human Rights .and for students to pay attention to the subject ‘ outcome</p>
<p>: objectives skill Program specific -B          Forming a theoretical background through explanation, examples, - B1          .questions and answers          Discussion inside the hall or class and giving students the opportunity to - B2          .express their opinions and suggestions on the topic          class exercises and encouraging them to ask -students with in Providing - B3          .questions and answer questions about the subject matter          Special skills to define sectarianism in the view of Islam, as well as skills -B4          .related to critical thinking          slamic thought and defending it in the face of Skills for spreading I -B5          .challenges</p>
<p>: Teaching and learning methods</p>
<p>solving method, -Lecture method, standard method, inductive method, problem          ‘various interactive methods such as cooperative learning, use of various methods          the most prominent of which are (lecturing, dialogue method, guidance and          on The book, the explanation Legal Required Texts (counselling method, reading          .(The blackboard</p>
<p>: methods</p>
<p>. Through participation and questions related to the topic and outside it</p>
<p>based objectives: (developing a critical attitude, freedom -Emotional and value -C          from the influence of emotion and temptation, developing a scientific spirit,          accepting ideas on a correct scientific basis and criticizing ideas that are not          .(ncebased on evide          based goals-Emotional and value -C -A1          :Reception and acceptance: The student must -A1          .Listens to the lecture actively and participates ❖          The student pays attention to the sequence of ideas within each topic and ❖          .interacts with them          .various ways to use different correct expressions Asks about the ❖          :Response: The student must -A2          .Answers various questions raised in the topic ❖          .The student enjoys reading and listening to the lectures ❖</p>

<p>.The student participates in explaining each topic ❖  .on in explaining the material Student interacti ❖  :Value judgment: The student must -A3  .Suggests different uses for expressions for each topic ❖  Appreciates the importance of each topic and its interconnectedness with ❖  .other topics  Value organization: The student must -A4  .Combines ideas from different topics to formulate new topics ❖  .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>: Teaching and learning methods : Teaching and learning methods  .(Direct lecture style (simply direct delivery-1  .the help of the board Presentation with-2  .Delivering followed by providing structured notes-3  Guidance -2  Interventions -3</p>
<p>.(Giving lectures (explanation and clarification .1  . technological educational tools  academic Trying to make the student pay great attention to accuracy and .3  integrity in conveying the spirit of the text and finding the correct and acceptable  .equivalent in the language  Encourage the student to use some educational CDs and use the library as one .4  .of the learning methods</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>related to employability and transferable skills (other skills and General - D  . (personal development  skills: Proficiency in using computers and programs through the four -D1  .(speaking, listening, reading, writing)  .Mastering the use of different grammatical rules in the course topics -D2  earn a lot of vocabulary in addition to using different dictionaries to reach -D3  .the correct meanings  On some external influences s skills through focusDeveloping the student' -D4  .that help in developing himself</p>
<p>Evaluation methods</p>

.Written tests, oral tests, daily homework, daily lecture participation



Course structure .52					
Evaluation method	Teaching method	name/topic Unit	Required learning outcomes	Watch es	The week
Oral and written tests	Presentati on and discussion	<b>Universal Declaration of Human Rights</b>	Ways to detect human rights	2	1
Oral and written tests	Presentati on and discussion	Home F M Democracy and its Development	Ways to detect human rights	2	2
Oral and written tests	Presentati on and discussion	The meaning what sectarianism in of Islam	Ways to detect human rights	2	3
written Oral and tests	Presentati on and discussion	Doctrinal dispute	Ways to detect human rights	2	4
Oral and written tests	Presentati on and discussion	Interest dispute	Ways to detect human rights	2	5
Oral and written tests	Presentati on and discussion	The right to life in Islam	Ways to detect human rights	2	6
Oral and written tests	Presentati on and discussion	The religious nature of human rights	Ways to detect rights human	2	7
Oral and written tests	Presentati on and discussion	Human rights guarantees in Islam	Ways to detect human rights	2	8
Oral and written tests	Presentati on and discussion	right to choose The a mother	Ways to detect human rights	2	9
Oral and written tests	Presentati on and discussion	Child's right in Islam	Ways to detect human rights	2	10
Oral and written tests	Presentati on and discussion	Constitutional guarantees	Ways to detect human rights	2	11
Oral and written tests	Presentati on and discussion	Judicial guarantees	Ways to detect human rights	2	12
written Oral and tests	Presentati on and discussion	Human rights sources	Ways to detect human rights	2	13
Oral and written	Presentati	Democracy, its	Ways to detect	2	14

tests	on and discussion	definition and dimensions	human rights		
written Oral and tests	Presentati on and discussion	The right to life in other religions	Ways to detect human rights	2	15

Democracy and Human Rights / Prof. Dr. Maher Saleh Allawi	Required textbooks -1
Sectarianism in the view of Islam Mr. Sadr-Muhammad Sadiq al	(Main references (sources -2
The Internet	Recommended books and -A references
Comprehensive Library	Electronic references, - B ...websites

# Phase 2

# Course Description Form

## Review of the performance of higher education institutions ((academic program review))

For Requiring Briefly this The decision a description He provides  
 Learning And outputs The decision features the most important  
 achieve it The student from Expected  
 from Maximum Benefit Achieve may He was if About Proving  
 them Among Link from . Must. Available Learning Opportunities  
 a description And between  
 . The program

College of Islamic Sciences / Tikrit University	Educational institution .132
Department of Hadith and its Sciences	University Department / .133 Center
Second Stage -Principles of Interpretation	Course Name/Code .134
My presence	Available attendance .135 forms
Chapter Two	Chapter/Year .136
hours 30	Number of study hours .137 (total)
Prof. Dr. Saadi Hussein Ali	Instructor's name .138
2025/1/19	Date this description .139 was prepared

:The course aims to :Course objectives .140

should become familiar with the basic sciences that The student -1  
 .introduce him to the Holy Qur'an, its virtues and characteristics

To learn the knowledge and sciences that will make him realize the -2

.greatness and status of the Holy Qur'an  
 miliar with the interpretive principles that That the student is fa - 3  
 help him understand the Qur'an and act upon it according to a sound  
 .methodology

Learning outcomes, teaching and learning methods and assessment .141
<p>Introducing the student to the importance of the principles of -4          interpretation</p> <p>The student should know how to study the principles of interpretation -5          .and apply those principles to the Qur'anic text</p> <p>That the student understands the foundations and controls on which -6          an apply it to each interpreter bases his interpretation, and how he c          .himself</p>
Teaching and learning methods
<p>.Use the reading and listening method -1</p> <p>Encouraging students to master the basics and distinguish between -2          .correct and incorrect</p> <p>Encouraging students to benefit from reading interpretive texts and -3          .extracting these principles from them</p>
Evaluation methods
<p>. tests -1</p> <p>. tests -2</p> <p>.Participate and answer questions related to the scientific material -3</p>
Teaching and learning methods
<p>.Use the reading and listening method -1</p> <p>.texts Encourage students to read and memorize -2</p>
Evaluation methods
<p>. tests -1</p> <p>. tests -2</p> <p>.Participate and answer questions related to the scientific material -3</p>

General and transferable skills (other skills related to employability and -D  
.(personal development  
opportunities for students and Providing continuous learning -1  
.motivating them to read and follow up

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of unit/course or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Written tests	Presentation and discussion	Attention to the true origins and the extent of their application to the Qur'anic texts	Referred to in the previous axis and each according to the content	2	1
Written tests	Presentation and discussion	Defining the importance of the principles of interpretation	=	2	2
Written tests	Presentation and discussion	Definition of interpretation in language and terminology	=	2	3
Written tests	Presentation and discussion	Second: Definition of interpretation in language and terminology	=	2	4
Written tests	Presentation and discussion	Third: The difference interpretation between and exegesis	=	2	5
Written tests	Presentation and discussion	<b>Section Two: The Importance of Interpretation and the Need for It</b>	=	2	6
Written tests	Presentation and discussion	Chapter Two: The Origin and Development of Interpretation Chapter One: The Origin of Interpretation First: Interpretation in the era of prophecy	=	2	7

		<p>Aspects of the prophetic statement of the Qur'an</p> <p><b>Second: Interpretation in the era of the Companions</b></p> <p>Sources of interpretation among the companions</p> <p>Features of the interpretation of the companions</p> <p><b>Third: Interpretation in the era of the followers</b></p> <p>The most famous schools of interpretation in the era of the followers</p> <p>Sources of interpretation among the followers</p> <p>Features of the interpretation of the followers</p> <p><b>Interpretation Fourth: I in the era of codification</b></p>			
Written tests	<b>Present ation and discussi on</b>	<p><b>Chapter Two: Interpretation in the Modern Age and its Trends</b></p> <p>the social mental -First school</p> <p>The modern -Second scientific school</p> <p><b>Third: The Objective School</b></p> <p><b>Fourth: The literary and artistic school</b></p>	=	2	8
Written tests	<b>Present ation and discussi on</b>	<p><b>Chapter Three: Sections of Interpretation</b></p> <p><b>The first section: Interpretation by the transmitted texts</b></p> <p>Sources of interpretation by tradition</p> <p>The weakness of the narration in the interpretation of the transmitted hadiths and its causes</p> <p><b>Causes of weakness</b></p>	=	2	9



		<p><b>First: Frequent miscarriage and its causes</b></p> <p><b>Israelite stories -Second</b></p> <p><b>The principle of the inclusion of Israelite stories in interpretation</b></p> <p><b>f Reasons for the entry of Israelite stories into interpretation</b></p> <p><b>The ruling on adopting Israelite narrations in interpretation</b></p> <p><b>The poles of the Israeli narrative</b></p> <p><b>Third: Deleting the chain of transmission</b></p> <p><b>The most important books of interpretation by tradition</b></p>			
Written tests	<b>Present ation and discussi on</b>	<p><b>Section Two: Interpretation by Opinion</b></p> <p><b>The origin and development of interpretation by opinion</b></p> <p><b>Motives for interpretation by opinion</b></p> <p><b>The rule of interpretation by opinion</b></p> <p><b>First: Evidence of those who permit it</b></p> <p><b>Evidence of :Second those who prohibit it</b></p> <p><b>Third: The response of those who permit it to the evidence of those who forbid it</b></p>	=	2	10
Written tests	<b>Present ation and discussi on</b>	<p><b>Controls of interpretation by opinion and its types</b></p> <p><b>The interpreter's interpret eligibility to based on opinion</b></p>	=	2	11

		<p><b>The most important books of interpretation by opinion</b></p> <p><b>Chapter Four: Principles of Interpretation and its Controls</b></p> <p><b>Definition of the root, individually and collectively</b></p>			
Written tests	<b>Present ation and discussi on</b>	<p><b>section: The The first Quranic origin</b></p>	=	2	12
Written tests	<b>Present ation and discussi on</b>	<p><b>The second section: The transmitted origin (the (transmitted</b></p> <p><b>First: Interpretation of the Qur'an by the Sunnah</b></p> <p><b>The authority of the Sunnah in interpretation authenticity The levels of of the Sunnah in interpretation</b></p> <p><b>Second: Interpretation of the Qur'an with the sayings of the Companions</b></p> <p><b>The authority of the saying of the companion in interpretation</b></p> <p><b>Third: Interpretation of the Qur'an with the sayings of the followers authority of the The statement of the follower in interpretation</b></p>	=	2	13
Written tests	<b>Present ation and discussi on</b>	<p><b>The third topic: the linguistic origin</b></p>	=	2	14
Written tests	<b>Present ation</b>	<p><b>The authority of language in</b></p>	=	2	15

	<b>and discuss ion</b>	<b>interpretation</b>			
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Infrastructure .143	
<b>Principles of Interpretation</b>	:Required textbooks (Methodology if any)
<b>Facilitation of the rules of interpretation Statement in the interpretation of the Qur'an</b>	(Main References (Sources
<b>Comprehensive Library</b>	Recommended supporting books and references

# Course Description Form

## Review of the performance of higher education institutions (academic program review)

For Requiring Briefly this The decision a description He provides  
Learning And outputs The decision features important the most  
achieve it The student from Expected  
from Maximum Benefit Achieve may He was if About Proving  
Among them Link from . Must. Available Learning Opportunities  
a description And between  
. The program

College of Islamic Sciences / Tikrit University	Educational institution .1
Department of Hadith and its Sciences	University Department / .2 Center
Second Stage -Principles of Jurisprudence	Course Name/Code .3
My presence	Available attendance forms .4
Chapter One	Chapter/Year .5
hours 30	Number of study hours .6 (total)
Dr. Mohsen Hijan Abdullah	Instructor's name .7
2024/16/9	Date this description was .8 prepared
<p style="text-align: right;">:The course aims to :Course objectives .9</p> <p>That the student becomes familiar with the basic sciences that -1 introduce him to the principles of jurisprudence, its subject, its origin, .its codification, and its relationship to other sciences</p> <p>Teaching the student the principles of jurisprudence, jurisprudential -2</p>	

.ationrulings, and methods of deduction in Islamic legis  
 How to derive Islamic rulings from their original and subordinate -3  
 .sources

Learning outcomes, teaching and learning methods and assessment .10

-1  
 Introducing the student to the importance of the principles of jurisprudence  
 -2  
 how to study the principles of jurisprudence The student should know  
 .and apply those principles to jurisprudential rulings  
 -3  
 That the student understands the foundations and controls on which  
 every jurist builds his deduction of Islamic rulings, and how he can  
 .apply them

Teaching and learning methods

-1  
 .Use the reading and listening method  
 -2  
 Encouraging students to master the basics and distinguish between  
 .correct and incorrect  
 -3  
 Encouraging students to benefit from reading religious texts and  
 .extracting rulings from them

Evaluation methods

-1  
 . tests  
 -2  
 . tests  
 -3  
 .Participate and answer questions related to the scientific material

Teaching and learning methods

-1  
 .Use the reading and listening method  
 -2  
 .Encourage students to read and memorize texts

Evaluation methods

-1  
 . tests  
 -2  
 . tests  
 -3  
 .Participate and answer questions related to the scientific material

General and transferable skills (other skills related to employability and -D  
.(personal development  
Providing continuous learning opportunities for students and -1  
.them to read and follow up motivating

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of unit/course or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Written tests</b>	<b>Present ation and discussi on</b>	<b>Definition of the of principles jurisprudence and its subject</b>	<b>Referred to in the previous axis and each according to the content</b>	2	1
<b>Written tests</b>	<b>Present ation and discussi on</b>	<b>Sources of Islamic Legislation</b>	Principles of jurisprudence	2	2
Written tests	<b>Present ation and discussi on</b>	<b>The book, its definition and significance</b>	=	2	3
Written tests	<b>Present ation and discussi on</b>	<b>Sunnah, its definition, authority and divisions</b>	=	2	4
Written tests	<b>Present ation and discussi on</b>	<b>Conditions for working with single hadith</b>	=	2	5
Written tests	<b>Present ation</b>	<b>The provisions of the Sunnah</b>	=	2	6

	<b>and discuss ion</b>				
Written tests	<b>Present ation and discuss ion</b>	<b>Consensus: definition, types and authority</b>	=	2	7
Written tests	<b>Present ation and discuss ion</b>	<b>Consensus document and its possibility</b>	=	2	8
Written tests	<b>Present ation and discuss ion</b>	<b>Qiyas: Definition, and Authority Pillars</b>	=	2	9
Written tests	<b>Present ation and discuss ion</b>	<b>Controversial sources</b>	=	2	10
Written tests	<b>Present ation and discuss ion</b>	<b>Istihsan: Definition, Authority and Types</b>	=	2	11
Written tests	<b>Present ation and discuss ion</b>	<b>The sent interests, their definition and types</b>	=	2	12



Written tests	<b>Delivering and discussing</b>	<b>Custom: definition, types and authority</b>	=	2	13
Written tests	<b>Presentation and discussion</b>	<b>Blocking the means: definition and types</b>	=	2	14
Written tests	<b>Presentation and discussion</b>	<b>Istishab: definition and its validity</b>	=	2	15

### Course Evaluation .11

The grade is distributed out of 100 according to the tasks assigned to the student, .reports, etc ‘such as daily preparation, daily, oral, monthly and written exams

### Learning and teaching resources .12

<b>A Brief Introduction to the Principles of Jurisprudence: by Dr. Abdul Karim Zidane</b>	(Required textbooks (methodology if any
<b>The Principles of Jurisprudence in its Zalmi-Dr. Mustafa Al New Fabric: by</b>	(Main References (Sources
<b>Reports and articles on electronic newspapers</b>	
<b>Comprehensive Library Program, Noor .ilm Website, Illustrated Library-Al</b>	Electronic references, websites

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

College of Islamic Sciences / Tikrit University	Educational institution .12
Department of Hadith and its Sciences	Scientific Department Center / .13
Islamic Doctrine: (Theology) / Second Stage	Course Name/Code .14
person-In	Available attendance forms .15
Chapter Two	Chapter/Year .16
hours (30)	Number of study (hours (total .17
Latif-Dr. Ashjan Abdullah Al	Instructor's name .18
2025/1/19	Date this description was prepared .19
<b>Course objectives .20</b>	

Introducing the student to the Islamic faith and theology -1  
 Introducing the student to the meaning of the science of faith, its most prominent names, the benefits of faith, its objectives, and its characteristics -2  
 .Introducing the student to the evidence of the Islamic faith -3  
 .t to the Holy Quran’s approach to presenting the Islamic faith -3  
 Introducing the student to the fundamentals of the Islamic religion according to the -4  
 .most famous Islamic sects  
 .htyIntroducing the student to the evidence proving the existence of God Almighty -5  
 Introducing the student to the divine attributes, their meanings, and the evidence for -6  
 .their existence  
 Introducing the student to the meaning of seeing God Almighty, the opinions of the -7  
 .sects regarding it, and their evidence  
 student to the meaning of fate and destiny and the positions of the Introducing the -8  
 .sects on it

**Course outcomes, teaching, learning and assessment methods .53**

Cognitive objectives -A  
 the The student should be able to define the science of faith and list its names, explain -1  
 .benefits of faith, and state its objectives and characteristics  
 The student should be able to distinguish the evidence that is suitable for proving -2  
 .matters of belief  
 The student should be able to explain the Quran’s method of presenting the -3  
 .lamic faiths  
 The student should be able to enumerate and explain the fundamentals of religion -4  
 .among Islamic sects  
 The student should be able to provide evidence for the existence of God -5  
 .Almighty  
 attributes and provide The student should be able to enumerate the divine -6  
 .evidence for their validity  
 The student should be able to explain the meaning of seeing God Almighty and -7  
 .present the opinions of the sects regarding it and their evidence  
 fate and destiny and list the The student should be able to explain the meaning of -8  
 .positions of the sects on it

. Course specific skill objectives -B  
 .To compare between the linguistic and technical definition -B1  
 To explain and distinguish between the evidence considered valid in the creed -B2  
 .r evidenceand othe  
 .To provide evidence for matters of belief -B3  
 .To discuss those who deny the existence of God Almighty -B4

**Teaching and learning methods**

.Teaching methods of all types: lecture, inductive, standard -1  
 (Slide show (Power Point -2

.Questions -3 .Assignments and student participation -4 .Mind maps -5 .Prepare reports on course topics -6
Evaluation methods
.Participate and interact with the lecture -1 .Daily, monthly, semester and final tests -2
based goals-Emotional and value -C .He listens to the lecture actively -A1 .Ask about the various ways of using different expressions -A2 .The student participates in explaining each topic -A3 .Appreciate the importance of each topic and its connection to other topics -A4
methods Teaching and learning
.Teaching methods of all types: lecture, inductive, standard -1 (Slide show (Power Point -2 .Encourage the student to intervene -3
Evaluation methods
.Participate and interact with the lecture -1 Daily tests -2
skills (other skills related to employability and personal General and transferable -D (development .The skill of distinguishing between evidence of belief and other evidence -D1 The skill of calling for the Islamic faith and proving its validity with certain -D2 evidence .skill of discussing opponents and responding to their objections The -D3

Course structure.54					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Participate in the lecture and daily test	The lecture Student participation	Definition of the science of faith, its most prominent names, benefits of faith, its importance, and its characteristics	What the course includes	2	1
Participate in the lecture and	Lecture Participation Students	Evidence of Islamic faith	=	2	2

test daily					
<b>surprise test</b>	Inductive For student participation	The Qur'an's approach to presenting the faith	=	2	3
Participate in the lecture and daily test	Lecture Student Participation	The origins of religion among Islamic sects	=	2	4
<b>surprise test</b>	Standard Mind maps	Evidence of the existence of God Almighty: Evidence of occurrence	=	2	5
Participate in the lecture and daily test	Standard Student participation	Evidence of the existence of God Almighty: Evidence of necessity, circularity, and .sequence	=	2	6
<b>Monthly test</b>	---	<b>a test</b>	=	2	7
Participate in the lecture and daily test	Standard Student participation	Evidence of the existence of God Almighty: Evidence of Providence and Invention	=	2	8
<b>surprise test</b>	Lecture Student Participation	Coincidence, its concept and evidence of its 'invalidity atheism, its concept and causes	=	2	9
Participate in the lecture and daily test	Lecture Student Participation	Divine Attributes: 'Introduction Psychological .trait	=	2	10
Participate in the lecture and daily test	Standard Student participation	:Negative traits Foot and stay accident and violation	=	2	11
<b>surprise</b>	Standard	:Negative traits	=	2	12

<b>test</b>	<b>Student participation</b>	<b>actualization -Self and oneness</b>			
<b>Participate in the lecture and daily test</b>	<b>Lecture Student Participation</b>	<b>Attributes of meanings: ability, will, knowledge hearing, sight, speech, life</b>	=	<b>2</b>	<b>13</b>
<b>Monthly test</b>	----	<b>a test</b>	=	<b>2</b>	<b>14</b>
<b>Participate in the lecture and daily test</b>	<b>Lecture Student Participation</b>	<b>Seeing God Almighty and fate</b>	=	<b>2</b>	<b>15</b>

**Curriculum Development Plan .55**

The curriculum vocabulary is based on the fact that the subject is only one chapter, so there is a lot of abbreviation in it, and the plan to develop the curriculum is based material is distributed over two on adding a second chapter, so that the scientific .chapters, which ensures that the benefit reaches the student

The Fundamentals of the Islamic Religion: by .Douri-Dr. Qahtaan Al	Required textbooks -1
.Jurjani-the positions, by Al Explanation of -1 Taftazani-Explanation of the objectives of Al -2	(Main references (sources -2
The Islamic faith and its foundations, Abdul -1 . Rahman Hassan Habanka .Khan-Saeed Al The Islamic Creed, Mustafa -2	Recommended books and -A references (scientific journals, (.reports, etc
Comprehensive Library	Electronic references, -B ...websites

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description opportunities available. It must be linked to the p

College of Islamic Sciences / Tikrit University	Educational institution .21
Department of Hadith and its Sciences	Scientific Department Center / .22
Hadiths of Rulings: (Personal Status) / Second Stage K1	Course Name/Code .23
person-In	attendance Available forms .24
/Chapter One	Chapter/Year .25
hours (30)	Number of study (hours (total) .26
Dr. Najib Mutlaq Suleiman .1	Instructor's name .27
2024/16/9	Date this description was prepared .28
<b>Course objectives .29</b>	



Introducing the student to the meaning of personal status in language and terminology, and the schools of thought of scholars on this matter -1

Introducing the student to the meaning of the legal contract and its evidence from the Holy Qur'an and Sunnah -2

Introducing the student to the meaning of the pillars and conditions of the contract and some of the scholars' differences and their evidence regarding them -3

Introducing the student to the meaning of the first hadith (seeing the fiancée) and the statements of scholars and their evidence related to it -4

Introducing the student to the second hadith on (the guardian's condition in the contract) and some of the scholars' differences and their evidence regarding it -5

Introducing the student to the third hadith (the Prophet's prohibition of shighar marriage) and some of the scholars' differences and their evidence regarding it -6

Introducing the student to the fourth hadith (the chapter on divorce) and some of the scholars' differences and their evidence regarding it -7

Introducing the student to the fifth hadith (the chapter on divorce) and some of the scholars' differences and their evidence regarding it -8

Introducing the student to the sixth hadith (disliked and heretical divorce) and some of the scholars' differences and their evidence regarding it -9

Introducing the student to the seventh hadith (Khulu divorce) and some of the scholars' differences and evidence regarding it -10

### **57 . methods Course outcomes, teaching, learning and assessment**

Cognitive objectives -A

Introducing the student to the meaning of personal status in language and terminology, and the schools of thought of scholars on this matter - 1

Introducing the student to the meaning of the legal contract and its evidence from the Holy Qur'an and Sunnah -2

Introducing the student to the meaning of the pillars and conditions of the contract and some of the scholars' differences and their evidence regarding them - 3

Introducing the student to the meaning of the first hadith (seeing the fiancée) and the statements of scholars and their evidence related to it -4

Introducing the student to the second hadith on (the guardian's condition in the contract) and some of the scholars' differences and their evidence regarding it -5

Introducing the student to the third hadith (the Prophet's prohibition of shighar marriage) and some of the scholars' differences and their evidence regarding it -6

Introducing the student to the fourth hadith (the chapter on divorce) and some of the scholars' differences and their evidence regarding it -7

Introducing the student to the fifth hadith (the chapter on divorce) and some of the scholars' differences and their evidence regarding it -8

Introducing the student to the sixth hadith (dislike and heretical divorce) and some of the scholars' differences and their evidence regarding it -9

Introducing the student to the seventh hadith (Khulu divorce) and some of the scholars' differences and evidence regarding it -10

<p>. jectivesCourse specific skill ob -B  To compare the concept of jurisprudence between language and terminology -B1  .and the most correct of them  To compare the opinions of scholars on the nullifiers of ablution and their -B2  .differences in them  jurisprudential issues with reliable and correct To demonstrate the concept of -B3  .evidence  .To discuss the opinions of scholars according to the available evidence -B4</p>
Teaching and learning methods
<p>.Teaching methods of all types: lecture, inductive, standard -1  (Point Slide show (Power -2  .Questions -3  .Assignments and student participation -4  .Mind maps -5  .Prepare reports on course topics -6</p>
Evaluation methods
<p>.Participate and interact with the lecture -1  .Daily, monthly, semester and final tests -2</p>
<p>goals based-Emotional and value -C  .He listens to the lecture actively -A1  .Ask about the various ways of using different expressions -A2  .The student participates in explaining each topic -A3  .Appreciate the importance of each topic and its connection to other topics -A4</p>
and learning methods Teaching
<p>.Teaching methods of all types: lecture, inductive, standard -1  (Slide show (Power Point -2  .Encourage the student to intervene -3</p>
Evaluation methods
<p>.Participate and interact with the lecture -1  Daily tests -2</p>
<p>transferable skills (other skills related to employability and personal General and -D  .(development  .The skill of explaining the topics of jurisprudence in the chapter on worship -D1  .The skill of explaining and providing evidence for jurisprudential issues -D2  .skill of discussing the opinions of scholars The -D3</p>

<b>Course structure.58</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>

Participate in the lecture and daily test	The lecture Student participation	Definition of personal status	Hadiths of rulings (personal status)	2	1
Participate in the lecture and daily test	Standard Student participation	of Definition Sharia contract	=	2	2
Participate in the lecture and daily test	Inductive Student participation	Pillars and conditions of the contract	=	2	3
Participate in the lecture and daily test	Standard Mind maps	Explanation of the pillars and the differences of scholars	=	2	4
Participate in the lecture and daily test	Inductive Student participation	Seeing the fiancée	=	2	5
Participate in the lecture and daily test	The lecture Student participation	Explanation of the hadith	=	2	6
<b>Monthly test</b>	----	<b>a test</b>	=	2	7
Participate in the lecture and daily test	Lecture Student Participation	The pillars of the contract and what is related to it	=	2	8
Participate in the lecture and daily test	Lecture Student Participation	Guardian requirement for marriage	=	2	9
Participate in the and lecture daily test	Lecture Student Participation	The Prophet (PBUH) forbade ) the marriage of .shighar	=	2	10
Participate in the lecture and daily test	Lecture Student Participation	Chapter on divorce and what is related to it	=	2	11
Participate in the lecture and daily test	Inductive Student participation	Heretical or disliked divorce	=	2	12
Participate in the lecture and daily test	Lecture Student Participation	Explanation of Khula divorce	=	2	13

<b>Monthly test</b>	----	<b>a test</b>	=	<b>2</b>	<b>14</b>
<b>Participate in the lecture and daily test</b>	<b>Inductive Student Participation</b>	<b>On the types of divorce and the differences of scholars regarding it</b>	=	<b>2</b>	<b>15</b>

<b>Infrastructure.59</b>	
<b>Ahkam-Alam, Explanation of Umdat Al-Taisir Al</b>	<b>Required textbooks -1</b>
Jurisprudence books approved by the schools of jurisprudence	(Main references (sources -2
Contemporary research	Recommended books and -A references (scientific journals, (.reports, etc
Comprehensive Library	Electronic references, -B ...websites

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .30
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / Center .31
English language	Course Name/Code .32
My presence	Available attendance forms .33
Stage Two -Chapter One	Chapter/Year .34
(hours 30)	Number of study hours (total) .35
M.M Jihad Adnan Jihad	Instructor's name .36
2024/16/9	Date this description was prepared .37
Course objectives .38	

**The student should learn the basic sciences of the English language**

**To learn a set of useful terms in conveying the basics of the Islamic religion to English speakers**

**The student should be familiar with the grammatical rules that help in learning the English language**

Required program outcomes, teaching methods .60  
learning and assessment

<p>The learning outcomes of the main course should be consistent with the course's mission, objectives and outcomes</p> <p>What is expected from the course: To identify the student's future work the purposes served by each individual options, which helps in determining outcome</p>
<p style="text-align: right;">Program specific skill objectives</p> <p>Forming a theoretical background through explanation, examples, -B1  questions and answers</p> <p>Discussion inside the hall and giving students the opportunity to express -B2  their opinions and suggestions</p> <p>Providing students with exercises in the classroom and encouraging them -B3  to ask questions and answer them</p> <p>Providing students with homework exercises and discussing the mistakes -B4  .best result is reached collectively and weaknesses of each topic until the</p>
<p>Teaching and learning methods</p>
<p style="text-align: right;">Teaching and learning methods: Lecture method -49  Guidance -50  Interventions -51  Using computer and data show -52</p>
<p>:Evaluation methods</p>
<p>. Through participation and questions related to the topic and outside it</p>
<p style="text-align: right;">.based goals-Emotional and value -C  based goals-Emotional and value -C -A1  :Reception and acceptance: The student must -A1  listens to the lecture actively ❖  sequence of ideas within each topic and interacts Pays attention to the ❖  .with them  .Asks about the various ways to use different expressions ❖  Answer: The student must-A2  Answers various questions on the subject ❖  .The student feels pleasure in reading and listening to the lectures ❖  .The student participates in explaining each topic ❖  Value judgment: The student must -A3  Appreciates the importance of each topic and its connection to other ❖  .topics</p>

<p>.Suggests different uses for expressions for each topic ❖  student must Value organization: The -A4  .Combines ideas from different topics to formulate new topics ❖  .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods  Guidance -2  Interventions -3  computer and data show Using -4</p>
<p>.(Giving lectures (explanation and clarification .1  technological educational tools as teaching aids (listening to lessons via  .(Data Show Projector using ‘YouTube )  and academic Trying to make the student pay great attention to accuracy .3  integrity in conveying the spirit of the text and finding the correct and acceptable  equivalent in the target language without resorting to adding anything extra or  .truncating the original meaning in the original language sentence  e the student to use some educational CDs and use the library as one Encourag .4  .of the learning methods</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>employability and General and transferable skills (other skills related to -D  .(personal development  Mastering the use of the English language through the four skills: speaking, -D1  .listening, reading and writing  Mastering the use of different grammatical rules in the course topics -D2  vocabulary in addition to using different dictionaries to We learn a lot of -D3  .reach the correct meanings  Developing the student’s skills by focusing on some external influences -D4  .that help in developing himself</p>
<p>Evaluation methods</p>
<p>participation, homework completion Written tests, oral tests, daily</p>

Written tests, oral tests, daily participation, homework completion
Teaching and learning methods
Teaching and learning methods: Lecture style -53 Guidance -54 Interventions -55 Using computer and data show -56
:methods Evaluation
. Through participation and questions related to the topic and outside it
.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ to the sequence of ideas within each topic and interacts Pays attention ❖ .with them .Asks about the various ways to use different expressions ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .lectures The student feels pleasure in reading and listening to the ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .Suggests different uses for expressions for each topic ❖ The student must :Value organization -A4 .Combines ideas from different topics to formulate new topics ❖ .Appreciates the value of learning the skill of the lesson given ❖
Teaching and learning methods: Lecture method :Teaching and learning methods Guidance -2 Interventions -3 Using computer and data show -4
.(Giving lectures (explanation and clarification .1 technological educational tools as teaching aids (listening to lessons via .(Data Show Projector using ‘YouTube ) accuracy and academic Trying to make the student pay great attention to .3 integrity in conveying the spirit of the text and finding the correct and acceptable equivalent in the target language without resorting to adding anything extra or .truncating the original meaning in the original language sentence



Encourage the student to use some educational CDs and use the library as one .4 of the learning methods
Evaluation methods
<b>Through participation and questions related to the topic and outside it</b>
<p>related to employability and General and transferable skills (other skills -D .(personal development</p> <p>Mastering the use of the English language through the four skills: speaking, -D1 .listening, reading and writing</p> <p>Mastering the use of different grammatical rules in the course topics -D2 lot of vocabulary in addition to using different dictionaries to We learn a -D3 .reach the correct meanings</p> <p>Developing the student's skills by focusing on some external influences -D4 .that help in developing himself</p>
Evaluation methods
daily participation, homework ,Written tests, oral tests

Course structure .61					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Written oral and tests</b>	<b>Presentatio n and discussion</b>	<b>Possessive adjectives and possessive pronouns</b>	<b>English language</b>	<b>2</b>	<b>1</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Interrogative words</b>	<b>English language</b>	<b>2</b>	<b>2</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Simple present</b>	<b>English language</b>	<b>2</b>	<b>3</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Present perfect</b>	<b>English language</b>	<b>2</b>	<b>4</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Present Continuous</b>	<b>English language</b>	<b>2</b>	<b>5</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Simple future</b>	<b>English language</b>	<b>2</b>	<b>6</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Future perfect</b>	<b>English language</b>	<b>2</b>	<b>6</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Future Continuous</b>	<b>English language</b>	<b>2</b>	<b>7</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>Simple past</b>	<b>English language</b>	<b>2</b>	<b>8</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>perfect past</b>	<b>English language</b>	<b>2</b>	<b>9</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>past continuous</b>	<b>English language</b>	<b>2</b>	<b>10</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>I'm only a child</b>	<b>English language</b>	<b>2</b>	<b>11</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>She is born leader</b>	<b>English language</b>	<b>2</b>	<b>12</b>
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>WE ARE BOTH RELIABLE</b>	<b>English language</b>	<b>2</b>	<b>13</b>
<b>Written</b>	<b>Presentatio</b>	<b>I D LIKE CHECK IN</b>	<b>English</b>	<b>2</b>	<b>14</b>

<b>oral and tests</b>	<b>n and discussion</b>		<b>language</b>		
<b>Written and oral tests</b>	<b>Presentatio n and discussion</b>	<b>General review</b>	<b>English language</b>	<b>2</b>	<b>15</b>

	<b>HAEDWAY PLUS</b>	<b>Required textbooks -1</b>
	<b>SPEAK NOW</b>	(Main references (sources -2
	Internet The	Recommended books and -A references (scientific journals, (.reports, etc
	—appDUOLINGO English learning sites	Electronic references, -B ...websites

<b>Curriculum Development Plan .62</b>
<b>.This is done by adding materials related to actual reality</b>

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .39
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / .40 Center
Bayt and the Companions-Biography of the Ahl al	Course Name/Code .41
My presence	attendance Available .42 forms
One Stage Two/Semester	Chapter/Year .43
Theoretical (hours 30)	Number of study hours .44 (total)
Dr. Osman Ahmed Hamad	Instructor's name .45
2024/16/9	Date this description was .46 prepared
Course objectives .47	

The course aims to enable students to know the biography of the Chosen One (may God bless him and grant him peace), from whose noble source generations ) draw torches of faith and which are the provisions for their journey, the elements d the foundations of their extension. They must learn this of their survival, an .from its correct origins, and it is a factor of attraction and contemplation

Required program outcomes, teaching, learning and assessment .63  
methods

<p>the Prophet's biography Introducing the student to the importance of -4  The student should know how to read the noble prophetic text and deduce -5  .lessons and sermons for them  The student should understand how the Messenger of God (may God bless -6  whose him and grant him peace) dealt with people in an environment  . religion was paganism  is enabling students to learn about the Companions and the The basis -4  .classes of Companions</p>
<p>Program specific skill objectives  .The student acquires skills related to the Prophet's biography -B1  with the necessary skills for what happened during the Providing students -B2  .Prophet's era  Providing the student with skills related to events and battles during the -B3  .time of the Prophet and the time of the Companions</p>
<p>Teaching and learning methods</p>
<p>life -lecture method and linking each topic to real Adopting the -57  .examples  Directing the student to write a report on a topic related to the subject -58  Interventions -59  .Use question and answer -60  .Use brainstorming method for students to generate creative ideas -61</p>
<p>odsEvaluation meth</p>
<p>Evaluation through students' participation in the lecture, their -11  . preparation for the material, and questions related to and outside the topic  Evaluation through monthly exams -12</p>
<p>.based goals-Emotional and value -C  goals based-Emotional and value -C -A1  :Reception and acceptance: The student must -A1  listens to the lecture actively ❖  Pays attention to the sequence of ideas within each topic and interacts ❖  .with them  .Asks about the various ways to use different expressions ❖  Answer: The student must-A2  Answers various questions on the subject ❖  .The student feels pleasure in reading and listening to the lectures ❖  .The student participates in explaining each topic ❖  Value judgment: The student must -A3  Appreciates the importance of each topic and its connection to other ❖</p>

<p>.topics          .Suggests different uses for expressions for each topic ❖          Value organization: The student must -A4          .Combines ideas from different topics to formulate new topics ❖          .e of learning the skill of the given lesson Appreciates the valu ❖</p>
<p>General and transferable skills (other skills related to employability and -D          .(personal development          Encouraging students to be creative and creating a spirit of -D1          among them through continuous encouragement denial-perseverance and self          of the need for joint and effective cooperation among them to accomplish their          .academic requirements          Providing them with the university's website regarding the availability of -D2          .nt opportunities future employment and recruitme          Providing them with knowledge of the importance of developing their -D3          education by learning about various types of -capabilities through self          .knowledge          Emphasizing the development of students' personal talents, such as sports and -D4          .all types of arts, during their free time</p>
<p>Evaluation methods</p>
<p>Written tests, oral tests, daily participation, homework completion</p>
<p>Written tests, oral tests, daily participation, homework completion</p>
<p>Teaching and learning methods</p>
<p>:learning methods Teaching and -20</p>
<p>life -Adopting the lecture method and linking each topic to real -21          .examples          Directing the student to write a report on a topic related to the subject -22          Interventions -23          .Use question and answer -24          .creative ideas Use brainstorming method for students to generate -25</p>
<p>:Evaluation methods</p>
<p>Evaluation through students' participation in the lecture and their -1</p>

<p>.preparation of the material and questions related to and outside the topic Evaluation through monthly exams -2</p>
<p>.goals based-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .expressions Asks about the various ways to use different ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .The student feels pleasure in reading and listening to the lectures ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 importance of each topic and its connection to other Appreciates the ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .e skill of the lesson givenAppreciates the value of learning th ❖</p>
<p>:Teaching and learning methods :Teaching and learning methods</p>
<p>.Adopting the lecture method and linking each topic to examples from reality -1 .Directing the student to write a report on a topic related to the subject -2 Interventions -3 .Use question and answer -4 .Use brainstorming method for students to generate creative ideas -5</p>
<p>Evaluation methods</p>
<p>Evaluation through students' participation in the lecture and their -1 .related to and outside the topic preparation of the material and questions Evaluation through monthly exams -2 <b>Oral tests -13</b></p>

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

spirit of Encouraging students to be creative and creating a -D1  
denial among them through continuous encouragement -perseverance and self  
of the need for joint and effective cooperation among them to accomplish their  
.academic requirements

lity of Providing them with the university's website regarding the availabi -D2  
.future employment and recruitment opportunities

Providing them with knowledge of the importance of developing their -D3  
education by learning about various types of -capabilities through self  
.knowledge

personal talents, such as sports Emphasizing the development of students' -D4  
.and all types of arts, during their free time

Evaluation methods

Written tests, oral tests, daily participation, homework



Course structure .64					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Written tests	Presentation and discussion	Definition of the importance of biography	Biography of the Prophet	3	1
Written tests	Presentation and discussion	Religions in the Arabian Peninsula	Biography of the Prophet	3	2
Written tests	Presentation and discussion	Economic and social conditions at that time	Biography of the Prophet	3	3
Written tests	Presentation and discussion	Noble lineage and upbringing	Biography of the Prophet	3	4
Written tests	Presentation and discussion	Hira, In the cave of and his mission, may God bless him and grant him peace	Biography of the Prophet	3	5
Written tests	Presentation and discussion	Secret Call	Biography of the Prophet	3	6
Written tests	Presentation and discussion	Public call and the Quraish uprising of	Biography of the Prophet	3	7
Written tests	Presentation and discussion	Calling for monotheism and establishing worship of God	Biography of the Prophet	3	8
Written tests	Presentation and discussion	Factors of victory and stability	Biography of the Prophet	3	9
Written tests	Presentation and discussion	Islam was presented to the tribes	Biography of the Prophet	3	10
Written tests	Presentation and discussion	Isra and Mi'raj	Biography of the Prophet	3	11
Written tests	Presentation and discussion	events of the The Pledge of Aqaba and its causes	Biography of the Prophet	3	12
Written tests	Presentation and discussion	Reasons for migration between Abyssinia and Medina	Biography of the Prophet	3	13
Written tests	Presentation and	civil society Building	Biography of the Prophet	3	14

	<b>discussion</b>				
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Treaties and the beginning of invasions</b>	<b>Biography of the Prophet</b>	<b>3</b>	<b>15</b>

Biography of the Prophet by Ibn Hisham Biography Muhammad Ramadan Jurisprudence of Buti-Al	<b>Required textbooks -1</b>
Biography of Mustafa Sayed Hashim Marouf	(Main references (sources -2
The Internet	Recommended books and -A references (scientific journals, (.reports, etc
Comprehensive Library The Great Mosque	Electronic references, -B ...websites

Curriculum Development Plan .65
.This is done by adding materials related to actual reality

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

College of Islamic Sciences / Tikrit University	Educational institution .48
Department of Hadith and its Sciences	Scientific Department / .49 Center
Strange talk	Course Name/Code .50
My presence	Available attendance .51 forms
Stage Two - Chapter One	Chapter/Year .52
hours 45	Number of study hours .53 (total)
Dr. Ahmed Alwan Nouri .أ	Instructor's name .54
AD 2024/16/9	Date this description was .55 prepared
:Course objectives .56	
.1 :Course objectives The course aims to teach students the meaning of strange words .in hadith and how to extract strange words from text books words	

Required program outcomes, teaching, learning and assessment .66  
methods

<p>.Introducing the student to the importance of strange hadith -1          .text books The student should know how to extract strange hadiths from -2          .That students take care of the Noble Prophetic Sunnah and defend it</p>
<p style="text-align: center;">Program specific skill objectives</p> <p>Forming a theoretical background through explanation, examples, -B1          .questions and answers          giving students the opportunity Discussion within the electronic class and -B2          .to express their opinions and suggestions          Providing students with exercises in the online classroom and -B3          .encouraging them to ask questions and answer them          he mistakes Providing students with homework exercises and discussing t -B4          .and weaknesses of each topic until the best result is reached collectively</p>
<p style="text-align: center;">Teaching and learning methods</p>
<p>.Use the method of presentation and discussion -62          Encourage students to know what is meant by the strange word in the -63          .hadith          .students to research and follow up Encourage -64</p>
<p style="text-align: right;">:Evaluation methods</p>
<p>. Through participation and questions related to the topic and outside it</p>
<p>.based goals-Emotional and value -C          based goals-Emotional and value -C -A1          :Reception and acceptance: The student must -A1          listens to the lecture actively ❖          Pays attention to the sequence of ideas within each topic and interacts ❖          .with them          .Asks about the various ways to use different expressions ❖          Answer: The student must-A2          Answers various questions on the subject ❖          .els pleasure in reading and listening to the lecturesThe student fe ❖          .The student participates in explaining each topic ❖          Value judgment: The student must -A3          Appreciates the importance of each topic and its connection to other ❖          .topics</p>

<p>.expressions for each topic Suggests different uses for ❖  Value organization: The student must -A4  .Combines ideas from different topics to formulate new topics ❖  .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>methods: Lecture method Teaching and learning :Teaching and learning methods  Guidance -2  Interventions -3  Using computer and data show -4</p>
<p>.(Giving lectures (explanation and clarification .1  technological educational tools as teaching aids (listening to lessons via  .(Data Show Projector using ‘YouTube )  Trying to make the student pay great attention to accuracy and academic .3  integrity in conveying the spirit of the text and finding the correct and acceptable  equivalent in the target language without resorting to adding anything extra or  .ginal meaning in the original language sentencetruncating the ori  Encourage the student to use some educational CDs and use the library as one .4  .of the learning methods</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>General and transferable skills (other skills related to employability and - D  .(personal development  Proficiency in using computers and programs through the four skills: speaking, -D1  .listening, reading and writing  grammatical rules in the course topics Mastering the use of different -D2  earn a lot of vocabulary in addition to using different dictionaries to reach -D3  .the correct meanings  Developing the student’s skills by focusing on some external influences -D4  .that help in developing himself</p>
<p>Evaluation methods</p>
<p>Written tests, oral tests, daily participation, homework completion</p>



Course structure .67					
Evaluation method	Teaching method	Definition of stranger in language and terminology	Strange talk material	2	The week
Electronic tests	Presentation and discussion	The concept of strangeness among modernists	Strange talk material	2	1
Electronic tests	Presentation and discussion	The origin of the stranger	Strange talk material	2	2
Electronic tests	Presentation and discussion	The origin of the two things (the strange thing in the Qur'an and the strange thing in the hadith)	Strange talk material	2	3
Electronic tests	Presentation and discussion	I am the reason for the stranger's arrival	Strange talk material	2	4
Electronic tests	Presentation and discussion	Reasons for writing in the strange hadith	Strange talk material	2	5
Electronic tests	Presentation and discussion	The importance of knowing the strange hadith	Strange talk material	2	6
Electronic tests	Presentation and discussion	Types of strangers	Strange talk material	2	7
Electronic tests	Presentation and discussion	Degrees of interpretation of the (1-strange 2)	Strange talk material	2	8
Electronic tests	Presentation and discussion	Degrees of interpretation of the (3-strange 5)	Strange talk material	2	9
Electronic tests	Presentation and discussion	Methods of writing in the strange hadith	Strange talk material	2	10
Electronic tests	Presentation and discussion	The importance of writing in the strange	Strange talk material	2	11

		.hadith			
Electronic tests	Presentation and discussion	Scholars' approaches to writing about .strange hadiths	Strange talk material	2	12
Electronic tests	Presentation and discussion	The efforts of ancient scholars in classifying dictionaries of the strange words of the .Prophet's hadith	Strange talk material	2	13
Electronic tests	Presentation and discussion	Hadith –Gharib al books and their impact on the production of linguistic dictionaries	Strange talk material	2	14
Electronic tests	Presentation and discussion	Hadith sections and conditions	talk Strange material	2	15

The End of the Strange Hadith and Trace by Ibn Jazari-Athir al-al Strange Hadith by Ibn Qutaybah	Required textbooks -1
theses related to the science of Masters and PhD strange hadith	(Main references (sources -2
The Internet	Recommended books and -A references (scientific journals, (.reports, etc
Comprehensive Library	Electronic references, -B ...websites

Curriculum Development Plan .68
.materials related to actual reality This is done by adding



## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

College of Islamic Sciences / / Tikrit University Department of Hadith and its Sciences	Educational institution .57
Department of Hadith and its Sciences	Scientific Department / .58 Center
Methods of Hadith scholars	Course Name/Code .59
My presence	Available attendance .60 forms
Chapter One / Stage Two	Chapter/Year .61
hours 45	Number of study hours .62 (total)
Asst. Prof. Dr. Kahlan Hassan Ali	Instructor's name .63
AD 2024/16/9	Date this description was .64 prepared
:Course objectives .65	

**student becomes familiar with the basic sciences that That the introduce him to the sciences of hadith and the methods of the .hadith scholars**

**To learn the knowledge and sciences that enable him to understand .the scholars' method in the prophetic hadith**

**student is familiar with the hadith methods followed by That the .the hadith scholars according to a sound methodology**

Required program outcomes, teaching, learning and assessment .69  
methods

<p>The learning outcomes of the main course should be consistent with the course's mission, objectives and outcomes</p> <p>What is expected from the course: To identify the student's future work options, which helps in determining the purposes served by each individual and defend its output. And for students to care about the Sunnah of the Prophet a</p>
<p style="text-align: right;">Program specific skill objectives</p> <p>Forming a theoretical background through explanation, examples, -B1  questions and answers</p> <p>Discussion within the electronic class and giving students the opportunity -B2  suggestions to express their opinions and</p> <p>Providing students with exercises in the online classroom and -B3  encouraging them to ask questions and answer them</p> <p>Providing students with homework exercises and discussing the mistakes -B4  is reached collectively and weaknesses of each topic until the best result</p>
<p>Teaching and learning methods</p>
<p>Teaching and learning methods: Lecture method -65  Guidance -66  Interventions -67  Using computer and data show -68</p>
<p>:Evaluation methods</p>
<p>. Through participation and questions related to the topic and outside it</p>
<p style="text-align: right;">.based goals-Emotional and value -C  based goals-Emotional and value -C -A1</p> <p>:Reception and acceptance: The student must -A1  listens to the lecture actively ❖</p> <p>Pays attention to the sequence of ideas within each topic and interacts ❖  .with them</p> <p>.various ways to use different expressions Asks about the ❖  Answer: The student must-A2</p> <p>Answers various questions on the subject ❖</p> <p>.The student feels pleasure in reading and listening to the lectures ❖</p> <p>.The student participates in explaining each topic ❖</p> <p>student must Value judgment: The -A3</p> <p>Appreciates the importance of each topic and its connection to other ❖  .topics</p>

<p>.Suggests different uses for expressions for each topic ❖  Value organization: The student must -A4  .Combines ideas from different topics to formulate new topics ❖  .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods  Guidance -2  Interventions -3  Using computer and data show -4</p>
<p>.(Giving lectures (explanation and clarification .1  technological educational tools as teaching aids (listening to lessons via  .(Data Show Projector using ‘YouTube )  Trying to make the student pay great attention to accuracy and academic .3  rrrect and acceptable integrity in conveying the spirit of the text and finding the co  equivalent in the target language without resorting to adding anything extra or  .truncating the original meaning in the original language sentence  Encourage the student to use some educational CDs and use the library as one .4  .earning methods of the 1</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>General and transferable skills (other skills related to employability and -D  .(personal development  and programs through the four skills: speaking, Proficiency in using computers -D1  .listening, reading and writing  Mastering the use of different grammatical rules in the course topics -D2  earn a lot of vocabulary in addition to using different dictionaries to reach -D3  .meanings the correct  Developing the student’s skills by focusing on some external influences -D4  .that help in developing himself</p>
<p>Evaluation methods</p>
<p>Written tests, oral tests, daily participation, homework completion</p>



Course structure .70					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Written tests	Presentation and discussion	Introductions to the methods of the hadith scholars	Hadith Studies Material	3	1
Written tests	Presentation and discussion	Meaning and benefits curricula of	Hadith Studies Material	3	2
Written tests	Presentation and discussion	The development of composition in Hadith and types of classification	Hadith Studies Material	3	3
Written tests	Presentation and discussion	Introduction to Imam Bukhari	Hadith Studies Material	3	4
Written tests	Presentation and discussion	Definition of Sahih Bukhari-Al	Hadith Studies Material	3	5
Written tests	Presentation and discussion	Bukhari's methods -Al in Sahih	Hadith Studies Material	3	6
Written tests	Presentation and discussion	Bukhari's conditions	Studies Hadith Material	3	7
First month test		a test	Hadith Studies Material	3	8
Written tests	Presentation and discussion	His methods of repeating the hadith	Hadith Studies Material	3	9
Written tests	Presentation and discussion	His methods in commentary	Studies Hadith Material	3	10
Written tests	Presentation and discussion	Definition of Imam Muslim	Hadith Studies Material	3	11
Written tests	Presentation and discussion	Definition of Sahih Muslim	Hadith Studies Material	3	12
Written tests	Presentation and discussion	His approach to the manufacture of chains of transmission	Hadith Studies Material	3	13
Written tests	Presentation and discussion	His approach to jurisprudence and hadith texts	Hadith Studies Material	3	14
Second		a test	Hadith Studies	3	15

<b>month test</b>			<b>Material</b>		

<b>The Clear Methods of the Hadith Scholars / Dr. Shamali-Yasser Al</b>	<b>Required textbooks -1</b>
Saad Abdullah / Methods of the Hadith Scholars Hamid-Al	(Main references (sources -2
Introductions to the books of hadith	Recommended books and -A references (scientific journals, (.reports, etc
The Comprehensive Library / The Collection of Prophetic Hadith	Electronic references, -B ...websites

Development Plan Curriculum .71
.This is done by adding materials related to actual reality

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.

College of Islamic Sciences / Tikrit University	Educational institution .66
Department of Hadith and its Sciences	Scientific Department / Center .67
Methods of Hadith commentators	Course Name/Code .68
My presence	Available attendance forms .69
Stage Two / Chapter One	Chapter/Year .70
30 hours	Number of study hours (total) .71
Prof. Dr. Qaqa Mahdi Saleh	Instructor's name .72
AD 2024/16/9	Date this description was prepared .73
:Course objectives .74	

**familiar with the basic That the student becomes sciences that introduce him to the sciences of hadith and the .methods of hadith scholars in explanation To learn the knowledge and sciences that enable him to understand .the scholars' method in the prophetic hadith student is familiar with the hadith methods followed by That the .the hadith scholars according to a sound methodology**

Required program outcomes, teaching, learning and assessment methods .72

<p>The learning outcomes of the main course should be consistent with the course's mission, objectives and outcomes</p> <p>What is expected from the course: To identify the student's future work options, which helps in determining the purposes served by each individual and defend its output. And for students to care about the Sunnah of the Prophet a</p>
<p style="text-align: right;">Program specific skill objectives</p> <p>Forming a theoretical background through explanation, examples, -B1  questions and answers</p> <p>Discussion within the electronic class and giving students the opportunity -B2  suggestions to express their opinions and</p> <p>Providing students with exercises in the online classroom and -B3  encouraging them to ask questions and answer them</p> <p>Providing students with homework exercises and discussing the mistakes -B4  is reached collectively and weaknesses of each topic until the best result</p>
<p style="text-align: right;">Teaching and learning methods</p>
<p>Teaching and learning methods: Lecture method -69  Guidance -70  Interventions -71  Using computer and data show -72</p>
<p style="text-align: right;">:Evaluation methods</p>
<p>. Through participation and questions related to the topic and outside it</p>
<p style="text-align: right;">.based goals-Emotional and value -C  based goals-Emotional and value -C -A1  :Reception and acceptance: The student must -A1  listens to the lecture actively ❖</p> <p>Pays attention to the sequence of ideas within each topic and interacts ❖  .with them</p> <p>.various ways to use different expressions Asks about the ❖  Answer: The student must-A2  Answers various questions on the subject ❖</p> <p>.The student feels pleasure in reading and listening to the lectures ❖  .The student participates in explaining each topic ❖  student must Value judgment: The -A3  Appreciates the importance of each topic and its connection to other ❖  .topics</p>



<p>.Suggests different uses for expressions for each topic ❖  Value organization: The student must -A4  .Combines ideas from different topics to formulate new topics ❖  .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods  Guidance -2  Interventions -3  Using computer and data show -4</p>
<p>.(Giving lectures (explanation and clarification .1  technological educational tools as teaching aids (listening to lessons via  .(Data Show Projector using ‘YouTube )  Trying to make the student pay great attention to accuracy and academic .3  rrrect and acceptable integrity in conveying the spirit of the text and finding the co  equivalent in the target language without resorting to adding anything extra or  .truncating the original meaning in the original language sentence  Encourage the student to use some educational CDs and use the library as one .4  .earning methods of the 1</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>General and transferable skills (other skills related to employability and -D  .(personal development  and programs through the four skills: speaking, Proficiency in using computers -D1  .listening, reading and writing  Mastering the use of different grammatical rules in the course topics -D2  earn a lot of vocabulary in addition to using different dictionaries to reach -D3  .meanings the correct  Developing the student’s skills by focusing on some external influences -D4  .that help in developing himself</p>
<p>Evaluation methods</p>
<p>Written tests, oral tests, daily participation, homework completion</p>



Course structure .73					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Tests Editorial	Presentation and discussion	General lecture on the subject	Hadith commentators curriculum material	2	1
Tests Editorial	Presentation and discussion	methodology The Hafiz Ibn –of Al Hajar in his book Bari–Fath Al	Hadith commentators curriculum material	2	2
Tests Editorial	Presentation and discussion	The importance of his book	Hadith commentators curriculum material	2	3
Tests Editorial	Presentation and discussion	Introduction by Sari–Hoda Al	Hadith commentators curriculum material	2	4
Tests Editorial	Presentation and discussion	Bari by –Fath Al Ibn Rajab	Hadith commentators curriculum material	2	5
Tests Editorial	Presentation and discussion	in His approach his book	Hadith commentators curriculum material	2	6
Tests Editorial	Presentation and discussion	The difference between him and Ibn Hajar	Hadith commentators curriculum material	2	7
Tests Editorial	Presentation and discussion	Completing the with the teacher benefits of Muslim by Judge Iyad	Hadith commentators curriculum material	2	8
Tests Editorial	Presentation and discussion	His approach and details in his book	Hadith commentators curriculum material	2	9
Tests Editorial	Presentation and	Nawawi's –Imam Al approach in his	Hadith commentators	2	10

	discussion	Explanation of book of Sahih Muslim	curriculum material		
Tests Editorial	Presentation and discussion	The importance of explanation	Hadith commentators curriculum material	2	11
Tests Editorial	Presentation and discussion	Statement of the percentage of doors in Sahih Muslim	Hadith commentators curriculum material	2	12
Tests Editorial	Presentation and discussion	The approach of Azim Abadi in –Al –his book Awn Al Ma'bud	Hadith commentators curriculum material	2	13
Tests Editorial	Delivering written tests and discussion	Statement of the book's attribution to the author	Hadith commentators curriculum material	2	14
Tests Editorial	Presentation and discussion	Mubarakfuri's –Al his approach in –book Tuhfat al Ahwadhi, an explanation of Tirmidhi–Jami` al	Hadith commentators curriculum material	2	15

<p><b>Methods of Hadith commentators/ Prepared by Dr. Qasim Muhammad/ Dr. Ahmed Hamed</b></p>	<b>Required textbooks -1</b>
<p>Bukhari and its explanation by Ibn -Sahih Al Hajar Nawawi-Sahih Muslim and its explanation by Al</p>	(sources) Main references -2
<p>The Internet</p>	Recommended books and -A references (scientific journals, (.reports, etc

Comprehensive Library	Electronic references, -B ...websites
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Curriculum Development Plan	.74
.This is done by adding materials related to actual reality	

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.

College of Islamic Sciences / Tikrit University	Educational institution .75
Department of Hadith and its Sciences	Scientific Department / Center .76
Memorizing the Quran and Hadith	Course Name/Code .77
My presence	Available attendance forms .78
Stage Two / Chapter Two	Chapter/Year .79
30 hours	Number of study hours (total) .80
Mahdi Mohammed Jassim .Mr	Instructor's name .81
2025/1/19	Date this description was prepared .82
:Course objectives .83	
<p><b>the learner's keenness to master the memorization of the Holy Quran in terms of recitation, writing, and control as Qur'an Documenting the learner's connection to the Holy a book of guidance and a constitution for life</b></p> <p><b>Expanding the student's horizons and alerting him to the the Qur'an, and the virtue of learning importance of memorizing and teaching it</b></p> <p><b>.The student memorized thirty hadiths of the Prophet</b></p>	

**Introducing the student to aspects of the Prophet's biography, •**  
**may God bless him and grant him peace, and his guidance in**  
**d remembrance, along with aspects of the morals, worship, an**  
**Prophet's biography, may God bless him and grant him peace,**  
**.with himself**  
**Instilling love for the Prophet, may God bless him and grant •**  
**.him peace, and the desire to follow his example**  
**tatus of the Companions, may God Knowing the virtues and s •**  
**.Almighty be pleased with them**

Required program outcomes, teaching, learning and assessment methods	.75
The learning outcomes of the main course should be consistent with the course's mission, objectives and outcomes is expected from the course: To identify the student's future work What options, which helps in determining the purposes served by each individual outcome. And for students to take care of the Holy Quran by memorizing and .studying it	
objectives Program specific skill Forming a theoretical background through explanation, examples, -B1 .questions and answers Discussion within the electronic class and giving students the opportunity -B2 .to express their opinions and suggestions exercises in the online classroom and Providing students with -B3 .encouraging them to ask questions and answer them Providing students with homework exercises and discussing the mistakes -B4 .and weaknesses of each topic until the best result is reached collectively	
learning methods Teaching and	
Delivering the lecture 2. Reading required texts from the book .1 Explain on the board 4. Presentation and correction .3	
:Evaluation methods	
. Through participation and questions related to the topic and outside it	

	<p style="text-align: center;">.based goals-value Emotional and -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .different expressions Asks about the various ways to use ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .The student feels pleasure in reading and listening to the lectures ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .e of learning the skill of the given lessonAppreciates the valu ❖</p>
Teaching and learning methods:	<p>Lecture method :Teaching and learning methods Guidance -2 Interventions -3</p>
integrity in conveying the spirit of the text and finding the correct and acceptable	<p>(Giving lectures (explanation and clarification .1 listening to lessons via) technological educational tools as teaching aids .To improve recitation .(Data Show Projector use ‘YouTube ) Trying to make the student pay great attention to accuracy and academic .3 t in the target language without resorting to adding anything extra or equivalen .truncating the original meaning in the original language sentence Encourage the student to use some educational CDs and use the library as one .4 .of the learning methods</p>
	<p>ethodsEvaluation m</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>	



	<p>General and transferable skills (other skills related to employability and -D          .(personal development          skills: speaking, Proficiency in using computers and programs through the four -D1          .listening, reading and writing          Mastering the use of different grammatical rules in the course topics -D2          Learn a lot of vocabulary in addition to using different dictionaries to reach -D3          .the correct meanings          student's skills by focusing on some external influences Developing the -D4          .that help in developing himself</p>
	<p>Evaluation methods</p>
	<p>Written tests, oral tests, daily participation, homework completion</p>

<b>Evaluation method</b>	<b>Teaching method</b>	<b>name/topic Unit</b>	<b>Required learning outcomes</b>	<b>Watch es</b>	<b>The week</b>
<b>Oral and written tests</b>	<b>Presentati on and discussion</b>	<b>Memorize five verses -from Surat Al Mujadalah with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>1</b>
<b>oral and written tests</b>	<b>Presentati on and discussion</b>	<b>Memorize five verses -from Surat Al Mujadalah with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>2</b>
<b>and written oral tests</b>	<b>Presentati on and discussion</b>	<b>Memorize five verses -from Surat Al Mujadalah with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>3</b>
<b>oral and written tests</b>	<b>Presentati on and discussion</b>	<b>Memorize five verses -from Surat Al Mujadalah with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>4</b>
<b>oral and written tests</b>	<b>Presentati and on discussion</b>	<b>Memorize five verses Hashr -Al from Surat with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>5</b>
<b>oral and written tests</b>	<b>Presentati on and discussion</b>	<b>Memorize five verses Hashr -from Surat Al with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>6</b>
<b>oral and written tests</b>	<b>Presentati on and discussion</b>	<b>Memorize five verses Hashr -from Surat Al with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>7</b>
<b>oral and written tests</b>	<b>Presentati on and discussion written tests</b>	<b>Memorize five verses Hashr -from Surat Al with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>8</b>
<b>oral and written tests</b>	<b>Presentati on and discussion</b>	<b>Memorize five verses -from Surat Al Mumtahanah with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>9</b>
<b>oral and written tests</b>	<b>Presentati on and discussion</b>	<b>Memorize five verses -from Surat Al Mumtahanah with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>10</b>
<b>and written oral tests</b>	<b>Presentati on and discussion</b>	<b>Memorize five verses -from Surat Al Mumtahanah with two hadiths</b>	<b>Memorize half of Part 28 and two hadiths</b>	<b>2</b>	<b>11</b>
<b>oral and written</b>	<b>Presentati</b>	<b>Memorize seven</b>	<b>Memorize half of</b>	<b>2</b>	<b>12</b>

tests	on and discussion	verses from Surat Saff with two -Al hadiths	Part 28 and two hadiths		
oral and written tests	Presentati on and discussion	Memorize seven verses from Surat Saff with two -Al hadiths	Memorize half of Part 28 and two hadiths	2	13
oral and written tests	Presentati on and discussion	Memorize five verses -from Surat Al Jumu'ah with two hadiths	Memorize half of Part 28 and two hadiths	2	14
oral and written tests	Presentati on and discussion	Memorize six verses -from Surat Al Jumu'ah with two hadiths	Memorize half of Part 28 and two hadiths	2	15

Part 28 of the Holy Quran The Forty Hadith of Nawawi	Required textbooks -1
Interpretation of the Holy Quran by Ibn Kathir Duas-The Art of Tajweed by Izzat Al	(Main references (sources -2
The Internet	Recommended books and -A references
Ilm website, -Noor Al ' Comprehensive Library Illustrated Library	Electronic references, -B ... websites

Development Plan Curriculum .77
.This is done by adding materials related to actual reality

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.

College of Islamic Sciences / Tikrit University	Educational institution .84
Department of Hadith and its Sciences	Scientific Department / Center .85
of Hadith Graduation Principles	Course Name/Code .86
My presence	Available attendance .87

	forms
Chapter Two / Stage Two	Chapter/Year .88
hours 45	Number of study hours .89 (total)
Samir Abdel Ayed .M.M	Instructor's name .90
2025/1/19	Date this description was .91 prepared
	:Course objectives .92
<p><b>That the student becomes familiar with the basic sciences that introduce him to the sciences of hadith, the methods of hadith scholars, and the science of graduation</b></p> <p><b>To learn the knowledge and sciences that enable him to understand the scholars' method in the prophetic hadith and how to graduate the hadith student becomes familiar with the methods of That the graduating hadith and studying the chains of transmission followed by hadith scholars according to a sound methodology</b></p>	

Required program outcomes, teaching, learning and assessment methods	.78
<p>outcomes of the main course should be consistent with the The learning course's mission, objectives and outcomes</p> <p>What is expected from the course: To identify the student's future work options, which helps in determining the purposes served by each individual .output</p> <p>.And for students to care about the Sunnah of the Prophet and defend it</p>	

<p style="text-align: center;">Program specific skill objectives</p> <p>Forming a theoretical background through explanation, examples, -B1  students the opportunity Discussion within the electronic class and giving -B2  .questions and answers  .to express their opinions and suggestions  Providing students with exercises in the online classroom and -B3  .encouraging them to ask questions and answer them  akes Providing students with homework exercises and discussing the mist -B4  .and weaknesses of each topic until the best result is reached collectively</p>
Teaching and learning methods
<p style="text-align: center;">Teaching and learning methods: Lecture method -73  Guidance -74  Interventions -75  Use of computer and data show -76</p>
:Evaluation methods
. Through participation and questions related to the topic and outside it
<p style="text-align: center;">.based goals-Emotional and value -C  based goals-Emotional and value -C -A1  :Reception and acceptance: The student must -A1  listens to the lecture actively ❖  sequence of ideas within each topic and interacts Pays attention to the ❖  .with them  .Asks about the various ways to use different expressions ❖  Answer: The student must-A2  Answers various questions on the subject ❖  .The student feels pleasure in reading and listening to the lectures ❖  .The student participates in explaining each topic ❖  Value judgment: The student must -A3  Appreciates the importance of each topic and its connection to other ❖  .topics  .Suggests different uses for expressions for each topic ❖  student must Value organization: The -A4  .Combines ideas from different topics to formulate new topics ❖  .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods  Guidance -2  Interventions -3  computer and data show Using -4</p>

<p> .1  (Giving lectures (explanation and clarification  technological educational tools as teaching aids (listening to lessons via  (Data Show Projector using (YouTube )  and academic Trying to make the student pay great attention to accuracy .3  integrity in conveying the spirit of the text and finding the correct and acceptable  equivalent in the target language without resorting to adding anything extra or  .truncating the original meaning in the original language sentence  e the student to use some educational CDs and use the library as one Encourag .4  .of the learning methods </p>
Evaluation methods
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p> employability and General and transferable skills (other skills related to -D  .(personal development  Proficiency in using computers and programs through the four skills: speaking, -D1  .listening, reading and writing  Mastering the use of different grammatical rules in the course topics -D2  ocabulary in addition to using different dictionaries to reach Learn a lot of -D3  .the correct meanings  Developing the student's skills by focusing on some external influences -D4  .that help in developing himself </p>
Evaluation methods
participation, homework completion Written tests, oral tests, daily

Course structure .79					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watch es	The week
Written tests	Presentati on and discussion	Definition of graduation in language and terminology Explanation of the definition	Graduation material and study of chains of transmission	3	1
Written tests	Presentati on and discussion	Its importance, benefit, need for it and graduation date	Graduation material and study of chains of transmission	3	2
Written tests	Presentati on and discussion	The most famous books of graduation and introduction to the book Nasb Al Raya	Graduation material and study of chains of transmission	3	3
Written tests	Presentati on and discussion	Graduation methods Knowing the -1 narrator of the hadith	Graduation material and study of chains of transmission	3	4
Written tests	Presentati on and discussion	Musnads: Musnad Hamidi and -Al Musnad Ahmad	Graduation material and study of chains of transmission	3	5
Written tests	Presentati on and discussion	-Dictionaries: Al .Tabarani Books of the Parties: The Masterpiece of the Nobles	Graduation material and study of chains of transmission	3	6
Written tests	Presentati on and discussion	Knowing the first -2 word of the text of the hadith. Famous .hadiths	Graduation material and study of chains of transmission	3	7
Written tests	Presentati on and discussion	The Small Mosque Book	Graduation material and study of chains of transmission	3	8
Written tests	Presentati on and discussion	Keys and indexes books	Graduation material and study of chains of transmission	3	9
Written tests	Presentati on and	Knowing a -3 strange word.	Graduation material and	3	10



	<b>discussion</b>	<b>Indexed Dictionary of Hadith</b>	<b>study of chains of transmission</b>		
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Knowing the subject of the -Sahih Al . hadith Bukhari -4</b>	<b>Graduation material and study of chains of transmission</b>	<b>3</b>	<b>11</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Extracts and Addenda</b>	<b>Graduation material and study of chains of transmission</b>	<b>3</b>	<b>12</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Graduation in the -5 case of a hadith with chain of transmission and text</b>	<b>Graduation material and study of chains of transmission</b>	<b>3</b>	<b>13</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Study of chains of transmission</b>	<b>Graduation material and study of chains of transmission</b>	<b>3</b>	<b>14</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Judgment on the hadith</b>	<b>Graduation material and study of chains of transmission</b>	<b>3</b>	<b>15</b>

<b>Mohammadi-Graduation/ Dr. Abdul Qader Al</b>	<b>Required textbooks -1</b>
Clear in the graduation of the hadith. A group of researchers Hadith Graduation/ Ali Baqaei Shaya-Graduation of the hadith for Al	(Main references (sources -2
The Internet	Recommended books and -A references (scientific journals, (.reports, etc
Comprehensive Library	Electronic references, - B ...websites

Curriculum Development Plan .80
.This is done by adding materials related to actual reality

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

College of Islamic Sciences / Tikrit University	Educational institution .93
Department of Hadith and its Sciences	Scientific Department / .94 Center
Men's science	Course Name/Code .95
My presence	Available attendance .96 forms
Chapter Two	Chapter/Year .97
hours 45	Number of study hours .98 (total)
Muhannad Abdul Sattar Jameel .Prof. Dr	Instructor's name .99
2025/1/19	Date this description was .100 prepared
:Course objectives .101	

The course aims to introduce the science of men, which is one of the important sciences of hadith. The student of hadith must know the science of .men, how it originated, and the most important works in it

Required program outcomes, teaching, learning and assessment .81 methods
<p>should be consistent with the The learning outcomes of the main course .course's mission, objectives and outcomes</p> <p>What is expected from the course: To identify the student's future work options, which helps in determining the purposes served by each individual</p>

re of the Holy Quran by memorizing and outcome. And for students to take ca  
.studying it

Program specific skill objectives

Forming a theoretical background through explanation, examples, -B1  
.questions and answers  
ty Discussion within the electronic class and giving students the opportuni -B2  
.to express their opinions and suggestions  
Providing students with exercises in the online classroom and -B3  
.encouraging them to ask questions and answer them  
Providing students with homework exercises and discussing the mistakes -B4  
.each topic until the best result is reached collectively and weaknesses of

Teaching and learning methods

Use Classroom to deliver the lecture orally, use PowerPoint as slides, •  
PDF. and send it as a  
.Use direct questions to students•  
.brainstorming Motivating students through•  
Discussion and conclusions•

:Evaluation methods

asking direct • Through participation, questions related to the topic and outside it  
.questions, and surprise tests

.based goals-Emotional and value -C  
based goals-Emotional and value -C -A1  
:Reception and acceptance: The student must -A1  
listens to the lecture actively ❖  
Pays attention to the sequence of ideas within each topic and interacts ❖  
.with them  
.Asks about the various ways to use different expressions ❖  
Answer: The student must-A2  
various questions on the subject Answers ❖  
.The student feels pleasure in reading and listening to the lectures ❖  
.The student participates in explaining each topic ❖  
Value judgment: The student must -A3  
other Appreciates the importance of each topic and its connection to ❖  
.topics  
.Suggests different uses for expressions for each topic ❖  
Value organization: The student must -A4  
.Combines ideas from different topics to formulate new topics ❖

<p>.Appreciates the value of learning the skill of the given lesson ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods Guidance -2 Interventions -3</p>
<p>.(Giving lectures (explanation and clarification .1 technological educational tools as teaching aids (listening to lessons via .To improve recitation .(Data Show Projector use ‘YouTube ) Trying to make the student pay great attention to accuracy and academic .3 integrity in conveying the spirit of the text and finding the correct and acceptable g to adding anything extra or equivalent in the target language without resortin .truncating the original meaning in the original language sentence Encourage the student to use some educational CDs and use the library as one .4 .of the learning methods</p>
<p>Evaluation methods</p>
<p><b>questions related to the topic and outside it Through participation and</b></p>
<p>General and transferable skills (other skills related to employability and -D . (personal development Proficiency in using computers and programs through the four skills: speaking, -D1 .and writing listening, reading Mastering the use of different grammatical rules in the course topics -D2 earn a lot of vocabulary in addition to using different dictionaries to reach -D3 .the correct meanings influences Developing the student’s skills by focusing on some external -D4 .that help in developing himself</p>
<p>Evaluation methods</p>
<p>Written tests, oral tests, daily participation, homework completion</p>

Course structure .82					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watch es	The week
Written tests	Presentati on and discussion	Attribution and its importance	Men's science material	3	1
Written tests	Presentati on and discussion	The emergence of the science of men and the beginning of its classification	Men's science material	3	2
Written tests	Presentati on and discussion	Strata: Definition and Origin of Stratigraphy	science Men's material	3	3
Written tests	Presentati on and discussion	Classes of narrators in the era of the novel	Men's science material	3	4
Written tests	Presentati on and discussion	famous The most books on stratigraphy	Men's science material	3	5
Written tests	Presentati on and discussion	A brief introduction to the book of classes by Ibn Saad	Men's science material	3	6
Written tests	Presentati on and discussion	Definition of companions and their status in Islam	Men's science material	3	7
Written tests	Presentati on and discussion	Classes of the Companions. The most famous books about them	Men's science material	3	8
Written tests	Presentati on and	The science of wound and	Men's science material	3	9

	<b>discussion</b>	<b>modification. And its origins</b>			
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>The most famous books on criticism and modification</b>	<b>Men's science material</b>	<b>3</b>	<b>10</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Introduction to the History Book Great Bukhari-of Al</b>	<b>Men's science material</b>	<b>3</b>	<b>11</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>A brief introduction -to the book Al Isti'ab by Ibn Abd Barr and the book -al Isabah by Ibn -Al Hajar</b>	<b>Men's science material</b>	<b>3</b>	<b>12</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Knowing the great narrators from the minor ones and its .importance</b>	<b>science Men's material</b>	<b>3</b>	<b>13</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Knowing brothers and sisters and its importance</b>	<b>Men's science material</b>	<b>3</b>	<b>14</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Knowing the units and individuals from the names of narrators</b>	<b>Men's science material</b>	<b>3</b>	<b>15</b>

<b>Dr. Nour El - Principles of Wound and Correction Din Atar</b>	<b>Required textbooks -1</b>
The wound and .1 modification of Ibn Abi Hatim Maysar in the Sciences -Al .2 of Wound and Correction Ghouri-by Al Balance of moderation for .3 the golden	(Main references (sources -2
Library of the College of Islamic Sciences .1 Unit magazines and reports .2 theses and dissertations Master's .3	Recommended books and -A references
Comprehensive Library/Hadith Sites	Electronic references, -B ...websites

## **Course Description Form**

### **Course Description**

**This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating**

learning opportunities whether the student has made the most of the . .rogram description available. It must be linked to the p

College of Islamic Sciences – Tikrit University	Educational institution .102
Hadith	Department Scientific .103 Center /
(Grammar (Ibn Aqil's explanation	Course Name/Code .104
(person–Classrooms (in	Available attendance .105 forms
–2023 Second semester of the academic year 2024	Chapter/Year .106
hours 30	Number of study .107 (total) hours
Asst. Prof. Dr. Falah Hassan Mohammed	Instructor's name .108
2025/1/19	Date this description .109 was prepared
: Course objectives .110	
:be able to At the end of the semester, the student will	
subject that he studied in the prescribed Teaching the grammar –1 .semester	



<b>. Teaching him Arabic grammar -2</b>
<b>.Arabic letters and words correctly How to pronounce -3</b>
<b>books written in the of an appropriate number To be able to read -4 .language</b>
<b>from the away ,Correcting the tongue on the correct Arabic speech -5 . colloquial language</b>

<b>outcomes, teaching, learning and assessment methods Course .83</b>
<b>Cognitive objectives -A</b>
<b>.Knowing the meaning of the subject according to grammarians -A1</b>
<b>rule of the subject coming after its subject (which is the Knowing the -A2 . (verb or something similar</b>
<b>Knowing the grammarians' disagreement if the verb is attributed to an -A3 (apparent noun (dual or plural</b>
<b>its Explaining the language of the phrase "the fleas ate me" and -A4 .grammatical aspects</b>
<b>The feminine taa marbuta is required for the past tense verb in two -A5 .places</b>
<b>.the subject before the object Controls for knowing -A6</b>
<b>. objectives skill specific Course -B</b>
<b>explanation books to Training the student to use old grammar -B1</b>

<p style="text-align: center;"><b>.understand the expressions of old grammarians</b></p> <p><b>Qualifying the student to learn about contemporary sciences that serve – B2</b>  <b>.the Arabic language</b></p> <p style="text-align: center;"><b>Developing the student's skill in using the computer in the Arabic – B3</b>  <b>.language</b></p> <p><b>gthening the student’s ability to speak and deliver speeches through Stren –B4</b>  <b>.his participation in the scientific subject activities</b></p>
<b>Teaching and learning methods</b>
<p style="text-align: center;"><b>.Giving theoretical lectures and intellectual dialogues –1</b></p> <p style="text-align: center;"><b>.book verses and poetic evidence from the Read –2</b></p> <p style="text-align: center;"><b>.Using educational tools (presentations) and field visits to the library –3</b></p> <p style="text-align: center;"><b>. Explain on the board –4</b></p> <p style="text-align: center;"><b>(Applications, Costs (Homework –5</b></p>
<b>Evaluation methods</b>
<b>.Daily theoretical tests, final tests, and weekly reports</b>
<p style="text-align: center;"><b>based goals–Emotional and value –C</b></p> <p style="text-align: center;"><b>.The student should be keen to participate in grammar activities –A1</b></p> <p style="text-align: center;"><b>.He must be keen to attend the subject lectures regularly –A2</b></p>

<p>classroom when friends in the his help The student should try to –A3          .reviewing the scientific material</p> <p>his and mutual respect between himself d enjoyThe student shoul –A4          . classmates</p>
<p><b>Teaching and learning methods</b></p>
<p style="text-align: right;">Lecture style –1</p> <p style="text-align: right;">Interventions –2</p> <p style="text-align: center;">.(Giving lectures (explanation and clarification –3</p> <p>teaching aids (listening to as Using technological educational tools –4</p> <p>To improve . (Data Show Projector using ,YouTube lessons via          . reading</p> <p>Encourage the student to use some educational CDs and use the –5          . library as one of the learning methods</p>
<p><b>Evaluation methods</b></p>
<p>(Daily tests (recording strengths, weaknesses, and response range -1</p> <p style="text-align: right;">.Weekly reports -2</p> <p>. topic–and off , questions related to the topic , Participation -3</p>

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

.Developing the student’s mental abilities –D1

.research skills Developing –D2

Benefit from the results of how letters and words are pronounced in –D3

.public life

. teaching methods Training on educational tools and –D4

Proficiency in using computers and programs through the four – D5

writing , dingrea , listening speaking skills

. Mastering the use of different grammatical rules in the course topics – D6

vocabulary in addition to using different dictionaries to of Learn a lot –D7

.reach the correct meanings

ternal influences Developing the student’s skills by focusing on some ex – D8

. that help in developing himself

### Course structure .84

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Daily Test</b>	<b>theoretical</b>	<b>of The meaning the subject according to grammarians</b>	<b>Student understanding of the lesson</b>	<b>4</b>	<b>the first</b>
<b>Daily Test</b>	<b>theoretical</b>	<b>The rule of the subject is that it comes after its subject (which is the verb or something (similar</b>	<b>Student understanding of the lesson</b>	<b>4</b>	<b>the second</b>
<b>Daily Test</b>	<b>Theoretical and practical</b>	<b>If the verb is attributed to a dual or plural noun</b>	<b>Skill training and parsing mastery</b>	<b>4</b>	<b>the third</b>
<b>Weekly report</b>	<b>Theoretical and practical</b>	<b>Fleas ate me language statement</b>	<b>Training on methods of understanding grammatical evidence</b>	<b>4</b>	<b>Fourth</b>
<b>Weekly report</b>	<b>Theoretical and practical</b>	<b>The feminine taa is required for the .past tense verb</b>	<b>Training on how form correct to and useful sentences</b>	<b>4</b>	<b>Fifth</b>
<b>Daily Test</b>	<b>theoretical</b>	<b>Controls for</b>	<b>Developing the</b>	<b>4</b>	<b>Sixth</b>

## Infrastructure

		subject before the object	extracting the grammatical evidence		
Weekly reports	Theoretical and practical	If there is evidence of the verb, it is permissible to delete it and keep its subject. When	Student understanding of the lesson	4	Seventh
		is the verb necessarily deleted			
Daily Test	theoretical	If the verb is separated from its true feminine subject by something other than “except”	Student understanding of the lesson	4	The eighth
Daily Test	theoretical	If the verb is separated from feminine the subject ((except)) With	Student understanding of the lesson	4	Ninth
Daily Test	Theoretical and practical	The letter taa may be deleted from a verb that is attributed to a .real feminine	Skill training and parsing mastery	4	tenth

<p style="text-align: center;"><b>explanation of Ibn Malik's Ibn Aqil's Alfiyyah</b></p> <p style="text-align: center;"><b>Din Abdullah bin Aqil –Chief Justice Baha' al (Aqili (d. 769 AH–al</b></p>	<p style="text-align: center;"><b>Required textbooks –1</b></p>
<p style="text-align: center;"><b>Comprehensive Grammar / Grammatical Application</b></p>	<p style="text-align: center;"><b>(Main references (sources –2</b></p>
<p style="text-align: center;"><b>University Central Library</b></p>	<p style="text-align: center;"><b>Recommended books and –A scientific journals, ) references ( .reports, etc</b></p>
<p style="text-align: center;"><b>Comprehensive Library .1</b></p> <p style="text-align: center;"><b>Digital Library .2</b></p> <p style="text-align: center;"><b>Internet .3</b></p>	<p style="text-align: center;"><b>Electronic references, –B .Internet sites</b></p>

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, learning demonstrating whether the student has made the most of the . rogramme descriptionavailable. It must be linked to the p opportunities

College of Islamic Sciences - Tikrit University	Educational institution .111
Hadith and its sciences	Department / Scientific .112 Center
Baath crimes	Course Name/Code .113
My presence	Available attendance .114 forms
Chapter Two	Chapter/Year .115
30	Number of study hours .116 (total)
2025/1/19	Date this description was .117 prepared
Dr. Ahmed Youssef Muslim	Subject teacher .118
: Course objectives .119 <b>:At the end of the semester, the student will be able to</b>	
Introducing the student to the crimes committed by the regime -6 . during its rule	



Reminding people of those crimes that were committed so that -7 young people who did not live through that period of their ople during country's history do not forget the suffering of the pe .that era
Informing students that crimes are not forgotten with the passage of time, but -8 .rather there must be punishment for their perpetrators

outcomes, teaching, learning and assessment methods Course .85
<p style="text-align: right;"><b>objectives Cognitive -A</b></p> <p>.Introducing the students to the subject and explaining its benefits -A1 The method used to identify Baath crimes, and documented models that - A2 . inform students of these crimes Introducing students to the most important decisions of the Criminal Court -9 its decisions through which symbols of the former regime were tried and</p>
<p style="text-align: right;"><b>Skill objectives - B</b></p> <p>Forming a theoretical background through explanation, examples, - B1 .questions and answers express Discussion within the class and giving students the opportunity to - B2 .their opinions and suggestions .Encourage students to ask questions and answer them -B3 .The outcome of such a dialogue on topics related to this lesson -B4</p>
Teaching and learning methods
<p>.Theoretical lectures, dialogues and discussions -1 Using educational tools (presentations) and field visits to places that document -2 the crimes committed by the former regime, especially mass graves, .environmental crimes, and prisons, some of which witnessed that historical era (rkReports and costs (homewo -3</p>
Evaluation methods
Daily and final theoretical and written tests

<p style="text-align: right;"><b>:based goals-Emotional and value -C</b></p> <p>. mutual respect between him and his classmates The student should enjoy -A1  classroom during his friends in the to assistance The student should provide -A2  .discussions and dialogues</p> <p>.He must be keen to attend the subject lectures on a regular basis -A3  The student must be keen to participate in all activities of the System Crimes -A4  .course</p>
Teaching and learning methods
<p>.constructive intellectual dialogues Delivering and -1  .Listening to the exchange of dialogues between students -2</p>
Evaluation methods
<p>(Daily Test (Recording Strengths, Weaknesses and Response -4  Continuously identifying outstanding students to distinguish them from -5  peers as they are more active and effective in the class their</p>
<p>.(skills (other skills related to employability and personal development transferable  Benefit from the skills of outstanding students in writing some papers on -D1  .extent of their excellence the subject to demonstrate the  .Developing the student's mental abilities -D2  .Developing research skills -D3  . teaching methods Training on educational tools and -D4</p>

**Course structure .86**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Daily test with report</b>	<b>Theoretical and applied</b>	<b>Definition of crimes and their with a types of the statement crimes of the Baath regime according to the law of the Iraqi Supreme Criminal Court, definition of and their crimes types</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>the first</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Types of crimes and decisions issued by the Supreme Criminal Court</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>the second</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>The most prominent cases and crimes considered by the Supreme Criminal Court</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>the third</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Psychological and social crimes and their effects</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>Fourth</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>The Baath regime's position on religion</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>Fifth</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Continuation of the previous topic</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>Sixth</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Monthly exam</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>Seventh</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Violations of Iraqi laws</b>	<b>Student understanding and practical</b>	<b>2</b>	<b>The eighth</b>

			<b>application</b>		
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Decisions on political and military violations of the Baath regime</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>Ninth</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Environmental crimes of the Baath regime</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>tenth</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Completing the topic of mass graves due to the breadth and complexity of the topic, to make it clearer to .students</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>eleventh</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Spatial distribution of graves mass</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>twelfth</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Continuation of the previous topic</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>thirteenth</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Monthly exam</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>fourteenth</b>
<b>Daily test with report</b>	<b>Theoretical and practical</b>	<b>Briefly review the material to remind the students of important most vocabulary covered during the .semester</b>	<b>Student understanding and practical application</b>	<b>2</b>	<b>fifteenth</b>

<b>Infrastructure .87</b>	
<b>The curriculum of the crimes of the defunct Baath Party</b>	<b>Required textbooks -1</b>
<b>a -Crimes of the Baath regime in Iraq course for all public and private universities</b>	<b>(Main references (sources -2</b>

<p><b>Baath Party Crimes: Violation of Human Rights</b></p> <p><b>Providing students with information available on the Internet and any sources related to explaining and revealing these .crimes</b></p>	<p><b>Recommended books and -A scientific journals, ) references (.reports, etc</b></p>
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**Course Description Form**

**Course Description**

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme .description

Tikrit University	Educational institution .120
Department of -Faculty of Islamic Sciences Hadith and its Sciences	Scientific Department / .121 Center
<b>Science Computer</b>	Course Name/Code .122
My presence	Available attendance .123 forms
(My chapter (first	Chapter/Year .124
hours 30	Number of study hours .125 (total)
Omar Ahmed Razouki .Mr	Instructor's name .126
AD 2024/16/9	Date this description was .127 prepared
Course objectives .128	
<b>and PowerPoint Introducing the student to Microsoft Word</b>	
The emergence of Microsoft Word and PowerPoint	
Initial definitions of Microsoft Word and PowerPoint	
How to use Microsoft Word and PowerPoint	

Microsoft Word and PowerPoint Classification
Classification of programs according to their use

Course outcomes, teaching, learning and assessment methods.129	
Cognitive objectives -A	
The student should memorize the basic rules of computer science	-7
.knowledge	
development of computer	-8
The student memorizes the rules with the	
.generations	
.To explain to the student the rules related to the areas of computer use	-9
The student applies the rules of distinguishing between data and	-10
.information	
the The student analyzes the reasons for scientists' disagreement over	-11
.classification of computers	
.To write a research paper on one of the computer science topics	-12
Course specific skill objectives -B	
The student applies the rules of knowing the features of Microsoft Word and	-6
.PowerPoint	
rules of knowledge of dividing the use of	-7
The student will apply the	
.Microsoft Word and PowerPoint	
.The student analyzes the purpose of using Microsoft Word and PowerPoint	-8
. The student should know the areas of use of the Word program	-9
.rPointThe student should choose between Word and Powe	-10
.To study computer science	-11
Teaching and learning methods	
.The lecture	-10
.Brainstorming	-11
.Dialogue and discussion	-12
.Groups	-13
.Case study	-14
.Measurement	-15
.Induction	-16
.Questions	-17
How to display scientific materials using projectors: data show , smart	-18
.boards	

Evaluation methods
Interaction within the lecture -5 .Reports -6 .The jug -7 .Monthly and final exam -8
Emotional and value goals -C .Ensure compliance with computer software rules -5 .Adherence to the rules set by scientists on how to use software -6 .importance of computer science in all areas of life Belief in the -7 Appreciates the role of scientists in the field of computer classification and -8 .features
Teaching and learning methods
Active participation in the classroom is evidence of the student's commitment -5 .and responsibility The student's commitment to the lecture time, preparation, and submission of -6 .assignments, reports, and research at the required time . Modeling -7 Collaborate to solve problems and find solutions to issues -8
Evaluation methods
the lecture, interacting in the hall, and submitting assignments on Preparing -3 .time Feedback through questions and exposing students to a situation to observe -4 .how they deal with it
General and transferable skills (other skills related to employability and -D .(personal development .Gain communication skills -5 .Gain listening skills -6 .Gaining the skill of persuasion -7 .Gaining presentation and delivery skills -8





Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watch es	The first course
Feedback, feedback, practical application and reports	Brainstorming, measurement, lecture and questions	Microsoft Word 2010 Explanation	Introduction to Microsoft Word 2010	2	First week
Feedback, feedback, practical application and reports	Brainstorming, measurement, lecture and questions	Explanation of and the file tab its parts	File tab	2	the second
Feedback, feedback, practical application and reporting	Brainstorming, measurement, lecture and questions	Home tab commands explained	Home tab	2	the third
Feedback, feedback, practical application and reporting	Brainstorming, measurement, lecture and questions	Group commands explained	Paragraph and patterns set	2	Fourth
<b>Feedback, Quotation, Practical Application, and Homework</b>	<b>Discussion dialogue, induction, lecture and modeling</b>	Group commands explained	Editing group	2	Fifth
Feedback, Quotation, Practical Application, and Homework	Discussion, dialogue, induction, lecture and questions	Tab groups explained	Page Layout Tab	2	Sixth
Feedback, feedback,	Discussion, dialogue,	Group commands	Page Setup Group	2	Seventh

practical application and reporting	induction and lecture	explained			
Feedback, feedback, practical application and reporting	Discussion, dialogue, induction and lecture	Group commands explained	Page background set	2	The eighth
Feedback, feedback and practical application	Discussion, dialogue, induction, lecture, questions	Tab groups explained	tabview	2	Ninth
Feedback, feedback and practical application	Discussion, dialogue, induction and lecture	Group commands explained	Zoom in and out group	2	tenth
Feedback, feedback and practical application	Discussion, dialogue, induction and lecture	Tab groups explained	Insert tab	2	eleventh
Feedback, feedback and practical application	Discussion, dialogue, induction and lecture	Group commands explained	Tables set	2	twelfth
Feedback, feedback and practical application	Case study, dialogue, brainstorming, lecture	Group commands explained	set of illustrations	2	thirteenth
Feedback, feedback and practical application	Groups, case study and lecture	Group commands explained	Links group	2	fourteenth
			Infrastructure	.131	hth
Feedback, feedback and practical application	Conference, groups, discussion and lecture	Group commands explained	Text set	2	fifteenth

Computer Basics and Office Applications (Part .Two	Required Textbooks -3
	Main References -4 (Sources)
	Recommended books and (ت references (scientific journals, (.reports, etc
<a href="https://al-Modern.com">https://al-Modern.com</a> -1 /maktaba.org Modern Encyclopedia -2	Electronic references, (ث ..... ‘websites

Curriculum Development Plan.132
<p>:Increase the number of course hours from two to three hours to train students on the</p> <ul style="list-style-type: none"> <li>– Discover the steps to learn the difference between Word and Point and .benefits of each</li> <li>– Training students on how to use the correct steps to protect their computers .from viruses</li> <li>– .Training students on how to use the computer properly</li> <li>– .Training students on how to use Word with all its features</li> <li>– .use PowerPoint with all its features Training students on how to</li> </ul>

## Course Description Form

## Course Description

**This course deals with learning about the conditions of the Arabian Peninsula and the circumstances that prevailed in the Arab countries before the advent of the Islamic call, and the migration of Muslims to Abyssinia and his migration, may God bless him and grant him peace, and his companions, may God be pleased with them, to Medina and the establishment of a state there, and tracing his raids and conquests, and a biography of his wives, the mothers of the believers, and his sons, and his morals, qualities, miracles and death**

Tikrit University / College of Islamic Sciences	Educational institution -1
Hadith and its sciences	/ Scientific Department -2 Center
Biography of the Prophet	Code / Name -3
presence	Available attendance forms -4
the first	Year / Chapter -5
30	) Number of study hours -6 ( total
Dr. Osman Ahmed Hamad	Instructor's name -7
AD 2024/16/9	Date this description was -8 prepared
Course objectives -9	
<b>.student to libraries and their types Introducing the</b>	
<b>.Introducing the student to the types of indexes in libraries</b>	
<b>.Introducing the student to sources and references</b>	
<b>Introducing the student to the characteristics of research and the qualities of a good</b> <b>.researcher</b>	
<b>.aching the student how to prepare a comprehensive scientific research Te</b>	

Course outcomes, teaching, learning and assessment methods -1

<p style="text-align: right;">: Cognitive objectives -1</p> <p><b>The student should know the importance of studying the science of religions and its causes</b> -1  <b>may God</b> ‘The student should realize the impact of the personality of the Prophet</p> <p style="text-align: right;">-2  <b>.bless him and grant him peace</b></p> <p><b>may God bless him</b> ‘The student should learn about the biography of the Prophet</p> <p style="text-align: right;">-3  <b>.and grant him peace</b></p> <p><b>‘battles carried out by the Prophet The student should deduce the purpose of the</b> -4  <b>.may God bless him and grant him peace</b></p>
<p style="text-align: right;">. The course's skill objectives - B</p> <p>The student should value his religion in the perfection of its sources of -1  .legislation, belief and worship</p> <p style="text-align: right;">-2  .tables in other religions The student draws comparative</p> <p style="text-align: right;">-3  .The student should know the difference between Islam and other religions</p>
Teaching and learning methods
<p style="text-align: right;"><b>.Theoretical lectures</b> -</p> <p style="text-align: right;"><b>.Practical lectures</b> -</p> <p style="text-align: right;"><b>lectures , Internet use and educational programs such as the classroom -E</b> -</p> <p style="text-align: right;"><b>YouTube ‘Google meet ‘</b> -</p>
Evaluation methods
<p style="text-align: right;"><b>.Theoretical tests</b> -</p> <p style="text-align: right;"><b>.Practical tests</b> -</p> <p style="text-align: right;"><b>.Preparing reports</b> -</p>
<p style="text-align: right;">: based goals-Emotional and value - C</p> <p>.interaction with the scientific program s’ Knowing the extent of the student - A1  the student has benefited from the acquired Knowing the extent to which -A2  .information</p> <p style="text-align: right;">- A3  . apply the acquired information in daily life to Developing the ability</p>
Teaching and learning methods
<p style="text-align: right;"><b>.Theoretical lectures</b> -</p> <p style="text-align: right;"><b>.Practical lectures</b> -</p>
Evaluation methods
<p style="text-align: right;">.questions Ask and answer -</p> <p style="text-align: right;">.Daily tests -</p>

other skills related to employability and personal ) General and transferable skills - D  
 .( development  
 .up-Follow -1  
 .(Determine the work (library and field study -2  
 Collecting information and data related to the subject (libraries, scientific research, -3  
 ( scientific research methods

**Course structure -٢**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Watch es</b>	<b>The week</b>
Written and oral tests	Discussion	The importance of studying the biography of the Prophet, the most prominent sources of its study, and the .about it methods of writing	importance of studying the The biography of the Prophet, the most prominent sources of its study, and the methods of .writing about it	2	the first
Written and oral tests	Discussion	General conditions in the world and the Arabian Peninsula before the mission of the Prophet	General conditions in the world and the Arabian Peninsula before the mission of the ﷺ Prophet	2	the second
Written and oral tests	Discussion	the stages of his -His birth may - life before the mission God bless him and grant the lineage of - him peace bless may God the Prophet him and grant him peace	and the stages of his -His birth the - ﷺ life before the mission lineage of the Prophet	2	the third
Written and oral tests	Discussion	The prophetic mission and the stages of the call in position of the And .Mecca the Quraysh towards the .Islamic call in Mecca	The prophetic mission and the .stages of the call in Mecca The Quraysh's position on the Islamic call in Mecca	2	Fourth
Written and oral tests	Discussion	The call to Taif, Isra and .Mi'raj	The call to Taif, Isra and .Mi'raj	2	Fifth
Written and oral tests	Discussion	The Prophet's migration: the two pledges of allegiance at Aqaba, the migration to .Medina	The Prophet's migration: the of allegiance at two pledges Aqaba, the migration to .Medina	2	Sixth
Written and oral tests	Discussion	Establishment of the Islamic -State: (building the mosque .(treaty -brotherhood	Establishment of the Islamic -State: (building the mosque .(treaty - brotherhood	2	Seventh
Written and oral tests	Discussion	The Islamic State and Confronting Different Forces First: The Islamic state and the confrontation with the .polytheists Stages of confrontation with :polytheists The stage of the polytheists' invasion of the Muslims (the Battle of Badr, Uhud, and	The Islamic State and Confronting Different Forces First: The Islamic state and the confrontation with the .polytheists Stages of confrontation with :polytheists The stage of the polytheists' invasion of the Muslims (the Battle of Badr, Uhud, and the Trench) sermons, lessons, and	2	The eighth

		<p>he Trench) sermons, t  lessons, and some of the  lessons learned  The stage of reconciliation  the Treaty of )  Hudaybiyyah), the most  important lessons learned  Achieving the universality of  the call: Corresponding to  .kings and princes  Stage: The Muslims'  invasion of the polytheists  and the elimination of their  power (the conquest of  Mecca, the Battle of  . (Hunayn, the siege of Taif</p>	<p>some of the lessons learned  The stage of reconciliation (the  h), the Treaty of Hudaybiyya  most important lessons learned  Achieving the universality of  the call: Corresponding to kings  .and princes  Stage: The Muslims' invasion of  the polytheists and the  elimination of their power (the  conquest of Mecca, the Battle of  (f TaifHunayn, the siege o</p>		
Written and oral tests	Discussion	<p>Confrontation with the  :People of the Book  Confrontation with the -A  Jews (Bannu Qaynuqa's  breach of the covenant and  their expulsion, Banu  f the Nadir's breach o  covenant and their  expulsion, Banu Qurayza's  breach of the covenant and  .their elimination  Confrontation with -B  .Christians  .Christians of Najran  Christians of the North  Battle of Mu'tah, )  -Expedition of Dhat al  Salasil, Battle of Tabuk,  (Usama's army equipping</p>	<p>Second: Confrontation with the  :People of the Book  Confrontation with the Jews -A  Bannu Qaynuqa's breach of (  the covenant and their  expulsion, Banu Nadir's breach  of the covenant and their  expulsion, Banu Qurayza's  breach of the covenant and  ) . their elimination  Confrontation with -B  .Christians  .Christians of Najran  e North (Battle Christians of the North  of Mu'tah, Expedition of Dhat  Salasil, Battle of Tabuk, -al  (equipping Usama's army</p>	2	Ninth
Written and oral tests	Discussion	<p>Confrontation with  .hypocrites  The emergence of hypocrisy  .and its types  The methods and means of  hypocrites in confronting the  .call to Islam  Islam's position on  .hypocrites</p>	<p>Third: Confronting the  .hypocrites  The emergence of hypocrisy  .and its types  The methods and means of  hypocrites in confronting the  .call to Islam  .Islam's position on hypocrites</p>	2	tenth
Written and oral tests	Discussion	<p>Recent events in the life of  the Messenger  Delegations, Farewell )  Pilgrimage, the illness and  death of the Messenger, may  ant God bless him and gr  (him peace</p>	<p>Recent events in the life of the  Messenger  Delegations, Farewell )  Pilgrimage, the illness and  death of the Messenger, may  God bless him and grant him  (peace</p>	2	eleventh
and Written oral tests	Discussion	<p>The characteristics and  features of the Messenger,  may God bless him and  grant him peace</p>	<p>The characteristics and features  of the Messenger, may God  bless him and grant him peace</p>	2	twelfth
Written and oral tests	Discussion	<p>General discussions and  reviews</p>	<p>General discussions and reviews</p>	2	thirteenth



ت- Infrastructure	
.Biography of the Prophet, by Ibn Hisham Jurisprudence of Biography, Sheikh .Buti-al Muhammad	Required textbooks -1
.Biography of Mustafa, Mr. Hashim Marouf	( sources ) Main references -2
-Lessons in the Prophet's Biography, Dr. Adnan Al .Qassem The Sealed Nectar by Mubarak Fouri Subhani-Biography of Muhammad Jaafar Al	Recommended books and -A ( scientific journals ) references (.etc , reports
Comprehensive Library -1 Great Mosque Library -2 Mustafa Library -Al -3	websites , Electronic references -B ...

Curriculum Development Plan -3
<b>introduce the student to a Benefit from the Internet to download various curriculum books that large number of sources that deal with the life of the Prophet Muhammad, may God bless him .and grant him peace</b>

# Stage 3

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.

College of Islamic Sciences / Tikrit University	Educational institution .133
Department of Hadith and its Sciences	Scientific Department Center / .134
Educational Psychology: Third Stage K1	Course Name/Code .135
My presence	Available attendance forms .136
Chapter One	Chapter/Year .137
hours (30)	Number of study (hours (total .138

M.M. Mayada Faisal Hassan	Instructor's name .139
AD 2024/16/9	Date this description .140 was prepared
<b>Course objectives .141</b>	
<p style="text-align: right;">:Introducing the student to psychology topics through</p> <p style="text-align: right;">.the meaning of psychology in language and terminology for the student Defining -1</p> <p style="text-align: right;">.Introducing the student to the meaning of the emergence of educational psychology -2</p> <p style="text-align: right;">.Introducing the student to the concept of psychology -3</p> <p style="text-align: right;">.Muslim scholars in psychology Introducing the student to the role of -4</p> <p style="text-align: right;">.Defining the meaning of motivation for the student -5</p> <p style="text-align: right;">.Defining the concept of motivation for the student -6</p> <p style="text-align: right;"><b>.of memory and forgetfulness</b> Introducing the student to the meaning -7</p> <p style="text-align: right;">.e of defining memory and forgettingIntroducing the student to the importanc -8</p> <p style="text-align: right;">Introducing the student to the meaning, reasons, importance, and strengthening of -9</p> <p style="text-align: right;">.memory and preventing forgetfulness</p> <p style="text-align: right;">Introducing the student to the concept of the importance of methods (teaching -10</p> <p style="text-align: right;">.(methods</p>	

<b>Course outcomes, teaching, learning and assessment methods .88</b>
<p style="text-align: right;">Cognitive objectives -A</p> <p style="text-align: right;"><b>Introducing the student to the meaning of psychology, linguistically and -1</b></p> <p style="text-align: right;"><b>. technically</b></p> <p style="text-align: right;"><b>Introducing the student to the meaning of the emergence of educational -2</b></p> <p style="text-align: right;"><b>.psychology</b></p> <p style="text-align: right;"><b>.Introducing the student to the concept of psychology -3</b></p> <p style="text-align: right;"><b>.Introducing the student to the role of Muslim scholars in psychology -4</b></p> <p style="text-align: right;"><b>.Defining the meaning of motivation for the student -5</b></p> <p style="text-align: right;"><b>.Defining the concept of motivation for the student -6</b></p> <p style="text-align: right;"><b>.Introducing the student to the meaning of memory and forgetfulness -7</b></p> <p style="text-align: right;"><b>.Introducing the student to the importance of defining memory and forgetting -8</b></p> <p style="text-align: right;"><b>Introducing the student to the meaning, reasons, importance, and strengthening of -9</b></p> <p style="text-align: right;"><b>.orgetfulnessmemory and preventing f</b></p> <p style="text-align: right;"><b>Introducing the student to the concept of the importance of methods (teaching -10</b></p> <p style="text-align: right;"><b>(methods</b></p>
<p style="text-align: right;">.The following skill objectives are specific to the course -B</p> <p style="text-align: right;">To compare the concept of educational psychology between language and -B1</p> <p style="text-align: right;">.and the most correct of them terminology</p> <p style="text-align: right;">.To compare between psychology and philosophy -B2</p> <p style="text-align: right;">.To demonstrate the concept of memory and forgetting -B3</p> <p style="text-align: right;">To discuss the opinions of Muslim scholars in educational psychology -B4</p> <p style="text-align: right;">.according to the available evidence</p>

and learning methods Teaching	
.Teaching methods of all types: lecture, inductive, standard -1 (Slide show (Power Point -2 .Questions -3 .Assignments and student participation -4 .Mind maps -5 .Prepare reports on course topics -6	
Evaluation methods	
.Participate and interact with the lecture -1 .Daily, monthly, semester and final tests -2	
based goals-Emotional and value -C .He listens to the lecture actively -A1 .Ask about the various ways of using different expressions -A2 .in explaining each topic The student participates -A3 .Appreciate the importance of each topic and its connection to other topics -A4	
Teaching and learning methods	
.Teaching methods of all types: lecture, inductive, standard -1 (Slide show (Power Point -2 .to intervene Encourage the student -3	
Evaluation methods	
.Participate and interact with the lecture -1 Daily tests -2	
General and transferable skills (other skills related to employability and personal -D .(development .in the chapter on worship The skill of explaining the topics of jurisprudence -D1 .The skill of explaining and providing evidence for jurisprudential issues -D2 .The skill of discussing the opinions of scholars -D3	

<b>Course structure.89</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Participate in the lecture and daily test	The lecture Student participation	Definition of Psychology	Educational Psychology	2	1
Participate the in lecture and daily test	Standard Student participation	Definition of the importance and origin of psychology	=	2	2
Participate in the	Inductive Student	Explaining the	=	2	3

lecture and daily test	participation	role of Muslim scholars in psychology			
Participate in the lecture and daily test	Standard Mind maps	The concept of motivation	=	2	4
Participate in the lecture and daily test	Inductive Student participation	Motivational reasons	=	2	5
Participate in the lecture and daily test	The lecture Student participation	Definition of motivation	=	2	6
<b>Monthly test</b>	----	<b>a test</b>	=	2	7
Participate in the lecture and daily test	Lecture Student Participation	Motivation	=	2	8
Participate in the lecture and daily test	Lecture Student Participation	Explain memory and forgetfulness	=	2	9
Participate in the lecture and daily test	Lecture Student Participation	Explain the importance of memory and forgetfulness	=	2	10
Participate in the lecture and daily test	Lecture Student Participation	Definition of memory and forgetting	=	2	11
Participate in the lecture and daily test	Inductive Student participation	Causes and types of forgetfulness	=	2	12
Participate in the lecture and daily test	Lecture Student Participation	Teaching methods	=	2	13
<b>Monthly test</b>	----	<b>a test</b>	=	2	14
Participate in the lecture and daily test	Inductive Student Participation	Memory and forgetfulness	=	2	15

<b>Infrastructure.90</b>	
<b>Educational Psychology, Dr. Abdul Amir Al Shamsi</b>	Required textbooks -1
<b>Educational Encyclopedia</b>	(Main references (sources -2
<b>.Educational Psychology David W</b>	Recommended books and -A references (scientific journals (.reports, etc
The Internet	Electronic references, -B ...websites

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .142
Faculty of Islamic Sciences / Department of Hadith	Scientific Department / .143 Center
<b>Analytical talk</b>	Course Name/Code .144
My presence	Available attendance .145 forms
Stage Three - Chapter One	Chapter/Year .146
Theoretical (hours 45)	Number of study hours .147 (total)
Dr. Thuraya Najdat Mohammed Shaker	Instructor's name .148
AD 2024/16/9	Date this description was .149 prepared
Course objectives .150	

**The aim of this course is to enable students to follow the scientific method in analyzing hadiths by applying the steps of .analytical hadith**

Required program outcomes, teaching, learning and assessment .10  
methods



<p>Introducing the student to the importance of analytical discourse -7  the noble prophetic text, through the The student should know how to read -8  .four Sunnahs</p> <p>The student should be aware of the methodology of each imam, how he -9  wrote his book, his conditions, his name for the book, and the number of  . hadiths in it</p> <p>the style of each imam in his is enabling students to identify The basis -4  .writing</p>
<p>Program specific skill objectives</p> <p>.The student acquires the skills of analytical speaking -B1</p> <p>.Providing students with the skills necessary to know the narrated hadiths -B2</p> <p>special skills to know the chains of Providing the student with the -B3</p> <p>transmission and texts, to judge them, and to distinguish the sound from the  .weak</p>
<p>Teaching and learning methods</p>
<p>life -Adopting the lecture method and linking each topic to real -77  .examples</p> <p>write a report on a topic related to the subject Directing the student to -78</p> <p>Interventions -79</p> <p>.Use question and answer -80</p> <p>.Use brainstorming method for students to generate creative ideas -81</p>
<p>:Evaluation methods</p>
<p>Evaluation through students' participation in the lecture, their -14  . preparation for the material, and questions related to and outside the topic</p> <p>Evaluation through monthly exams -15</p>
<p>.based goals-Emotional and value -C</p> <p>based goals-Emotional and value -C -A1</p> <p>:Reception and acceptance: The student must -A1</p> <p>listens to the lecture actively ❖</p> <p>Pays attention to the sequence of ideas within each topic and interacts ❖  .with them</p> <p>.Asks about the various ways to use different expressions ❖</p> <p>Answer: The student must-A2</p> <p>rious questions on the subjectAnswers va ❖</p> <p>.The student feels pleasure in reading and listening to the lectures ❖</p> <p>.The student participates in explaining each topic ❖</p> <p>Value judgment: The student must -A3</p> <p>Appreciates the importance of each topic and its connection to other ❖</p>

<p>.topics</p> <p>.Suggests different uses for expressions for each topic ❖</p> <p>Value organization: The student must -A4</p> <p>.Combines ideas from different topics to formulate new topics ❖</p> <p>.e of learning the skill of the given lesson Appreciates the valu ❖</p>
<p>:Teaching and learning methods :Teaching and learning methods</p>
<p>life -Adopting the lecture method and linking each topic to real -21</p> <p>.examples</p> <p>Directing the student to write a report on a topic related to the subject -22</p> <p>Interventions -23</p> <p>.Use question and answer -24</p> <p>.Use brainstorming method for students to generate creative ideas -25</p>
<p>Evaluation methods</p>
<p>Evaluation through students' participation in the lecture and their -1</p> <p>.and outside the topic preparation of the material and questions related to</p> <p>Evaluation through monthly exams -2</p>
<p>General and transferable skills (other skills related to employability and -D</p> <p>.(personal development</p> <p>Encouraging students to be creative and creating a spirit of -D1</p> <p>denial among them through continuous encouragement -and self perseverance</p> <p>of the need for joint and effective cooperation among them to accomplish their</p> <p>.academic requirements</p> <p>Providing them with the university's website regarding the availability of -D2</p> <p>.ent and recruitment opportunitiesfuture employm</p> <p>Providing them with knowledge of the importance of developing their -D3</p> <p>education by learning about various types of -capabilities through self</p> <p>.knowledge</p> <p>as sports and Emphasizing the development of students' personal talents, such -D4</p> <p>.all types of arts, during their free time</p>
<p>Evaluation methods</p>
<p>Written tests, oral tests, daily participation, homework completion</p>

Written tests, oral tests, daily participation, homework completion	
Teaching and learning methods	
:Teaching and learning methods -26	
life -Adopting the lecture method and linking each topic to real examples -26	
Directing the student to write a report on a topic related to the subject -27	
Interventions -28	
.Use question and answer -29	
.students to generate creative ideas Use brainstorming method for -30	
:Evaluation methods	
Evaluation through students' participation in the lecture and their preparation of the material and questions related to and outside the topic -1	
Evaluation through monthly exams -2	
.based goals-Emotional and value -C	
based goals-Emotional and value -C -A1	
:Reception and acceptance: The student must -A1	
listens to the lecture actively ❖	
Pays attention to the sequence of ideas within each topic and interacts with them ❖	
.various ways to use different expressions Asks about the ❖	
Answer: The student must-A2	
Answers various questions on the subject ❖	
.The student feels pleasure in reading and listening to the lectures ❖	
.The student participates in explaining each topic ❖	
student must Value judgment: The -A3	
Appreciates the importance of each topic and its connection to other topics ❖	
.Suggests different uses for expressions for each topic ❖	
Value organization: The student must -A4	
.Combines ideas from different topics to formulate new topics ❖	
.Appreciates the value of learning the skill of the lesson given ❖	

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

Encouraging students to be creative and creating a spirit of -D1  
denial among them through continuous encouragement -perseverance and self  
of the need for joint and effective cooperation among them to accomplish their  
.academic requirements

Providing them with the university's website regarding the availability of -D2  
.ture employment and recruitment opportunitiesfu

Providing them with knowledge of the importance of developing their -D3  
education by learning about various types of -capabilities through self  
.knowledge

alents, such as sports Emphasizing the development of students' personal t -D4  
.and all types of arts, during their free time

Evaluation methods

Written tests, oral tests, daily participation, homework

Course structure .11					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Written tests	Presentation and discussion	Definition of the importance of analytical talk	Analytical talk	3	1
Written tests	Presentation and discussion	analytical study and its origin	Analytical talk	3	2
Written tests	Presentation and discussion		Analytical talk	3	3
Written tests	Presentation and discussion	The importance of analytical study and writing about it	Analytical talk	3	4
Written tests	Presentation and discussion		Analytical talk	3	5
Written tests	Presentation and discussion	the modern Select door	Analytical talk	3	6
Written tests	Presentation and discussion	Graduation	Analytical talk	3	7
Written tests	Presentation and discussion	Biographies of narrators and judgment on hadith	Analytical talk	3	8
Written tests	Presentation and discussion		Analytical talk	3	9
Written tests	Presentation and discussion	Strange Hadith, General Meaning and Benefits	Analytical talk	3	10
Written tests	Presentation and discussion	Additional steps: 1	Analytical talk	3	11
Written tests	Presentation and discussion	Additional steps: 2	Analytical talk	3	12

<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Applications: the first Hadith</b>	Analytical talk	<b>3</b>	<b>13</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Applications: Hadith 2</b>	Analytical talk	<b>3</b>	<b>14</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Applications: Hadith 3 Exam</b>	Analytical talk	<b>3</b>	<b>15</b>

<b>and Applied Analytical Hadith: An Original Abidi-Study / Dr. Raed Al</b>	<b>Required textbooks -1</b>
<b>Hadith Lectures on Analytical Tahir Hussein–Dr. Abu Lubaba Al</b>	(Main references (sources -2
The Internet	Recommended books and -A references (scientific journals, (.reports, etc
Comprehensive Library	Electronic references, -B ...websites

Curriculum Development Plan .12
.related to actual reality This is done by adding materials

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .151
Faculty of Islamic Sciences / Department of Hadith	Scientific Department / .152 Center
Modern methods	Course Name/Code .153
My presence	Available attendance .154 forms
Stage Three - Chapter One	Chapter/Year .155
Theoretical (hours 45)	Number of study hours .156 (total)
Ghazi Nayef Hamid .Prof. Dr	Instructor's name .157
AD 2024/16/9	Date this description was .158 prepared
Course objectives .159	
<p>The course aims to enable students to know the methodology of the four Nasa'i, and each -Tirmidhi, Abu Dawud, Ibn Majah, and Al-scholars: Imam Al Imam and his methodology, whether in the chain of transmission or the text, the .name of the book, and the conditions of each Imam in his Sunnah</p>	

learning and assessment 'Required program outcomes, teaching .13  
methods

Introducing the student to the importance of the methods of the hadith scholars -10
The student should know how to read the noble prophetic text, through the four Sunnahs -11
The student should be aware of the methodology of each imam, how he wrote his book, his conditions, his name for the book, and the number of hadiths in it -12
is enabling students to identify the style of each imam in his writing The basis -4
specific skill objectives Program
.The student acquires the skills related to the curricula of the modernists -B1
.Providing students with the skills necessary to know the narrated hadiths -B2
of Providing the student with the special skills to know the chains of transmission and texts, to judge them, and to distinguish the sound from the weak -B3
Teaching and learning methods
life -Adopting the lecture method and linking each topic to real examples -82
to the subject Directing the student to write a report on a topic related to the subject -83
Interventions -84
.Use question and answer -85
.Use brainstorming method for students to generate creative ideas -86
:Evaluation methods
Evaluation through students' participation in the lecture, their preparation for the material, and questions related to and outside the topic -16
Evaluation through monthly exams -17
.based goals-Emotional and value -C
based goals-Emotional and value -C -A1
:Reception and acceptance: The student must -A1
listens to the lecture actively ❖
Pays attention to the sequence of ideas within each topic and interacts with them ❖
.Asks about the various ways to use different expressions ❖
Answer: The student must-A2
rious questions on the subjectAnswers va ❖
.The student feels pleasure in reading and listening to the lectures ❖
.The student participates in explaining each topic ❖
Value judgment: The student must -A3



<p>Appreciates the importance of each topic and its connection to other ❖          .topics          .Suggests different uses for expressions for each topic ❖          Value organization: The student must -A4          .Combines ideas from different topics to formulate new topics ❖          .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>:Teaching and learning methods :Teaching and learning methods</p>
<p>life -Adopting the lecture method and linking each topic to real -27          .examples          Directing the student to write a report on a topic related to the subject -28          Interventions -29          .Use question and answer -30          .brainstorming method for students to generate creative ideas Use -31</p>
<p>Evaluation methods</p>
<p>Evaluation through students' participation in the lecture and their -1          .preparation of the material and questions related to and outside the topic          through monthly exams Evaluation -2</p>
<p>General and transferable skills (other skills related to employability and -D          .(personal development          Encouraging students to be creative and creating a spirit of -D1          continuous encouragement denial among them through-perseverance and self          of the need for joint and effective cooperation among them to accomplish their          .academic requirements          Providing them with the university's website regarding the availability of -D2          .future employment and recruitment opportunities          Providing them with knowledge of the importance of developing their -3D          education by learning about various types of -capabilities through self          .knowledge          Emphasizing the development of students' personal talents, such as sports and -D4          .during their free time 'all types of arts</p>
<p>Evaluation methods</p>

Written tests, oral tests, daily participation, homework completion
Written tests, oral tests, daily participation, homework completion
Teaching and learning methods
:Teaching and learning methods -32
life -Adopting the lecture method and linking each topic to real -31 .examples Directing the student to write a report on a topic related to the subject -32 Interventions -33 .Use question and answer -34 .Use brainstorming method for students to generate creative ideas -35
:Evaluation methods
Evaluation through students' participation in the lecture and their -1 .preparation of the material and questions related to and outside the topic Evaluation through monthly exams -2
.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .Asks about the various ways to use different expressions ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .The student feels pleasure in reading and listening to the lectures ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 each topic and its connection to other Appreciates the importance of ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .lesson given Appreciates the value of learning the skill of the ❖

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

Encouraging students to be creative and creating a spirit of -D1  
encouragement denial among them through continuous-perseverance and self  
of the need for joint and effective cooperation among them to accomplish their  
.academic requirements

Providing them with the university's website regarding the availability of -D2  
.future employment and recruitment opportunities

g them with knowledge of the importance of developing their Providin -D3  
education by learning about various types of -capabilities through self  
.knowledge

Emphasizing the development of students' personal talents, such as sports -D4  
.free time and all types of arts, during their

Evaluation methods

Written tests, oral tests, daily participation, homework

Course structure .14					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Written tests	Presentation and discussion	Definition of the importance of the methods of the hadith scholars	Modern methods	3	1
Written tests	Presentation and discussion	Abu Dawood's method and life	Modern methods	3	2
Written tests	Presentation and discussion	Title of the book, number of hadiths conditions and its	Modern methods	3	3
Written tests	Presentation and discussion	Abu Dawood's method in the chain of transmission	Modern methods	3	4
Written tests	Presentation and discussion	Abu Dawood's approach to the text	Modern methods	3	5
Written tests	Presentation and discussion	Tirmidhi's -Al methodology and life	Modern methods	3	6
Written tests	Presentation and discussion	Title of the book, number of hadiths and its conditions	Modern methods	3	7
Written tests	Presentation and discussion	Tirmidhi's-Al methodology in the chain of transmission	Modern methods	3	8
Written tests	Presentation and discussion	Tirmidhi's -Al approach to the text	Modern methods	3	9
Written tests	Presentation and discussion	Nisa'i's -Al methodology, life and conditions	Modern methods	3	10
Written tests	Presentation and discussion	Title of the book, number of hadiths and its conditions	Modern methods	3	11
Written tests	Presentation and discussion	Nisa'i's approach -Al to the chain of transmission	Modern methods	3	12
Written tests	Presentation and discussion	Nisa'i's approach -Al to the text	Modern methods	3	13
Written tests	Presentation and discussion	Ibn Majah's methodology, life and conditions	Modern methods	3	14

<b>Written tests</b>	<b>Presentation and discussion</b>	<b>approach to the His chain of transmission and text</b>	<b>Modern methods</b>	<b>3</b>	<b>15</b>
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<b>The Clear in the Methods of Modernists / Dr. Shamali-Yasser Al</b>	<b>Required textbooks -1</b>
<b>Modern Methods / by Nour El Din Atar</b>	(Main references (sources -2
The Internet	Recommended books and -A references (scientific journals, (.reports, etc
www.qurani.islamic.	Electronic references, -B ...websites

<b>Curriculum Development Plan .15</b>
.This is done by adding materials related to actual reality

## Form Course Description

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description opportunities available. It

Tikrit University	Educational institution .160
Faculty of Islamic Sciences / Department of Hadith	Scientific Department / .161 Center
<b>Analytical talk</b>	Course Name/Code .162
My presence	Available attendance .163 forms
Stage Three -Chapter Two	Chapter/Year .164
Theoretical (hours 30)	Number of study hours .165 (total)
Dr. Thuraya Najdat Mohammed Shaker	Instructor's name .166
2025/1/19	Date this description was .167 prepared
Course objectives .168	
<p><b>students to follow the The aim of this course is to enable scientific method in analyzing hadiths by applying the steps of .analytical hadith</b></p>	

Required program outcomes, teaching, learning and assessment .16  
methods

Introducing the student to the importance of analytical discourse	-13
should know how to read the noble prophetic text, through the four Sunnahs	-14
The student should be aware of the methodology of each imam, how he wrote his book, his conditions, his name for the book, and the number of hadiths in it	-15
enabling students to identify the style of each imam in his writing	-4
Program specific skill objectives	
.The student acquires the skills of analytical speaking	-B1
.Providing students with the skills necessary to know the narrated hadiths	-B2
Providing the student with the special skills to know the chains of transmission and texts, to judge them, and to distinguish the sound from the weak	- B3
Teaching and learning methods	
life-Adopting the lecture method and linking each topic to real examples	-87
Directing the student to write a report on a topic related to the subject	-88
Interventions	-89
.Use question and answer	-90
.Use brainstorming method for students to generate creative ideas	-91
:Evaluation methods	
Evaluation through students' participation in the lecture, their preparation for the material, and questions related to and outside the topic	-18
Evaluation through monthly exams	-19
.based goals-Emotional and value based goals-Emotional and value	-C -A1
:Reception and acceptance: The student must listens to the lecture actively	-A1 ❖
Pays attention to the sequence of ideas within each topic and interacts with them	❖
.Asks about the various ways to use different expressions	❖
Answer: The student must	-A2
various questions on the subject	Answers ❖
.The student feels pleasure in reading and listening to the lectures	❖
.The student participates in explaining each topic	❖
Value judgment: The student must	-A3
Appreciates the importance of each topic and its connection to other	❖

<p>.topics</p> <p>.Suggests different uses for expressions for each topic ❖</p> <p>Value organization: The student must -A4</p> <p>.Combines ideas from different topics to formulate new topics ❖</p> <p>.e of learning the skill of the given lesson Appreciates the valu ❖</p>
<p>:Teaching and learning methods :Teaching and learning methods</p>
<p>life -Adopting the lecture method and linking each topic to real -33</p> <p>.examples</p> <p>Directing the student to write a report on a topic related to the subject -34</p> <p>Interventions -35</p> <p>.Use question and answer -36</p> <p>.Use brainstorming method for students to generate creative ideas -37</p>
<p>Evaluation methods</p>
<p>Evaluation through students' participation in the lecture and their -1</p> <p>.and outside the topic preparation of the material and questions related to</p> <p>Evaluation through monthly exams -2</p>
<p>General and transferable skills (other skills related to employability and -D</p> <p>.(personal development</p> <p>Encouraging students to be creative and creating a spirit of -D1</p> <p>denial among them through continuous encouragement -and self perseverance</p> <p>of the need for joint and effective cooperation among them to accomplish their</p> <p>.academic requirements</p> <p>Providing them with the university's website regarding the availability of -D2</p> <p>.ent and recruitment opportunitiesfuture employm</p> <p>Providing them with knowledge of the importance of developing their -D3</p> <p>education by learning about various types of -capabilities through self</p> <p>.knowledge</p> <p>as sports and Emphasizing the development of students' personal talents, such -D4</p> <p>.all types of arts, during their free time</p>
<p>Evaluation methods</p>
<p>Written tests, oral tests, daily participation, homework completion</p>



Written tests, oral tests, daily participation, homework completion	
Teaching and learning methods	
:Teaching and learning methods -38	
life -Adopting the lecture method and linking each topic to real -36 .examples	
Directing the student to write a report on a topic related to the subject -37	
Interventions -38	
.Use question and answer -39	
.students to generate creative ideas Use brainstorming method for -40	
:Evaluation methods	
Evaluation through students' participation in the lecture and their -1 .preparation of the material and questions related to and outside the topic	
Evaluation through monthly exams -2	
.based goals-Emotional and value -C based goals-Emotional and value -C -A1	
:Reception and acceptance: The student must -A1	
listens to the lecture actively ❖	
Pays attention to the sequence of ideas within each topic and interacts ❖ .with them	
.various ways to use different expressions Asks about the ❖	
Answer: The student must-A2	
Answers various questions on the subject ❖	
.The student feels pleasure in reading and listening to the lectures ❖	
.The student participates in explaining each topic ❖	
student must Value judgment: The -A3	
Appreciates the importance of each topic and its connection to other ❖ .topics	
.Suggests different uses for expressions for each topic ❖	
Value organization: The student must -A4	
.Combines ideas from different topics to formulate new topics ❖	
.Appreciates the value of learning the skill of the lesson given ❖	

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

Encouraging students to be creative and creating a spirit of -D1  
denial among them through continuous encouragement -perseverance and self  
of the need for joint and effective cooperation among them to accomplish their  
.academic requirements

Providing them with the university's website regarding the availability of -D2  
.ture employment and recruitment opportunitiesfu

Providing them with knowledge of the importance of developing their -D3  
education by learning about various types of -capabilities through self  
.knowledge

alents, such as sports Emphasizing the development of students' personal t -D4  
.and all types of arts, during their free time

Evaluation methods

Written tests, oral tests, daily participation, homework

Course structure .17					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Written tests	Presentation and discussion	Definition of the importance of analytical talk	Analytical talk	2	1
Written tests	Presentation and discussion	The concept of analytical talk	Analytical talk	2	2
Written tests	Presentation and discussion	analytical Sources of hadith	Analytical talk	2	3
Written tests	Presentation and discussion	Steps of analytical study of the hadith	Analytical talk	2	4
Written tests	Presentation and discussion	Bond analysis and study	Analytical talk	2	5
Written tests	Presentation and discussion	Text analysis and study	Analytical talk	2	6
Written tests	Presentation and discussion	Hadith Graduation	Analytical talk	2	7
Written tests	Presentation and discussion	Attribution tree	Analytical talk	2	8
Written tests	Presentation and discussion	Translation of the men of the chain of transmission	Analytical talk	2	9
Written tests	Presentation and discussion	ups and -Follow evidence	Analytical talk	2	10
Written tests	Presentation and discussion	Judging the chain of the transmission of hadith	Analytical talk	2	11
Written tests	Presentation and discussion	Statement of the relationship between translation and hadith	Analytical talk	2	12
Written tests	Presentation	Hadith jurisprudence	Analytical	2	13

tests	n and discussion		talk		
Written tests	Presentation and discussion	Educational and advocacy jokes	Analytical talk	2	14
Written tests	Presentation and discussion	Practical models of hadith commentators	Analytical talk	2	15

<b>Reason: An Authentic Study / Dr. Analytical Abidi-Raed Al</b>	<b>Required textbooks -1</b>
<b>Lectures on Analytical Hadith Tahir Hussein–Dr. Abu Lubaba Al</b>	(Main references (sources -2
The Internet	Recommended books and -A references (scientific journals, (.reports, etc
www.qurani.islamic.	‘Electronic references -B ...websites

Curriculum Development Plan .18
.This is done by adding materials related to actual reality

# Course Description Form

## Review of the performance of higher education institutions (academic program review)

For Requiring Briefly this The decision description a He provides  
Learning And outputs The decision features the most important  
achieve it The student from Expected  
from Maximum Benefit Achieve may He was if About Proving  
Among them Link from . Must. Available Learning Opportunities  
a description And between  
. The program

College of Islamic Sciences / Tikrit University	Educational institution .169
Department of Hadith and its Sciences	University Department / .170 Center
Third Stage -Grammar	Course Name/Code .171
My presence	attendance Available .172 forms
Stage Three / One Chapter	Chapter/Year .173
hours 30	Number of study hours .174 (total)
Dr. Walid Yass Khader	Instructor's name .175
AD 2024/16/9	Date this description .176 was prepared
:The course aims to :Course objectives .177	
student grammar and teaching him the rules Teaching the .1	
.of the Arabic language	
.How to pronounce letters and words correctly .2	
Correcting the tongue in the hissing Arabic speech, away .3	

**.from the colloquial language and the melody in speech**

and learning methods and assessment Learning outcomes, teaching .178	
Introducing the student to the importance of the Arabic language	-16
The student should know how to study grammar and apply these principles to texts and poetic verses	-17
controls on which That the student understands the foundations and every grammarian builds the rules he established and built grammar upon, and how he can apply them	-18
Teaching and learning methods	
.Use the reading and listening method	-4
Encouraging students to master the basics and distinguish between correct and incorrect	-5
Encouraging students to benefit from reading religious texts and extracting rulings from them	-6
Evaluation methods	
	. tests -4
	. tests -5
.Participate and answer questions related to the scientific material	-6
Teaching and learning methods	
.Use the reading and listening method	-3
.Encourage students to read and memorize texts	-4
Evaluation methods	
	. tests -4
	. tests -5
.Participate and answer questions related to the scientific material	-6
employability and General and transferable skills (other skills related to (personal development	-D
Providing continuous learning opportunities for students and motivating them to read and follow up	-2



<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of unit/course or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Written tests</b>	<b>Present ation and discussi on</b>	<b>Prepositions</b>	<b>Referred to in the previous axis and each according to the content</b>	2	1
<b>Written tests</b>	<b>Present ation and discussi on</b>	<b>Meanings of (from) the neighbor</b>	=	2	2
Written tests	<b>Present ation and discussi on</b>	<b>Meanings of the (preposition (lam</b>	=	2	3
Written tests	<b>Present ation and discussi on</b>	<b>Meanings of (Ba) the preposition</b>	=	2	4
Written tests	<b>Present ation and discussi on</b>	<b>Meanings of the two prepositions (on) and (about)</b>	=	2	5
Written tests	<b>Present ation</b>	<b>of (Kaf) the Meanings preposition</b>	=	2	6



	<b>and discussi on</b>				
Written tests	<b>Present ation and discussi on</b>	<b>Mdh) and (Mundhu) ) are two nouns and two letters</b>	=	2	7
Written tests	<b>Present ation and discussi on</b>	<b>Ma) is added after ) .”ab“ dna ”na“ ,”nim“</b>	=	2	8
Written tests	<b>Present ation and discussi on</b>	<b>Ma) is added after ) ”fak“ dna ”abbur“</b>	=	2	9
Written tests	<b>Present ation and discussi on</b>	<b>Rubba) is deleted, but ) .its function remains</b>	=	2	10
Written tests	<b>Present ation and discussi on</b>	<b>Dependents: Definition of the adjective and its types</b>	=	2	11
Written tests	<b>Present ation and discussi on</b>	<b>Definition of affirmation and its types</b>	=	2	12

Written tests	<b>Delivering and discussing</b>	<b>Verbal affirmation</b>	=	2	13
Written tests	<b>Presentation and discussion</b>	<b>Moral affirmation</b>	=	2	14
Written tests	<b>Presentation and discussion</b>	<b>Definition of affection and its types</b>	=	2	15

	Education and teaching resources
Explanation of Ibn Aqil	Required textbooks (methodology (if any
Grammatical Application /Comprehensive Grammar	(Main References (Sources
Comprehensive Library	Electronic references

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.

Tikrit University	Educational institution .180
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / Center .181
Study of the chains of transmission	Course Name/Code .182
presence My	Available attendance forms .183
Stage Three -Chapter One	Chapter/Year .184
Theoretical (hours 45)	Number of study hours (total) .185
Dhurgham Adnan Mohsen .Prof. Dr	Instructor's name .186
AD 2024/16/9	Date this description was prepared .187
Course objectives .188	
<p><b>studying chains of transmission, the number of steps and rules for studying chains of transmission, and the relationship between graduation and studying chains of transmission</b></p> <p><b>To list the levels of judgment on hadiths (chains of terms of acceptance and transmission and texts) in rejection</b></p> <p><b>To draw the chain of transmission tree, and apply the steps of studying the chain of transmission to the chains of ups and -transmission of a hadith, employing follow evidence to judge it</b></p>	<p><b>-1</b></p> <p><b>-2</b></p> <p><b>-3</b></p>



<p>.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .various ways to use different expressions Asks about the ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .The student feels pleasure in reading and listening to the lectures ❖ .The student participates in explaining each topic ❖ student must Value judgment: The -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .Appreciates the value of learning the skill of the given lesson ❖</p>
:Teaching and learning methods :Teaching and learning methods
(Lecture (explanation of definitions - 1 Raising questions, discussion and dialogue -2 (chains of transmission Conceptual maps (steps for studying the Brainstorming -4 ) program, and use (Meet ) platform, use the (Google Classroom ) Use the -5 .presentation (Power Point
Evaluation methods
Essay and objective questions -1 Open questions -2

<p style="text-align: right;">Group assignments -3 Evaluation of scientific reports - 4 .Google Classroom platform Monthly, daily and oral tests through the -5</p>
<p>General and transferable skills (other skills related to employability and -D .(personal development .chains of transmission Extract the importance of studying -1 Extract the chain of transmission and describe the differences in chains of -2 .transmission and texts Participates in searching for hadith in the used sources. For the method during the -3 lecture</p>
<p style="text-align: right;">.based goals-value Emotional and -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .different expressions Asks about the various ways to use ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .The student feels pleasure in reading and listening to the lectures ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 ates the importance of each topic and its connection to other Appreci ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .learning the skill of the lesson given Appreciates the value of ❖</p>
<p style="text-align: center;">:Teaching and learning methods :Teaching and learning methods</p>
<p>.Adopting the lecture method and linking each topic to examples from reality -1 .subject Directing the student to write a report on a topic related to the -2 Interventions -3 .Use question and answer -4</p>

.Use brainstorming method for students to generate creative ideas -5

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Hadith sections</b>	<b>Study of the chains of transmission</b>	<b>3</b>	<b>1</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>How justice is proven</b>	<b>Study of the chains of transmission</b>	<b>3</b>	<b>2</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>the How to know accuracy of narrators</b>	<b>Study of the chains of transmission</b>	<b>3</b>	<b>3</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Is it acceptable to criticize and modify without stating the reasons</b>	<b>Study of the chains of transmission</b>	<b>3</b>	<b>4</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>The meeting of the wound and modification in a narrator and their differences in it</b>	-	<b>3</b>	<b>5</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>The most famous types of male classifications</b>	-	<b>3</b>	<b>6</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Classifications of men's knowledge</b>	-	<b>3</b>	<b>7</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Classes books</b>	-	<b>3</b>	<b>8</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Books of Hadith narrators in general</b>	-	<b>3</b>	<b>9</b>
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>The books written by specific men, the books written by people in trustworthy particular, the books written by weak people in particular</b>	-	<b>3</b>	<b>10</b>

Written tests	Presentation and discussion	Works of men of a specific country	=	3	11
Written tests	Presentation and discussion	Stages of studying chains of transmission	=	3	12
Written tests	Presentation and discussion	How to study chains of transmission	=	3	13
Written tests	Presentation and discussion	How to output translation	=	3	14
Written tests	Presentation and discussion	Example of a practical study of attribution	=	3	15

Principles of graduation and study of chains of transmission	Required textbooks -1
-Tahdhib: Ibn Hajar al-The Book of Tahdhib al Asqalani Book of Graduation and Study of Chains of Transmission: Dr. Hatem bin Arif Al Sharif Book to facilitate knowledge of chains of Sayed-transmission: Ahmed Youssef Al	(Main references (sources -2
Islamic libraries on the Internet	Recommended books and -A references (scientific journals, (.reports, etc
Comprehensive Library	references, Electronic -B ...websites

Curriculum Development Plan .20
.This is done by adding materials related to actual reality



# Course Description Form

## Review of the performance of higher education institutions (academic program review)

For Requiring Briefly this The decision a description provides He  
Learning And outputs The decision features the most important  
achieve it The student from Expected  
from Maximum Benefit Achieve may He was if About Proving  
Among them Link from . Must. Available Learning Opportunities  
a description And between  
. The program

College of Islamic Sciences / Tikrit University	Educational institution .189
Department of Hadith and its Sciences	University Department / .190 Center
Stage Third -Islamic Systems	Course Name/Code .191
My presence	Available attendance .192 forms
Chapter Two	Chapter/Year .193
hours 30	Number of study hours .194 (total)
Mohsen Hijan Abdullah .Dr	Instructor's name .195
2024	Date this description .196 was prepared
<p style="text-align: right;">:The course aims to :Course objectives .197</p> <p><b>1</b> We show the most important systems of Islam student the most important systems of Islam and its prominent features in a way that clarifies them to the extent that the preacher of Islam needs .</p> <p><b>2</b> These systems are among the objectives of Islam , which</p>	

nd they are are indicated by the induction of the legal texts, a  
to achieve the interests of the servants, and to ward off  
corruption and harm from them in the immediate and the  
.future

Applying these systems will bring them true happiness in .3  
.this life and the hereafter

learning methods and assessment Learning outcomes, teaching and .198
Introducing the student to the importance of Islamic systems -19 The student should know how to study these systems and apply -20 .these systems to our contemporary reality on which That the student understands the foundations and controls -21 these systems are built, and the rules on which our scholars established .and built these Islamic systems
Teaching and learning methods
.Use the reading and listening method -7 Encouraging students to master the basics and distinguish between -8 .correct and incorrect Encouraging students to benefit from reading religious texts and -9 .extracting rulings from them
Evaluation methods
. tests -7 . tests -8 .Participate and answer questions related to the scientific material -9
Teaching and learning methods
.Use the reading and listening method -5 .Encourage students to read and memorize texts -6
Evaluation methods
. tests -7 . tests -8 .Participate and answer questions related to the scientific material -9

employability and General and transferable skills (other skills related to -D  
.(personal development  
Providing continuous learning opportunities for students and -3  
.motivating them to read and follow up

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of unit/course or topic</b>	<b>Required learning outcomes</b>	<b>Watch es</b>	<b>The week</b>
<b>Written tests</b>	<b>Present ation and discussi on</b>	<b>Definition of the system in language and terminology</b>	<b>Islamic systems</b>	2	1
<b>Written tests</b>	<b>Present ation and discussi on</b>	<b>Definition of Islam in language and terminology</b>	=	2	2
Written tests	<b>Present ation and discussi on</b>	<b>of Characteristics Islamic systems</b>	=	2	3
Written tests	<b>Present ation and discussi on</b>	<b>The system of worship in Islam</b>	=	2	4
Written tests	<b>Present ation and discussi on</b>	<b>Conditions for acceptance of worship</b>	=	2	5
Written tests	<b>Present ation</b>	<b>Characteristics of the worship system</b>	=	2	6

	<b>and discuss ion</b>				
Written tests	<b>Present ation and discuss ion</b>	<b>Effects of worship</b>	=	2	7
Written tests	<b>Present ation and discuss ion</b>	<b>General objectives in worship</b>	=	2	8
Written tests	<b>Present ation and discuss ion</b>	<b>Types of worship in Islam</b>	=	2	9
Written tests	<b>Present ation and discuss ion</b>	<b>The moral system in Islam</b>	=	2	10
Written tests	<b>Present ation and discuss ion</b>	<b>Characteristics of the ethical system in Islam</b>	=	2	11
Written tests	<b>Present ation and discuss ion</b>	<b>Family system in Islam</b>	=	2	12

Written tests	<b>Present ation and discussi on</b>	<b>Transaction system in Islam</b>	=	2	13
Written tests	<b>Present ation and discussi on</b>	<b>The Hudud System in Islam</b>	=	2	14
Written tests	<b>Present ation and discussi on</b>	<b>Criminal system in Islam</b>	=	2	15

Infrastructure .200	
<b>Hajj Hassan–Dr. Hussein Al –Islamic Systems</b>	:Required textbooks
<b>The Financial System in Islam / Qutb Ibrahim Muhammad</b>	Main References
<b>Comprehensive Library</b>	Electronic references

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.

College of Islamic Sciences / Tikrit University	Educational institution .201
Department of Hadith and its Sciences	Scientific Department / .202 Center
Memorizing the Quran and Hadith	Course Name/Code .203
My presence	Available attendance .204 forms
Chapter Two / Three	Chapter/Year .205
30 hours	Number of study hours .206 (total)
Mr. Mahdi Mohammed Jassim	Instructor's name .207
2025/1/19	Date this description was .208 prepared
:Course objectives .209	
<p><b>The learner's keenness to master the memorization of the</b> •</p> <p style="padding-left: 40px;"><b>.Holy Quran in terms of recitation, writing, and control</b></p> <p><b>as Qur'an Documenting the learner's connection to the Holy</b> •</p> <p style="padding-left: 40px;"><b>.a book of guidance and a constitution for life</b></p> <p><b>Expanding the student's horizons and alerting him to the</b> •</p> <p><b>Qur'an, and the virtue of learning importance of memorizing the</b></p> <p style="padding-left: 40px;"><b>.and teaching it</b></p> <p><b>.The student memorized thirty hadiths of the Prophet</b> •</p>	

**Introducing the student to aspects of the Prophet's biography, •**  
**may God bless him and grant him peace, and his guidance in**  
**membrance, along with aspects of the morals, worship, and re**  
**Prophet's biography, may God bless him and grant him peace,**  
**.with himself**  
**Instilling love for the Prophet, may God bless him and grant •**  
**.him peace, and the desire to follow his example**  
**s of the Companions, may God Knowing the virtues and statu •**  
**.Almighty be pleased with them**

Required program outcomes, teaching, learning and assessment .21 methods
The learning outcomes of the main course should be consistent with the .course's mission, objectives and outcomes expected from the course: To identify the student's future work What is options, which helps in determining the purposes served by each individual outcome. And for students to take care of the Holy Quran by memorizing and .studying it
<p style="text-align: right;">objectives Program specific skill</p> <p>Forming a theoretical background through explanation, examples, -B1 .questions and answers</p> <p>Discussion within the electronic class and giving students the opportunity -B2 .to express their opinions and suggestions</p> <p>exercises in the online classroom and Providing students with e -B3 .encouraging them to ask questions and answer them</p> <p>Providing students with homework exercises and discussing the mistakes -B4 .and weaknesses of each topic until the best result is reached collectively</p>
learning methods Teaching and
Delivering the lecture 2. Reading required texts from the book .1 Explain on the board 4. Presentation and correction .3
:Evaluation methods
. Through participation and questions related to the topic and outside it



	<p>.based goals-value Emotional and -C  based goals-Emotional and value -C -A1  :Reception and acceptance: The student must -A1  listens to the lecture actively ❖  Pays attention to the sequence of ideas within each topic and interacts ❖  .with them  .different expressions Asks about the various ways to use ❖  Answer: The student must-A2  Answers various questions on the subject ❖  .The student feels pleasure in reading and listening to the lectures ❖  .The student participates in explaining each topic ❖  Value judgment: The student must -A3  Appreciates the importance of each topic and its connection to other ❖  .topics  .Suggests different uses for expressions for each topic ❖  Value organization: The student must -A4  .Combines ideas from different topics to formulate new topics ❖  .value of learning the skill of the given lesson Appreciates the ❖</p>
Teaching and learning methods:	<p>Lecture method :Teaching and learning methods  Guidance -2  Interventions -3</p>
integrity in conveying the spirit of the text and finding the correct and acceptable	<p>.(Giving lectures (explanation and clarification .1  aids (listening to lessons via technological educational tools as teaching  .To improve recitation .(Data Show Projector use ‘YouTube )  Trying to make the student pay great attention to accuracy and academic .3  ivalent in the target language without resorting to adding anything extra or equ  .truncating the original meaning in the original language sentence  Encourage the student to use some educational CDs and use the library as one .4  .of the learning methods</p>
	<p>tion methodsEvaluat</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>	

	<p>General and transferable skills (other skills related to employability and -D          .(personal development          four skills: speaking, Proficiency in using computers and programs through the -D1          .listening, reading and writing          Mastering the use of different grammatical rules in the course topics -D2          Learn a lot of vocabulary in addition to using different dictionaries to reach -D3          .the correct meanings          dent's skills by focusing on some external influences Developing the stu -D4          .that help in developing himself</p>
	<p>Evaluation methods</p>
	<p>Written tests, oral tests, daily participation, homework completion</p>

Course structure .22					
Evaluation method	Teaching method	name/topic Unit	Required learning outcomes	Watch es	The week
Written tests	Presentati on and discussion	Memorize five verses -from Surat Adh Dhariyat with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	1
Written tests	Presentati on and discussion	Memorize five verses -from Surat Adh Dhariyat with two hadiths	Memorizing two the Surahs from -chapter of Adh Dhariyat and two Hadiths	2	2
Written tests	Presentati on and discussion	Memorize five verses -Adh from Surat Dhariyat with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	3
Written tests	Presentati on and discussion	Memorize five verses -from Surat Adh Dhariyat with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	4
Written tests	Presentati and on discussion	Memorize five verses -from Surat Adh Dhariyat with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	5
Written tests	Presentati on and discussion	Memorize five verses -from Surat Adh Dhariyat with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	6
Written tests	Presentati and on discussion	Memorize five verses -from Surat Adh Dhariyat with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	7
Written tests	Presentati on and discussion	Memorize five verses -from Surat Adh Dhariyat with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	8
Written tests	Presentati on and discussion	Memorize five verses -from Surat Adh Dhariyat with two	Memorizing two Surahs from the -Adh chapter of	2	9

		hadiths	Dhariyat and two Hadiths		
Written tests	Presentati on and discussion	Memorize five verses Tur -from Surat At two hadiths with	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	10
Written tests	Presentati on and discussion	Memorize five verses Tur -from Surat At with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	11
Written tests	Presentati on and discussion	Memorize five verses Tur -from Surat At with two hadiths	Memorizing two from the Surahs -chapter of Adh Dhariyat and two Hadiths	2	12
Written tests	Presentati on and discussion	Memorize five verses Tur -At from Surat with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	13
Written tests	Presentati on and discussion	Memorize five verses Tur -from Surat At with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	14
Written tests	Presentati on and discussion	Memorize five verses Tur -from Surat At with two hadiths	Memorizing two Surahs from the -chapter of Adh Dhariyat and two Hadiths	2	15

<b>Dhariyat -Memorizing two Surahs from the Adh the Holy Quran section of The Forty Hadith of Nawawi</b>	<b>Required textbooks -1</b>
Interpretation of the Holy Quran by Ibn Kathir Duas-The Art of Tajweed by Izzat Al	(Main references (sources -2
The Internet	Recommended books and -A references
Comprehensive Library	Electronic references, -B ...websites
Curriculum Development Plan .23	

.This is done by adding materials related to actual reality

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

College of Islamic Sciences / Tikrit University	Educational institution .210
Department of Hadith and its Sciences	Scientific Department / .211 Center
Criticism of the text of the hadith	Course Name/Code .212
presence My	Available attendance .213 forms
Chapter Two	Chapter/Year .214
hours 30	Number of study hours .215 (total)
Dr. Jalil Mohsen Wanas .أ	Instructor's name .216
2025/1/19	Date this description was .217 prepared
:Course objectives .218	
<ul style="list-style-type: none"> <li>.Understand the meaning of standards •</li> <li>.connection to modern criticism Documenting the learner's •</li> <li>.Expanding the student's critical awareness •</li> <li>Introducing the student to the criteria used by hadith scholars •</li> <li>.to criticize the texts of hadiths</li> </ul>	

Required program outcomes, teaching, learning and assessment .24  
methods

<p>The learning outcomes of the main course should be consistent with the course's mission, objectives and outcomes</p> <p>What is expected from the course: To identify the student's future work options, which helps in determining the purposes served by each output individually. And for students to pay attention to criticizing the text as they do to criticizing the chains of transmission</p>
<p>Program specific skill objectives</p> <p>Forming a theoretical background through explanation, examples, -B1 questions and answers</p> <p>Discussion within the electronic class and giving students the opportunity -B2 to express their opinions and suggestions</p> <p>Providing students with exercises in the online classroom and -B3 encouraging them to ask questions and answer them</p> <p>tudents with homework exercises and discussing the mistakes Providing s -B4 and weaknesses of each topic until the best result is reached collectively</p>
<p>Teaching and learning methods</p>
<p>Delivering the lecture 2. Reading required texts from the book .1 board 4. Presentation and correction Explain on the .3</p>
<p>:Evaluation methods</p>
<p>. Through participation and questions related to the topic and outside it</p>
<p>.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .Asks about the various ways to use different expressions ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .eels pleasure in reading and listening to the lecturesThe student f ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .expressions for each topic Suggests different uses for ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .Appreciates the value of learning the skill of the given lesson ❖</p>

<p>methods: Lecture method Teaching and learning :Teaching and learning methods  Guidance -2  Interventions -3</p>
<p>.(Giving lectures (explanation and clarification .1  technological educational tools as teaching aids (listening to lessons via  .To improve recitation .(Data Show Projector use (YouTube )  make the student pay great attention to accuracy and academic Trying to .3  integrity in conveying the spirit of the text and finding the correct and acceptable  equivalent in the target language without resorting to adding anything extra or  .ng in the original language sentencetruncating the original meani  Encourage the student to use some educational CDs and use the library as one .4  .of the learning methods</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>and transferable skills (other skills related to employability and General -D  .(personal development  Proficiency in using computers and programs through the four skills: speaking, -D1  .listening, reading and writing  es in the course topicsMastering the use of different grammatical rul -D2  earn a lot of vocabulary in addition to using different dictionaries to reach -D3  .the correct meanings  Developing the student's skills by focusing on some external influences -D4  .that help in developing himself</p>
<p>methods Evaluation</p>
<p>Written tests, oral tests, daily participation, homework completion</p>

Course structure .25					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watch es</b>	<b>The week</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Definition of criteria for criticizing Sunnah texts</b>	<b>The concept of criteria for criticizing Sunnah texts</b>	<b>2</b>	<b>1</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Textual criticism takes precedence over chain of transmission criticism in terms of .history</b>	<b>The concept of criteria for criticizing Sunnah texts</b>	<b>2</b>	<b>2</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>The claim that the criticism of hadith scholars was focused on the chain of transmission rather text than the</b>	<b>The concept of criteria for criticizing Sunnah texts</b>	<b>2</b>	<b>3</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>The concept of this scale</b>	<b>The first criterion: presenting the hadith to the Qur'an</b>	<b>2</b>	<b>4</b>
<b>Written tests</b>	<b>Presentati and on discussion</b>	<b>Discussion and examples of this scale</b>	<b>The first criterion: presenting the hadith to the Qur'an</b>	<b>2</b>	<b>5</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>The first fruit of textual criticism based on the narrations' comparison with each other: knowing the inclusion</b>	<b>The second criterion: presenting the narrations or methods of one hadith in relation to each other and .their results</b>	<b>2</b>	<b>6</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>The second fruit of textual criticism based on the comparison of narrations to each knowing the :other disorder</b>	<b>The second criterion: presenting the narrations or methods of one hadith in relation to each other and .their results</b>	<b>2</b>	<b>7</b>



Written tests	Presentati on and discussion	The third fruit of textual criticism based on the comparison of narrations to each other: knowledge of the heart	The second criterion: presenting the narrations or methods of one hadith in relation to each other and .their results	2	8
Written tests	Presentati on and discussion	The fourth fruit of textual criticism based on the comparison of narrations to each other: knowing the errors and distortions	The second criterion: presenting the narrations or methods of one hadith in relation to each other and .their results	2	9
Written tests	Presentati on and discussion	The fifth fruit of textual criticism based on the criteria of presenting the narrations to each other: knowing how .to increase trust	The second criterion: presenting the narrations or methods of one hadith in relation to each other and .their results	2	10
Written tests	Presentati on and discussion	Concept, discussion and examples	The third criterion: presenting the Sunnah with each other, different hadiths	2	11
Written tests	Presentati on and discussion	Concept, discussion and examples	The fourth criterion: presenting the text of the hadith to historical events and facts	2	12
Written tests	Presentati on and discussion	Concept, discussion and examples	The fifth measure: the weakness of the wording of the hadith and the distance of its meaning	2	13
Written tests	Presentati on and discussion	Concept, discussion and examples	The sixth criterion: The hadith contradicts the legal principles and .rules established	2	14

<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Concept, discussion and examples</b>	<b>Seventh criterion: The hadith contains something reprehensible or .impossible</b>	<b>2</b>	<b>15</b>
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<b>Weekly lectures on Hadith criticism</b>	<b>textbooks Required -1</b>
The Book of Discrimination by Imam Muslim The book of collected benefits in fabricated Shawkani-hadiths by Imam Al	(Main references (sources -2
Library Islamic Sciences College Related messages and theses	Recommended books and -A references
Comprehensive Library/Hadith Sites	Electronic references, -B ...websites

<b>Curriculum Development Plan</b>	<b>.26</b>
.This is done by adding materials related to actual reality	

## Course Description Form

**of higher education institutions Review of the performance  
((academic program review))**

For the Requiring Briefly this The decision a description He provides  
Expected Learning And outputs The decision features most important  
achieve it The student from  
from Maximum Benefit Achieve may He was if About Proving  
And Among them Link from . Must. Available Learning Opportunities  
. The program a description between

College of Islamic Sciences / Tikrit University	Educational institution .219
Hadith and its Sciences Department of	University Department / .220 Center
Reasons for the disagreement of the hadith the third stage -scholars	Course Name/Code .221
My presence	Available attendance .222 forms
Chapter Two	Chapter/Year .223
hours 30	Number of study hours .224 (total)
Mahdi Saleh Prof. Dr. Qaqaa	Instructor's name .225
2025/1/19	Date this description was .226 prepared
The course aims to teach students the reasons for the :Course objectives .227 differences between hadith scholars regarding the acceptance and rejection of .hadiths	

learning methods and assessment Learning outcomes, teaching and	.228
Introducing the student to the importance of the differences .between the hadith scholars	-22
The student should know how to know the acceptance and rejection .of hadiths through the sayings of the hadith scholars	-23
students take care of the Noble Prophetic Sunnah and defend That .it	-24
Teaching and learning methods	
.Use the method of presentation and discussion	-10
Encourage students to know the reasons for the differences between .the hadith scholars	-11
.research and follow up Encourage students to	-12
Evaluation methods	
.Written tests	-10
.Participate and answer questions related to the scientific material	-11
Thinking skills -C	
Providing continuous learning opportunities for students and motivating .research them to conduct scientific	-1
.Requesting research and reports to increase students' skills	-2
Teaching and learning methods	
.Use the method of presentation and discussion	-1
Encourage students to know the reasons for the differences between .the hadith scholars	-13
.students to research and follow up Encourage	-2
Evaluation methods	
.Written tests	-1
.Participate and answer questions related to the scientific material	-2

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

Providing continuous learning opportunities for students and -4  
.motivating them to conduct scientific research  
.organized learning in acquiring different thinking skills-Self -5

<b>Evaluation method</b>	<b>Teaching method</b>	<b>unit/course or topic Name of</b>	<b>Required learning outcomes</b>	<b>Watche s</b>	<b>The week</b>
Written tests	Presentation and discussion	Definition of criticism in language and among modern scholars, and what are the motives for criticism	The material of the difference in the reasons of the modernists	2	1
Written tests	Presentation and discussion	The origin and development of criticism		2	2
Written tests	Presentation and discussion	Criticism in the era of the Companions, may God be pleased with them		2	3
Written tests	Presentation and discussion	Criticism in the era of the followers		2	4
Written tests	Presentation and discussion	Criticism in the era of the followers of the followers and those after them		2	5
Written tests	Presentation and discussion	Reasons for the difference of opinion among hadith scholars regarding the acceptance or rejection of hadiths , the difference of opinion among hadith scholars regarding the narrator's integrity and accuracy		2	6
Written tests	Presentation and discussion	Definition of justice in language and terminology, major and minor sins		2	7
Written tests	Presentation and discussion	.Terms of justice		2	8

<b>Written tests</b>	Presentation and discussion	<b>The issue of repenting from lying in the hadith of the God, may God Messenger of bless him and grant him .peace</b>		2	9
<b>Written tests</b>	Presentation and discussion	<b>The issue of repenting from lying in people’s conversations and other .causes of immorality</b>		2	10
<b>Written tests</b>	Presentation and discussion	<b>breaches of Safety from the .chivalry</b>		2	11
<b>Written tests</b>	Presentation and discussion	<b>Control, its conditions, and the issues related to it, which have been the subject of disagreement among hadith scholars. Definition of control in language and of terminology. Conditions .control</b>		2	12
<b>Written tests</b>	Presentation and discussion	<b>Scale of knowledge of the accuracy of narrators, categories of narrators in .relation to accuracy</b>		2	13
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>The ruling on the amount of is a matter narrators’ control of ijtiḥad, and its effect on .acceptance and rejection</b>		2	14
<b>Written tests</b>	<b>Presentation and discussion</b>	<b>Examples of those who differed about whether he was one of those who made many and obscene mistakes or one of those who made .few mistakes</b>		2	15

<p><b>Reasons for the disagreement of hadith scholars/ A critical comparative study on the reasons for the disagreement in accepting and rejecting hadiths by Ahdab–Al Khaldoun</b></p>	<p><b>Required textbooks -1</b></p>
	<p>(Main references (sources -2</p>
<p>The Internet</p>	<p>Recommended books and -A references (scientific journals, (.reports, etc</p>
<p>Comprehensive Library</p>	<p>Electronic references, -B ...websites</p>
<p>Curriculum Development Plan .27</p>	
<p>.related to actual reality This is done by adding materials</p>	



## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

College of Islamic Sciences / Tikrit University	Educational institution .230
Department of Hadith and its Sciences	Scientific Department Center / .231
Islamic Doctrine: (Prophecies) / Third Stage	Course Name/Code .232
person-In	Available attendance forms .233
Chapter Two	Chapter/Year .234
hours (30)	Number of study (hours (total) .235
Tayef-Dr. Ashjan Abdullah Al	Instructor's name .236
2025/1/19	Date this description was prepared .237
<b>Course objectives .238</b>	

:hadiths through Introducing the student to the topics of prophecy and  
 Defining for the student the meaning of the Prophet in language and terminology and -1  
 .the scholars' schools of thought on this matter  
 Defining for the student the meaning of infallibility in language and terminology and -2  
 .rom reason and transmissionits evidence f  
 Introducing the student to the meaning of revelation, its types, its methods, and the -3  
 .most prominent doubts about it  
 Introducing the student to the meaning of a miracle, its conditions, the miracles of -4  
 .and evidence of the truth of his prophethood 'A mmadthe Messenger Muha  
 Introducing the student to the meaning of the universality of the message, the seal of -5  
 .prophethood, and the duty towards the Messenger  
 me, its evidence, and the Defining for the student the meaning of the Last Day, its na -6  
 .ruling on believing in it  
 Introducing the student to the meaning of death, that it is the first stage of the -7  
 afterlife, the meaning of the intermediate realm, the questioning of the grave, its  
 .torment and its bliss  
 cing the student to the meaning of the Day of Judgment and its most Introdu -8  
 .prominent signs  
 .Introducing the student to the meaning of resurrection and its evidence -9  
 Introducing the student to the meaning of Heaven and Hell and the most prominent -10  
 .stics of their peoplecharacteri

### **Course outcomes, teaching, learning and assessment methods .28**

Cognitive objectives -A  
 The student should be able to define the Prophet linguistically and technically, and list -1  
 .matter and discuss the scholars' schools of thought on this  
 The student should be able to define infallibility linguistically and technically and -2  
 .provide evidence for its validity for the prophets  
 The student should be able to define revelation, enumerate its types, explain its -3  
 .o the most prominent doubtsmethods, and respond t  
 The student should be able to define a miracle, list its conditions, and list the miracles of -4  
 .the Messenger  
 The student should be able to explain the meaning of the universality of the message -5  
 .prophethood, and to state its evidence and the finality of the  
 The student should be able to define the Last Day, explain its name, its evidence, and -6  
 .the ruling on believing in it  
 The student should be able to define death, the intermediate realm, explain the meaning -7  
 .he questioning in the grave, and provide evidence of its torment and blissof t  
 The student should be able to define the Day of Judgment and list its most prominent -8  
 .signs  
 The student should be able to define the meaning of resurrection and revival, and -9  
 . explain its evidence

<p>. Course specific skill objectives -B          .To compare the concept of prophecy between the majority and the Mu'tazila -B1          .To compare between miracle and miracle -B2          .To prove the infallibility of the prophets, peace be upon them -B3          .To discuss those who deny the existence of God Almighty -B4</p>
Teaching and learning methods
<p>.Teaching methods of all types: lecture, inductive, standard -1          (Slide show (Power Point -2          .Questions -3          .Assignments and student participation -4          .Mind maps -5          .Prepare reports on course topics -6</p>
Evaluation methods
<p>.Participate and interact with the lecture -1          .Daily, monthly, semester and final tests -2          based goals-Emotional and value -C          .He listens to the lecture actively -A1          .of using different expressions Ask about the various ways -A2          .The student participates in explaining each topic -A3          .Appreciate the importance of each topic and its connection to other topics -A4</p>
Teaching and learning methods
<p>.standard ,Teaching methods of all types: lecture, inductive -1          (Slide show (Power Point -2          .Encourage the student to intervene -3</p>
Evaluation methods
<p>.Participate and interact with the lecture -1          Daily tests -2</p>
<p>General and transferable skills (other skills related to employability and personal -D          .(development          .The skill of explaining the topics of prophecy and the Last Day -D1          .The skill of calling to the Islamic faith -D2          .The skill of discussing opponents and responding to their objections -D3</p>

<b>Course structure.29</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Participate in the lecture and	The lecture Student participation	Definition of Prophet and Messenger, the	What the course includes	2	1

daily test		<b>ruling on sending Messengers, Prophethood is a choice, the humanity of Messengers</b>			
Participate in the lecture and daily test	Standard Student participation	<b>Infallibility, its definition and evidence</b>	=	2	2
Participate in the lecture and daily test	Inductive Student participation	<b>Revelation: Definition, Types, Qualities and Doubts About It</b>	=	2	3
Participate in the lecture and daily test	Standard Mind maps	<b>Miracle: Definition, Conditions, and Related Topics</b>	=	2	4
Participate in the lecture and daily test	Inductive Student participation	<b>Miracles of the Messenger and evidence of the truth of prophecy</b>	=	2	5
Participate in the lecture and daily test	The lecture Student participation	<b>message General And the seal Our prophecy The about duty Messenger</b>	=	2	6
<b>Monthly test</b>	----	<b>a test</b>	=	2	7
Participate in the lecture and daily test	Lecture Student Participation	<b>The Last Day: Its meaning, name, evidence, and the ruling on believing in it</b>	=	2	8
Participate in the lecture and daily test	Lecture Student Participation	<b>Death is the first home of the afterlife, and the first step is to repent</b>	=	2	9
Participate in the lecture and daily test	Lecture Student Participation	<b>Barzakh, the questioning of the grave, its torment and its</b>	=	2	10

		<b>bliss</b>			
Participate in the lecture and daily test	Lecture Student Participation	The clock and its signs	=	2	11
Participate in the lecture and daily test	Inductive Student participation	Resurrection	=	2	12
Participate in the lecture and daily test	Lecture Student Participation	Heaven and Hell	=	2	13
<b>Monthly test</b>	----	<b>test a</b>	=	2	14
Participate in the lecture and daily test	Inductive Student Participation	The intercession of the Prophet, may God bless him and grant him peace	=	2	15

<b>Infrastructure.30</b>	
thought, by Islamic doctrine and its schools of .Douri-Dr. Qahtaan Al	Required textbooks -1
Fundamentals of Islam / Dr. Rushdi Alian	(Main references (sources -2
The Islamic faith and its foundations, Abdul -1 . Rahman Hassan Habanka .Khan-The Islamic Creed, Mustafa Saeed Al -2	Recommended books and -A references (scientific journals, (.reports, etc
Comprehensive Library	Electronic references, -B ...websites

<b>Curriculum Development Plan .31</b>
The curriculum vocabulary is based on the fact that the subject is only one chapter, so there is a lot of abbreviation in it, and the plan to develop the curriculum is based

o on adding a second chapter, so that the scientific material is distributed over two chapters, which ensures that the benefit reaches the student

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.

Tikrit University	Educational institution .239
Faculty of Islamic Sciences / Department of Hadith	Scientific Department / Center .240
Teaching methods	Course Name/Code .241
My presence	Available attendance forms .242
Stage Three - Chapter One	Chapter/Year .243
Theoretical (hours 30)	Number of study hours (total) .244
Siyas Ali Hussein .M.D	Teaching methods .245
AD 2024/16/9	Date this description was prepared .246
Course objectives .247	

**.The student knows the concept of teaching –1**  
**related to The student explains the concepts –2**  
**teaching (teaching style, teaching method,**  
**(teaching strategy**  
**The student mentions the general principles of –3**  
**.teaching**  
**The student lists general teaching methods, their –4**  
**.advantages and disadvantages**

**The student explains the steps of each general-5  
teaching method**

**The student mentions the elements of daily -6  
planning for teaching**

**The student knows the concept of evaluation, its -7  
foundations, types and tools**

Required program outcomes, teaching, learning and assessment	.32
to gain knowledge and understanding of teaching Enable the student and teaching strategy	-13
Enabling the student to gain knowledge and understanding of the .requirements for a teacher's success in teaching	-14
Enabling the student to memorize and understand the general .of teaching foundations	-15
Enabling students to identify the characteristics of a good teaching .method	-16
Enable the student to enumerate general teaching methods	-17
Program specific skill objectives	
.Explain the steps for implementing each teaching method	-B1
Providing students with the necessary skills to prepare and plan well for teaching the Holy Quran and its sciences, the Noble Prophetic Hadith, and .branches of Islamic education	-B2
.Providing the student with the skills to implement the lesson	-B3
Teaching and learning methods	
life -Adopting the lecture method and linking each topic to real .examples	-92
Directing the student to write a report on a topic related to the subject	-93
He applies the teaching methods he learned in the field of teaching the .Quran and Islamic education Holy	-94
.Use question and answer	-95
.Use brainstorming method for students to generate creative ideas	-96



	:Evaluation methods
Evaluation through students' participation in the lecture, their . preparation for the material, and questions related to and outside the topic	-20
Evaluation through monthly exams	-21
.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .Asks about the various ways to use different expressions ❖ Answer: The student must-A2 various questions on the subject Answers ❖ .The student feels pleasure in reading and listening to the lectures ❖ .The student participates in explaining each topic ❖ Value judgment: The student must -A3 other Appreciates the importance of each topic and its connection to ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .Appreciates the value of learning the skill of the given lesson ❖	
	:Teaching and learning methods :Teaching and learning methods
life -Adopting the lecture method and linking each topic to real .examples	-39
Directing the student to write a report on a topic related to the subject	-40
Interventions	-41
.Use question and answer	-42
.brainstorming method for students to generate creative ideas Use	-43
	Evaluation methods
Evaluation through students' participation in the lecture and their .preparation of the material and questions related to and outside the topic	-1
through monthly exams Evaluation	-2
<b>Evaluation through oral examinations</b>	<b>-22</b>

<p>General and transferable skills (other skills related to employability and -D  .(personal development</p> <p>Encouraging students to be creative and creating a spirit of -D1  denial among them through continuous encouragement -and self perseverance  of the need for joint and effective cooperation among them to accomplish their  .academic requirements</p> <p>Providing them with the university's website regarding the availability of -D2  .ent and recruitment opportunitiesfuture employm</p> <p>Providing them with knowledge of the importance of developing their -D3  education by learning about various types of -capabilities through self  .knowledge</p> <p>as sports and Emphasizing the development of students' personal talents, such -D4  .all types of arts, during their free time</p>
Evaluation methods
Written tests, oral tests, daily participation, homework completion
Written tests, oral tests, daily participation, homework completion
Teaching and learning methods
:Teaching and learning methods -44
<p>life -Adopting the lecture method and linking each topic to real -41  .examples</p> <p>Directing the student to write a report on a topic related to the subject -42</p> <p>Interventions -43</p> <p>.Use question and answer -44</p> <p>.s to generate creative ideasUse brainstorming method for student -45</p>
:Evaluation methods
<p>Evaluation through students' participation in the lecture and their -1  .preparation of the material and questions related to and outside the topic</p> <p>Evaluation through monthly exams -2</p>

<p>           .based goals-and value Emotional -C            based goals-Emotional and value -C -A1            :Reception and acceptance: The student must -A1            listens to the lecture actively ❖            Pays attention to the sequence of ideas within each topic and interacts ❖            .with them            .use different expressions Asks about the various ways to ❖            Answer: The student must-A2            Answers various questions on the subject ❖            .The student feels pleasure in reading and listening to the lectures ❖            .The student participates in explaining each topic ❖            Value judgment: The student must -A3            reciates the importance of each topic and its connection to other App ❖            .topics            .Suggests different uses for expressions for each topic ❖            Value organization: The student must -A4            .Combines ideas from different topics to formulate new topics ❖            .of learning the skill of the lesson given Appreciates the value ❖         </p>
<p>           :Teaching and learning methods :Teaching and learning methods         </p>
<p>           .Adopting the lecture method and linking each topic to examples from reality -1            .the subject Directing the student to write a report on a topic related to -2            Interventions -3            .Use question and answer -4            .Use brainstorming method for students to generate creative ideas -5         </p>
<p>           Evaluation methods         </p>
<p>           Evaluation through students' participation in the lecture and their -1            .and questions related to and outside the topic preparation of the material            Evaluation through monthly exams -2  <b>Oral tests -23</b> </p>

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

and creating a spirit of Encouraging students to be creative -D1  
denial among them through continuous encouragement -perseverance and self  
of the need for joint and effective cooperation among them to accomplish their  
.academic requirements  
ng the availability of Providing them with the university's website regardi -D2  
.future employment and recruitment opportunities  
Providing them with knowledge of the importance of developing their -D3  
education by learning about various types of -capabilities through self  
.knowledge  
t of students' personal talents, such as sports Emphasizing the developmen -D4  
.and all types of arts, during their free time

Evaluation methods

Written tests, oral tests, daily participation, homework

<b>Evaluation method</b>	<b>Teaching method</b>	<b>name/topic Unit</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>The concept of teaching, the objectives of teaching jurisprudence, the concept of teaching methods, the importance of teaching methods and the factors affecting them</b>	<b>Teaching methods material</b>	<b>2</b>	<b>1</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Types of teaching methods: The lecture method/its concept and implementation of the lesson using the lecture method, its uses, advantages of the lecture method and its drawbacks</b>	<b>Teaching methods material</b>	<b>2</b>	<b>2</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Discussion method concept, types, ) discussion forms, preparation steps, advantages and (disadvantages</b>	<b>Teaching methods material</b>	<b>2</b>	<b>3</b>
<b>Written tests</b>	<b>Delivering and interrogati ng</b>	<b>Brainstorming and inductive method</b>	<b>Teaching methods material</b>	<b>2</b>	<b>4</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Standard method and problem solving method</b>	<b>Teaching methods material</b>	<b>2</b>	<b>5</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Teaching methods Story style and ) (style dialogue</b>	<b>Teaching methods material</b>	<b>2</b>	<b>6</b>
<b>Written tests</b>	<b>Presentatio n, questioning and</b>	<b>The difference between strategy, method and style / educational means</b>	<b>Teaching methods material</b>	<b>2</b>	<b>7</b>

	<b>discussion</b>				
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Educational objectives</b>	<b>Teaching methods material</b>	<b>2</b>	<b>8</b>
<b>Written tests</b>	<b>Delivering, dialogue and discussion</b>	<b>Behavioral Objectives Categories</b>	<b>Teaching methods material</b>	<b>2</b>	<b>9</b>
<b>Written tests</b>	<b>Presentatio n, questions and discussion</b>	<b>Calendar</b>	<b>Teaching methods material</b>	<b>2</b>	<b>10</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Achievement tests</b>	<b>Teaching methods material</b>	<b>2</b>	<b>11</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Writing questions or paragraphs, preparing test instructions, and .producing the test</b>	<b>Teaching methods material</b>	<b>2</b>	<b>12</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Types of tests multiple choice, ) matching test, and ( essay tests</b>	<b>Teaching methods material</b>	<b>2</b>	<b>13</b>
<b>Written tests</b>	<b>Delivering and interrogati ng</b>	<b>Planning (concept of planning, importance of planning, principles of (planning</b>	<b>Teaching methods material</b>	<b>2</b>	<b>14</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Types of lesson plans with examples</b>	<b>Teaching methods material</b>	<b>2</b>	<b>15</b>

<b>Methods of Teaching Islamic Sciences / .Dr. Nidal Muzahim Rashid and Dr Mahmoud Ali Farhan</b>	<b>Required textbooks -1</b>
General Teaching Methods / Daoud Maher Mohammed	(Main references (sources -2
The Internet	Recommended books and -A references (scientific journals, (.reports, etc

	Electronic references, -B ...websites
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Curriculum Development Plan	.34
.This is done by adding materials related to actual reality	

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

College of Islamic Sciences / Tikrit University	Educational institution .248
Department of Hadith and its Sciences	Scientific Department / .249 Center
Different talk	Course Name/Code .250
person-In	Available attendance .251 forms
Stage Three / Chapter One	Chapter/Year .252
hours 45	Number of study hours .253 (total)
Dr. Kahlan Hassan Ali .Asst. Prof	Instructor's name .254
AD 2024/16/9	Date this description was .255 prepared
:Course objectives .256	

**which .The course aims to introduce the different types of hadith is one of the important sciences of hadith. The student of hadith must know the texts, their differences, how they originated, and the most .important books on it**

Required program outcomes, teaching, learning and assessment .35  
methods



<p>outcomes of the main course should be consistent with the course's mission, objectives and outcomes</p> <p>The learning</p> <p>What is expected from the course: To identify the student's future work options, which helps in determining the purposes served by each individual</p> <p>And for students to take care of the Holy Quran by memorizing and studying it</p>
<p>Program specific skill objectives</p> <p>Forming a theoretical background through explanation, examples, questions and answers -B1</p> <p>giving students the opportunity Discussion within the electronic class and -B2</p> <p>.to express their opinions and suggestions</p> <p>Providing students with exercises in the online classroom and -B3</p> <p>.encouraging them to ask questions and answer them</p> <p>he mistakes Providing students with homework exercises and discussing t -B4</p> <p>.and weaknesses of each topic until the best result is reached collectively</p>
<p>Teaching and learning methods</p>
<p>Use Classroom to deliver the lecture orally, use PowerPoint as slides, PDF. and send it as a</p> <ul style="list-style-type: none"> <li>• Use direct questions to students</li> <li>• Motivating students through brainstorming</li> <li>• Discussion and conclusions</li> </ul>
<p>:Evaluation methods</p>
<p>asking direct ‘ Through participation, questions related to the topic and outside it</p> <p>.questions, and surprise tests</p>
<p>.based goals-Emotional and value -C</p> <p>based goals-Emotional and value -C -A1</p> <p>:Reception and acceptance: The student must -A1</p> <ul style="list-style-type: none"> <li>❖ listens to the lecture actively</li> <li>❖ Pays attention to the sequence of ideas within each topic and interacts with them</li> <li>❖ .Asks about the various ways to use different expressions</li> </ul> <p>Answer: The student must-A2</p> <ul style="list-style-type: none"> <li>❖ Answers various questions on the subject</li> <li>❖ .The student feels pleasure in reading and listening to the lectures</li> <li>❖ .The student participates in explaining each topic</li> </ul> <p>Value judgment: The student must -A3</p> <ul style="list-style-type: none"> <li>❖ appreciates the importance of each topic and its connection to other topics</li> <li>❖ .Suggests different uses for expressions for each topic</li> </ul>

<p style="text-align: center;">Value organization: The student must -A4</p> <p>.Combines ideas from different topics to formulate new topics ❖  .given lesson Appreciates the value of learning the skill of the ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods  Guidance -2  Interventions -3</p>
<p>.(Giving lectures (explanation and clarification .1  technological educational tools as teaching aids (listening to lessons via  .To improve recitation .(Data Show Projector use ‘YouTube )  Trying to make the student pay great attention to accuracy and academic .3  integrity in conveying the spirit of the text and finding the correct and acceptable  without resorting to adding anything extra or equivalent in the target language  .truncating the original meaning in the original language sentence  Encourage the student to use some educational CDs and use the library as one .4  .of the learning methods</p>
<p style="text-align: right;">Evaluation methods</p>
<p><b>participation and questions related to the topic and outside it Through</b></p>
<p>General and transferable skills (other skills related to employability and -D  .(personal development  ‘Proficiency in using computers and programs through the four skills: speaking -D1  .listening, reading and writing  Mastering the use of different grammatical rules in the course topics -D2  earn a lot of vocabulary in addition to using different dictionaries to reach -D3  .the correct meanings  ng on some external influences Developing the student’s skills by focusi -D4  .that help in developing himself</p>
<p style="text-align: right;">Evaluation methods</p>
<p style="text-align: center;">Written tests, oral tests, daily participation, homework completion</p>

Course structure .36					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watch es	The week
Written tests	Presentati on and discussion	The science of Hadith: its definition, importance, and classification	Different material of hadith	3	1
Written tests	Presentati on and discussion	<b>Conflict: Definition, Real Conflict, and Apparent Conflict</b>	Different material of hadith	3	2
Written tests	Presentati on and discussion	<b>Types of apparent contradiction between hadiths and the cases of each type</b>	Different material of hadith	3	3
Written tests	Presentati on and discussion	<b>Follow the types of apparent the -conflict paths of scholars in resolving apparent conflict (1) "noitcelloc"</b>	Different material of hadith	3	4
Written tests	Presentati on and discussion	<b>Scholars' paths in resolving apparent conflict (2) "noitanibmoc"</b>	Different material of hadith	3	5
Written tests	Presentati on and discussion	<b>Scholars' paths in resolving apparent conflict (3) "noitanibmoc"</b>	Different material of hadith	3	6
Written tests	Presentati on and discussion	<b>The second path: copying</b>	Different material of hadith	3	7
Written tests	Presentati on and discussion	<b>Ways in which copying is known (1)</b>	Different material of hadith	3	8
Written tests	Presentati on and	<b>Ways to know the</b>	Different material of hadith	3	9

	discussion	(copy (2			
Written tests	Presentati on and discussion	which Ways by abrogation is The -known (3) third path: preference	Different material of hadith	3	10
Written tests	Presentati on and discussion	Reasons for preference based (on attribution (1	Different material of hadith	3	11
Written tests	Presentati on and discussion	Reasons for preference based (on attribution (2	Different material hadith of	3	12
Written tests	Presentati on and discussion	Reasons for preference based on (attribution (3	Different material of hadith	3	13
Written tests	Presentati on and discussion	Reasons for preference based on (attribution (4	Different material hadith of	3	14
Written tests	Presentati on and discussion	Methods of writing in the science of Hadith	Different material of hadith	3	15

Dr. Daa Mahmoud \Hadith Different	Required textbooks -1
Interpretation of different hadiths by Ibn Qutaybah	(Main references (sources -2
The Internet	Recommended books and -A references
Comprehensive Library	Electronic references, -B ...websites

Curriculum Development Plan .37
.is done by adding materials related to actual reality This

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

College of Islamic Sciences / Tikrit University	Educational institution .257
Department of Hadith and its Sciences	Scientific Department / .258 Center
Men's science	Course Name/Code .259
My presence	Available attendance .260 forms
Chapter Two	Chapter/Year .261
hours 45	Number of study hours .262 (total)
Asst. Prof. Dr. Kahlan Hassan Ali	Instructor's name .263
2025/1/19	Date this description was .264 prepared
:Course objectives .265	

The course aims to introduce the science of men, which is one of the sciences of hadith. The student of hadith must know the science of important .men, how it originated, and the most important works in it

Required program outcomes, teaching, learning and assessment	.38 methods
<p style="text-align: center;">consistent with the The learning outcomes of the main course should be .course's mission, objectives and outcomes</p> <p style="text-align: center;">What is expected from the course: To identify the student's future work options, which helps in determining the purposes served by each individual</p>	

<p>Holy Quran by memorizing and outcome. And for students to take care of the .studying it</p>
<p style="text-align: center;">Program specific skill objectives</p> <p>Forming a theoretical background through explanation, examples, -B1 .questions and answers</p> <p>Discussion within the electronic class and giving students the opportunity -B2 .express their opinions and suggestions to</p> <p>Providing students with exercises in the online classroom and -B3 .encouraging them to ask questions and answer them</p> <p>Providing students with homework exercises and discussing the mistakes -B4 .topic until the best result is reached collectively and weaknesses of each</p>
<p style="text-align: center;">Teaching and learning methods</p>
<p>Use Classroom to deliver the lecture orally, use PowerPoint as slides, •  PDF. and send it as a  •.Use direct questions to students  •.brainstorming Motivating students through  • Discussion and conclusions•</p>
<p style="text-align: right;">:Evaluation methods</p>
<p>asking direct • Through participation, questions related to the topic and outside it .questions, and surprise tests</p>
<p style="text-align: center;">.based goals-Emotional and value -C  based goals-Emotional and value -C -A1  :Reception and acceptance: The student must -A1  listens to the lecture actively ❖</p> <p>Pays attention to the sequence of ideas within each topic and interacts ❖  .with them</p> <p>.Asks about the various ways to use different expressions ❖  Answer: The student must-A2  various questions on the subject Answers ❖</p> <p>.The student feels pleasure in reading and listening to the lectures ❖  .The student participates in explaining each topic ❖</p> <p style="text-align: center;">Value judgment: The student must -A3</p> <p>other Appreciates the importance of each topic and its connection to ❖  .topics</p> <p>.Suggests different uses for expressions for each topic ❖  Value organization: The student must -A4  .Combines ideas from different topics to formulate new topics ❖</p>

.Appreciates the value of learning the skill of the given lesson ❖
Teaching and learning methods: Lecture method :Teaching and learning methods Guidance -2 Interventions -3
.(Giving lectures (explanation and clarification .1 technological educational tools as teaching aids (listening to lessons via .To improve recitation .(Data Show Projector use ‘YouTube ) Trying to make the student pay great attention to accuracy and academic .3 integrity in conveying the spirit of the text and finding the correct and acceptable g to adding anything extra or equivalent in the target language without resortin .truncating the original meaning in the original language sentence Encourage the student to use some educational CDs and use the library as one .4 .of the learning methods
Evaluation methods
<b>questions related to the topic and outside it Through participation and</b>
General and transferable skills (other skills related to employability and -D (personal development Proficiency in using computers and programs through the four skills: speaking, -D1 and writing listening, reading Mastering the use of different grammatical rules in the course topics -D2 earn a lot of vocabulary in addition to using different dictionaries to reach -D3 the correct meanings influences Developing the student’s skills by focusing on some external -D4 that help in developing himself
Evaluation methods
Written tests, oral tests, daily participation, homework completion

Course structure .39					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watch es</b>	<b>The week</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Attribution and its importance</b>	<b>Men's science material</b>	<b>3</b>	<b>1</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Study topics in defining the science of men, with an explanation of its names and benefits</b>	<b>Men's science material</b>	<b>3</b>	<b>2</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Study of a topic in the science of men and its books</b>	<b>Men's science material</b>	<b>3</b>	<b>3</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Study of the topic of scientific titles of narrators</b>	<b>Men's science material</b>	<b>3</b>	<b>4</b>
<b>Written tests</b>	<b>Presentati on and on discussion</b>	<b>Study of the topic of the narrator's conditions and titles</b>	<b>Men's science material</b>	<b>3</b>	<b>5</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Study topic: Defining the science of wound and modification with evidence of its legitimacy</b>	<b>Men's science material</b>	<b>3</b>	<b>6</b>
<b>Written tests</b>	<b>Presentati on and discussion</b>	<b>Studying the rules of the types of wounding and modification and the most famous classifications in .each type</b>	<b>Men's science material</b>	<b>3</b>	<b>7</b>



Written tests	Presentati on and discussio n	Definition of classes in the linguistic and technical sense	Men's science material	3	8
Written tests	Presentati on and discussion	Study topic: In knowing the .companions	Men's science material	3	9
Written tests	Presentati on and discussion	A brief introduction to -the book Al Isti'ab by Ibn Barr and -Abd al -the book Al Isabah by Ibn Hajar	Men's science material	3	10
Written tests	Presentati on and discussion	Oral and written tests in the subject	Men's science material	3	11
Written tests	Presentati on and discussion	Introduction to the Great History -Book of Al Bukhari	science Men's material	3	12
Written tests	Presentati on and discussion	Knowing the great narrators from the minor ones and its .importance	Men's science material	3	13
Written tests	Presentati on and discussion	Knowing brothers and sisters and its importance	Men's science material	3	14
Written tests	Presentati on and discussion	Knowing the units and individuals from the names of narrators	Men's science material	3	15

<b>Men's Science/ Dr. Qasim Muhammad</b>	<b>Required textbooks -1</b>
Maysar in -The Great Classes by Ibn Saad. Al -Fath Al .Ghouri-the Science of Men by Al Bukhari by -Bari. Explanation of Sahih Al Qari by -Asqalani/Umdat Al-Ibn Hajar Al .Ayni-Al Imam	(Main references (sources -2

The Internet	Recommended books and -A references
The Comprehensive Library/The Collection of Prophetic Hadith	Electronic references, -B ...websites
Curriculum Development Plan .40	
.This is done by adding materials related to actual reality	

## Course Description Form

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, learning demonstrating whether the student has made the most of the . available. It must be linked to the programme description opportunities

Tikrit University	Educational institution .266
Department of - Faculty of Islamic Sciences Hadith	Department / Scientific .267 Center
English	Course Name/Code .268
My presence	Available attendance .269 forms
Chapter One / Stage Three	Chapter/Year .270
hours 30	Number of study hours .271 (total)
Ms. Wafaa Naji Hamad	Instructor's name .272
AD 2024/16/9	Date this description was .273 prepared
<p style="text-align: right;">Course objectives .274</p> <ul style="list-style-type: none"> <li>Greetings and peace •</li> <li>Your world and expressing it •</li> <li>surroundings Know your •</li> <li>Family and friends •</li> <li>way of life and living •</li> </ul>	
<p style="text-align: center;"><b>outcomes, teaching, learning and assessment methods Course -9</b></p> <p>The learning outcomes of the main course should be consistent with the course's mission, objectives and outcomes from the course: To identify the student's future work options, What is expected . The purposes served by each individual outlet which helps in determining</p>	
<p style="text-align: right;"><b>Cognitive objectives -</b></p> <p>The student's knowledge of the educational lesson, its foundations, and its - <b>A1</b> .in practical life application</p> <p>Obtaining sufficient information to understand all aspects of the lesson and - <b>A2</b> .apply its rules</p> <p>Cognitive objectives include the assessment processes that the student can - <b>A3</b> .obtain or go through</p>	
<p style="text-align: right;"><b>objectives skill specific Course</b></p> <p>Forming a theoretical background through explanation, examples, questions - <b>B1</b> .and answers</p>	

<p>Discussion within the class and giving students the opportunity to express their - <b>B2</b>          .opinions and suggestions          ncourage them to ask questions class exercises and e-Provide students with in - <b>B3</b>          .and answer them          Providing students with homework exercises and discussing the mistakes and -<b>B4</b>          .weaknesses of each topic until the best result is reached collectively</p>
<p><b>Teaching and learning methods •</b></p>
<p>.Giving the lecture -1          .the texts and topics required from the book Read -2          .Solve the exercises required in the book -3          .Explain on the board -4          .Display and correction -5</p>
<p><b>Evaluation methods •</b></p>
<p>and solving exercises and ‘Through participation, questions related to the topic          .activities</p>
<p style="text-align: center;"><b>based goals-Emotional and value -C</b></p> <p>: The student must : <b>Reception and acceptance -A1</b></p> <ul style="list-style-type: none"> <li>• . Listens to the lecture actively</li> <li>• Pays attention to the sequence of ideas within each topic and interacts with them</li> <li>• .</li> <li>• . expressions ways to use different different Ask about the</li> </ul> <p style="text-align: center;">: Response: The student must - <b>A2</b></p> <ul style="list-style-type: none"> <li>• . Answers various questions on the subject</li> <li>• . The student enjoys reading and listening to the lectures</li> <li>• . The student participates in explaining each topic</li> </ul> <p style="text-align: center;">: The student must : <b>Value judgment -A3</b></p> <ul style="list-style-type: none"> <li>• . Appreciates the importance of each topic and its connection to other topics</li> <li>• . Suggests different uses for expressions for each topic</li> </ul> <p style="text-align: center;">: The student must : <b>Value organization -A4</b></p> <ul style="list-style-type: none"> <li>• .Combines ideas from different topics to formulate new topics</li> </ul>

structure Course10-					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Oral tests	Explanation and examples from reality	About the importance of English language	Student acquisition of knowledge	2	the first
Oral tests	Explanation and examples	About tenses in English	Student acquisition of knowledge	2	the second
Oral and practical tests	Explanation and examples	How to greet	Student acquisition of knowledge	2	the third
Oral and practical tests	Explanation and examples	Reading and explanation of English passages	Student acquisition of knowledge	2	Fourth
Oral and practical tests	Explanation and examples	The most important cities and capitals in the world	Student acquisition of knowledge	2	Fifth
Written exam	----	First month review and exam	Student of acquisition knowledge	2	Sixth
Oral and practical tests	Explanation and examples	Professions and how to pronounce them in English	Student acquisition of knowledge	2	Seventh
Oral and practical tests	Explanation and examples	meeting Band and how to answer questions	Student acquisition of knowledge	2	The eighth
Written exam	----	Review and homework	Student acquisition of knowledge	2	Ninth
Oral and practical tests	Explanation and examples	Pronouns and family tree	Student acquisition of knowledge	2	tenth
Oral and practical tests	Explanation and examples	The most important international	Student acquisition of knowledge	2	eleventh

		sports and foods			
Written exam	----	Times and how to read them and their times	Student acquisition of knowledge	2	twelfth
Oral and practical tests	Explanation and examples	Favorite things and expressions	Student acquisition of knowledge	2	thirteenth
Oral and practical tests	Explanation and examples	Comprehensive explanation and review of the material	Student acquisition of knowledge	2	fourteenth
Written exam	----	Review and Exam	Student acquisition of knowledge	2	fifteenth

Infrastructure .41	
New Headway Plus and workbook Liz and John Soars :Written by	Required textbooks -1
New Headway Beginner student's book	(references (sources Main -2
stage -The curriculum is sufficient for first .students	Recommended books and -A scientific journals, ) references ( .reports, etc
English learning sites	Electronic references, -B ...websites

Curriculum Development Plan .42
speaking -Conducting field visits to institutes and departments with an English character

## Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, learning demonstrating whether the student has made the most of the . rogramme descriptionavailable. It must be linked to the p opportunities

College of Islamic Sciences - Tikrit University	Educational institution .275
<b>Hadith and its sciences</b>	Department / Scientific .276 Center
Religions	Course Name/Code .277
Classrooms	Available attendance .278 forms
Chapter Two	Chapter/Year .279
hours 30	Number of study hours .280 (total)
Dr. Ahmed Youssef Muslim	Instructor's name .281
2025/1/19	Date this description was .282 prepared
: Course objectives .283	
:At the end of the semester, the student will be able to	

of the religion Introducing the student to the characteristics of Islam, and explaining its status among other heavenly and .made religions-man	-10
Explaining all the terms and concepts used in this science, .taken from their original sources	-11
The student who shares and differs between He knows that religions in beliefs	-12
Informing the student about the places where the previous . heavenly books were distorted	-13
Statement that the Holy Quran is the only protected book that is not affected by falsehood	-14
Ensuring that students of knowledge are not deceived by . what the masters of false religions claim	-15
The student who shares and differs between He knows that . religions in beliefs	-16
The student compares the sanctities of the three heavenly . religions	-17

outcomes, teaching, learning and assessment methods Course	.43
Cognitive objectives -A	
.Introduction to the vocabulary of the subject - A1	
The student should know the common and different beliefs among . religions	- A2
.importance of sanctities in religions The student should explain the	- A3
The student should analyze the deviations in the Torah in some of the .laws	- A4
.The student compares the sanctities of the three heavenly religions	- A5
Jewish and The student analyzes the deviation of the beliefs of the .Christian religions	- A6
The student should distinguish the status of women between Islam and .other religions	-7 A
The student criticizes the doctrine of Christ between divinity and .humanity	-A8
student should give his opinion on the doctrine of crucifixion and The .redemption	-A9



<p>. objectives skill Course specific - B</p> <p>The role of religious studies in dialogue with The student Appreciate That -B1 adherents of other religions</p> <p>prepared to analyze biblical and evangelical texts in The student should be -B2 .doctrines</p> <p>.The student discovers the contradictions in the Old and New Testaments -B3</p> <p>The student should draw tables comparing the heavenly religions in terms -B4 .and sanctities ‘of beliefs, legislation, holidays</p>
Teaching and learning methods
<p>class room 1</p> <p>video lectures on Meet program 2</p> <p>video lectures on the program 3</p> <p>Discussion method 4</p>
Evaluation methods
<p>Objective tests</p> <p>Essay tests</p> <p>Oral tests</p>
<p><b>:goals based-Emotional and value -C</b></p> <p>The student should accept different points of view regarding the etiquette of -A1 .dialogue in religions</p> <p>.of the sanctities in the heavenly religions the impact The student should feel -A2 erses in light of his The student should taste the sweetness of the Qur’anic v -A3 .study of the Torah and the Bible</p> <p>The student should be enthusiastic about defending his religion and refuting -A4 .doubts about it</p>
Teaching and learning methods
<p>.With intellectual dialogues -2</p> <p>video lectures on the program</p> <p>Discussion method 4</p>
Evaluation methods
<p>Daily Test -6</p> <p>Weekly reports -7</p>
<p>related to employability and other skills ) General and transferable skills -D . ( personal development</p> <p>Benefiting from electronic programs in writing external scientific - D1 .research</p> <p>.Developing the student's mental abilities - D2</p> <p>. learning methods Training on teaching methods and -D3</p> <p>(work identification (library and field study and up-Follow - D4</p>

Collecting information and data on the geographical phenomenon and - D5  
their relationships with each other determining

Course structure .44					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Oral and written tests	Presentation and discussion	Introduction to the Study of Religions	Student understanding of the lesson	2	the first
Oral and written tests	Presentation and discussion	Definition of religions in language and terminology	Student's ability to understand	2	the second
Oral and written tests	Presentation and discussion	The difference religion between and sect	Student comprehension of the lesson	2	the third
Oral and written tests	Presentation and discussion	Division of religions	Student understanding of the lesson	2	Fourth
Oral and written tests	Presentation and discussion	Religious the Science in Holy Quran and Muslim Writing in it	Student's ability to distinguish terms	2	Fifth
Oral and written tests	Presentation and discussion	The motive of religion	Student understanding of the material and its applications	2	Sixth
Oral and written tests	Presentation and discussion	The reality of the religious world and the Muslim's duty towards it	Student understanding of the material and its applications	2	Seventh
Oral and written tests	Presentation and discussion	Definition of its 'Judaism foundations and prominent figures	Student understanding of the material and its applications	2	The eighth
Oral and written tests	Presentation and discussion	Jewish groups Jews in the modern era	Student understanding of the material and its applications	2	Ninth

Oral and written tests	Presentation and discussion	Christianity definition and origin	Student understanding of the material and its applications	2	tenth
Oral and written tests	Presentation and discussion	Calling Christianity Christianity	Student understanding of the material and its applications	2	eleventh
Oral and written tests	Presentation and discussion	Pagan religions	Student understanding of the material and its applications	2	twelfth
Oral and written tests	Presentation and discussion	A historical overview of Indian religions	Student understanding of material and the its applications	2	thirteenth
Tests Oral and written	Presentation and discussion	Differences between religions	Student understanding of the material and its applications	2	fourteenth
Tests	Presentation and discussion	Monthly exam	Understand the material	2	fifteenth

Infrastructure .45	
Book For the Samok Religions	Required textbooks -1
<b>Christianity / Dr. Ahmed Shalaby</b> <b>Statement on Comparative Religions / Dr. Eidani-Asaad Al</b> <b>Judaism/ Dr. Ahmed Shalaby</b>	(Main references (sources -2
All books related to the subject	Recommended books and -A scientific journals, ) references ( .reports, etc
<b>Comprehensive Library</b>	Electronic references, -B ...websites

Curriculum Development Plan .46
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- Continue to develop the approved curriculum by developing vocabulary based -  
on recent publications of books and scientific research
- By measuring students' interaction with the course. Comparative tables are -  
lecture created after each
- Conducting field visits to churches -

# Stage Four

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.

Tikrit University	Educational institution .284
Faculty of Islamic Sciences / Department of Hadith	Scientific Department / .285 Center
Reasons for the Hadith	Course Name/Code .286

My presence	Available attendance forms .287
Stage Four -Two Chapter	Chapter/Year .288
hours 30	Number of study hours (total) .289
Dargham Adnan MohsenA.M.D.	Instructor's name .290
2025-1-19	Date this description was prepared .291
Course objectives .292	
<b>Understanding the ruling of legislation and knowing the objectives -1 of Sharia</b> <b>Understanding the hadith correctly and correctly inferring from it -2</b> <b>Removing the problems from the novel -3</b> <b>Specifying the general and specifying the vague -4</b>	

-24
.based goals-Emotional and value -C goals based-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .Asks about the various ways to use different expressions ❖

<p style="text-align: center;">Answer: The student must-A2</p> <p style="text-align: center;">Answers various questions on the subject ❖</p> <p style="text-align: center;">.The student feels pleasure in reading and listening to the lectures ❖</p> <p style="text-align: center;">.The student participates in explaining each topic ❖</p> <p style="text-align: center;">Value judgment: The student must -A3</p> <p style="text-align: center;">connection to other Appreciates the importance of each topic and its ❖</p> <p style="text-align: center;">.topics</p> <p style="text-align: center;">.Suggests different uses for expressions for each topic ❖</p> <p style="text-align: center;">Value organization: The student must -A4</p> <p style="text-align: center;">.Combines ideas from different topics to formulate new topics ❖</p> <p style="text-align: center;">.Appreciates the value of learning the skill of the given lesson ❖</p>
:Teaching and learning methods :Teaching and learning methods
<p>(Lecture (explanation of definitions - 1</p> <p>Raising questions, discussion and dialogue -2</p> <p>Brainstorming -3</p> <p>- 4</p>
Evaluation methods
<p>Essay and objective questions -1</p> <p>Open questions -2</p> <p>assignments Group -3</p> <p>Evaluation of scientific reports - 4</p> <p>) Monthly, daily and oral electronic tests through the electronic classroom -5</p> <p>..(Google Classroom</p>
<p>General and transferable skills (other skills related to employability and -D</p> <p>.(development personal</p> <p>.Extract the importance of studying chains of transmission -1</p> <p>Extract the chain of transmission and describe the differences in chains of -2</p> <p>.transmission and texts</p> <p>uring the Participates in searching for hadith in the used sources. For the method d -3</p> <p style="text-align: right;">lecture</p>



<p style="text-align: center;">.based goals-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .Asks about the various ways to use different expressions ❖ Answer: The student must-A2 Answers various questions on the subject ❖ .The student feels pleasure in reading and listening to the lectures ❖ .topic The student participates in explaining each ❖ Value judgment: The student must -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .Suggests different uses for expressions for each topic ❖ Value organization: The student must -A4 .o formulate new topicsCombines ideas from different topics t ❖ .Appreciates the value of learning the skill of the lesson given ❖</p>
:Teaching and learning methods :Teaching and learning methods
<p>.Adopting the lecture method and linking each topic to examples from reality -1 .student to write a report on a topic related to the subject Directing the -2 Interventions -3 .Use question and answer -4 .Use brainstorming method for students to generate creative ideas -5 Power Point through the electronic class, and use aMeet program Use the -6 .presentation</p>

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Written tests	Presentation and discussion	A brief overview of the reasons for the hadith	Reasons for the Hadith	2	1
Written tests	Presentation and discussion	Meaning of the reason for the hadith	Reasons for the Hadith	2	2
Written tests	Presentation and discussion	Definition of the reasons for the occurrence of the hadith in language and terminology	Reasons for the Hadith	2	3
Written tests	Presentation and discussion	Definition of the reasons for the occurrence of the hadith in language and terminology	Reasons for the Hadith	2	4
Written tests	Presentation and discussion	Definition of the reasons for the occurrence of the language hadith in and terminology	Reasons for the Hadith	2	5
Written tests	Presentation and discussion	Definition of the reason for the roses as a compound according to scholars	Reasons for the Hadith	2	6
Written tests	Presentation and discussion	categories in Hadith terms of (reason for transmission, introductory hadiths, (causal hadiths	Reasons for the Hadith	2	7
Written tests	Presentation and discussion	The difference between the reason for revelation and the reason for inclusion	Reasons for the Hadith	2	8
Written tests	Presentation and discussion	Definition of the reason for revelation of the Qur'an	Reasons for the Hadith	2	9
Written tests	Presentation and discussion	Benefits of knowing the reason for .revelation	Reasons for the Hadith	2	10
Written	Presentation	The relationship	Reasons for the	2	11

tests	n and discussion	between the reason for revelation and the hadith	Hadith		
Written tests	Presentatio n and discussion	The history of the reason for the occurrence of the hadith and the most famous books written about it	Reasons for the Hadith	2	12
Written tests	Presentatio n and discussion	Practical examples of the reasons for the hadith	Reasons for the Hadith	2	13
Written tests	Presentatio n and discussion	Applied study	Reasons for the Hadith	2	14
person -In exam	person -In exam	exam	exam	2	15

Reasons for the Hadith's Revelation: Analysis and Foundation: Muhammad Raafat	Required textbooks -1
Statement and definition of the reasons for the -transmission of the hadith: Ibn Hamza Al Dimashqi	(Main references (sources -2
Islamic libraries on the Internet	Recommended books and -A references (scientific journals, (.reports, etc
www.almostafa.com	Electronic references, -B ...websites

Curriculum Development Plan .48
.done by adding materials related to actual reality This is

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .293
Faculty of Islamic Sciences / Department of Hadith	Scientific Department / .294 Center
etiology	Course Name/Code .295
My presence	Available attendance .296 forms
/Four Stage -Chapter One	Chapter/Year .297
hours 45	Number of study hours .298 (total)
AD 2024/16/9	Date this description was .299 prepared
Prof. Dr. Jamal Latif Hussein	A. Name of the teacher .300
Course objectives .301	

**That the student becomes familiar with the basic introduce him to the science of defects in the noble sciences that prophetic hadith and its sciences and what is related to the science of defects from the sayings of scholars and how to judge the hadith by collecting the methods and comparing them and ace of error for the narrator and knowing the clarifying the pl basic rules and indications that must be followed to know and .diagnose defects in the chain of transmission and the text**



Required program outcomes, teaching, learning and assessment methods	.49
outcomes of the main course should be consistent with the course's mission, objectives and outcomes What is expected from the course: To identify the student's future work options, which helps in determining the purposes served by each individual outcome	The learning
Forming a theoretical background through explanation, examples, questions and answers Discussion inside the hall and giving students the opportunity to express their opinions and suggestions students with exercises in the classroom and encouraging them to ask questions and answer them Providing students with homework exercises and discussing the mistakes and weaknesses of each topic until the best result is reached collectively	Program specific skill objectives -B1 -B2 -B3 -B4
g and learning methodsTeachin	
Teaching and learning methods: Lecture method -97 .Guidance -98 .Interventions -99 . Use of computer and data show -100	
:Evaluation methods	
. Through participation and questions related to the topic and outside it	
.goals based-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 .Listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts with them ❖ .expressions Asks about the various ways to use different ❖ :Answer: The student must -A2 .Answers various questions on the subject ❖	

<p>.The student enjoys reading and listening to the lectures ❖          .The student participates in explaining each topic ❖          Value judgment: The student must -A3          importance of each topic and its connection to other Appreciates the ❖          .topics          .Suggests different uses for expressions for each topic ❖          :Value organization: The student must -A4          .Combines ideas from different topics to formulate new topics ❖          .the skill of the given lesson Appreciates the value of learning ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods          Guidance -2          Interventions -3          . Using computer and data show -4</p>
<p>.(Giving lectures (explanation and clarification .1          as teaching aids (listening to lessons via technological educational tools          .(Data Show Projector using ‘YouTube )          Trying to make the student pay great attention to accuracy and academic .3          integrity in conveying the spirit of the text and finding the correct and acceptable          in the target language without resorting to adding anything extra or equivalent          .truncating the original meaning in the original language sentence          Encouraging the student to use some educational CDs and use the library as .4          .geand knowled one of the methods of learning</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>General and transferable skills (other skills related to employability and -D          .(personal development          skills: speaking, listening, Mastering the use of language through the four -D1          .reading and writing          .Mastering the use of different grammatical rules in the course topics -D2          Learn a lot of vocabulary as well as use different dictionaries to reach the -D3          .correct meanings          skills by focusing on some external influences Developing the student’s -D4          .that help in developing himself</p>
<p>Evaluation methods</p>

Written tests, oral tests, daily participation, homework completion
Written tests, oral tests, daily participation, homework completion
and learning methods Teaching
.Teaching and learning methods: Lecture style -101 .Guidance -102 .Interventions -103 . Use of computer and data show -104
:Evaluation methods
. Through participation and questions related to the topic and outside it
.goals based-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 .Listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .expressions Asks about the various ways to use different ❖ :Answer: The student must -A2 .Answers various questions on the subject ❖ The student feels pleasure in reading and listening to lectures to develop ❖ .his scientific abilities .The student participates in explaining each topic ❖ :The student must :Value judgment -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .Suggests different uses for expressions for each topic ❖ :Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .Appreciates the value of learning the skill of the lesson given ❖
:Teaching and learning methods :Teaching and learning methods .Lecture style -1 .Guidance -2 .Interventions -3 . Using computer and data show -4

<p>.1 Giving lectures (explanation and clarification)          technological educational tools as teaching aids (listening to lessons via          (Data Show Projector using YouTube )          .3 Trying to make the student pay great attention to accuracy and academic          finding the correct and acceptable integrity in conveying the spirit of the text and          equivalent in the target language without resorting to adding anything extra or          .truncating the original meaning in the original language sentence          as one Encourage the student to use some educational CDs and use the library .4          .of the learning methods</p>
Evaluation methods
<b>Through participation and questions related to the topic and outside it</b>
<p>-D General and transferable skills (other skills related to employability and          .(personal development          of language through the four skills of speaking, listening, Mastering the use -D1          .reading and writing          .Mastering the use of different grammatical rules in the course topics -D2          We learn a lot of vocabulary in addition to using different dictionaries to -D3          .meanings reach the correct          Developing the student's skills by focusing on some external influences -D4          .that help in developing himself</p>
Evaluation methods
.Written tests, oral tests, daily participation, completing assignments



Course structure .50					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Study the steps of the methods of detecting the defect</b>	<b>Etymology</b>	<b>3</b>	<b>1</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Collecting and comparing the methods of hadith</b>	<b>Etymology</b>	<b>3</b>	<b>2</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Determining the location of uniqueness in the chain of transmission (the orbit of the hadith</b>	<b>Etymology</b>	<b>3</b>	<b>3</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>The circumstances of the story are weak</b>	<b>Etymology</b>	<b>3</b>	<b>4</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Conditions of the narration of the hadith if the narrator is trustworthy</b>	<b>Etymology</b>	<b>3</b>	<b>5</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>Things to consider in the straight orbit if .they disagree on it</b>	<b>Etymology</b>	<b>3</b>	<b>6</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>ups -Collecting follow to the hadith and whether they are real and contribute to strengthening the .hadith or not</b>	<b>Etymology</b>	<b>3</b>	<b>7</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>The difference between the terminology of the critical imams of the hadith scholars and the jurists</b>	<b>Etymology</b>	<b>3</b>	<b>8</b>
<b>Written tests</b>	<b>Presentatio n and discussion</b>	<b>The difference between rules and evidence according to the people of reasons</b>	<b>Etymology</b>	<b>3</b>	<b>9</b>

<p style="text-align: center;"><b>Introduction to the study of chains of transmission and causes / Prof. Dr. Abdul Qader Muhammadi-Al</b></p>	<p style="text-align: center;"><b>Required textbooks -1</b></p>
<p style="text-align: center;">-Causes and Benefits / Dr. Maher Yassin Al .Fahl The facilitator in the science of the causes of .Ghouri-Sayyid Abdul Majeed Al / hadith</p>	<p style="text-align: center;">(Main references (sources -2</p>
<p style="text-align: center;">The Internet</p>	<p style="text-align: center;">Recommended books and -A references (scientific journals, (.reports, etc</p>
<p style="text-align: center;"><a href="https://www.dorar.net/hadith">https://www.dorar.net/hadith</a></p>	<p style="text-align: center;">Electronic references, -B ...websites</p>

<p>Curriculum Development Plan .51</p>
<p>.related to actual reality This is done by adding materials</p>

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the p

Tikrit University	Educational institution .302
Faculty of Islamic Sciences / Department of Hadith	Scientific Department / .303 Center
etiology	Course Name/Code .304
My presence	Available attendance .305 forms
Four Stage -Chapter Two	Chapter/Year .306
hours 45	Number of study hours .307 (total)
Prof. Dr. Jamal Latif Hussein	Instructor's name .308
2025/1/19	Date this description was .309 prepared
Course objectives .310	

**That the student becomes familiar with the basic to the science of defects in the noble sciences that introduce him prophetic hadith and its sciences and what is related to the science of defects from the sayings of scholars and how to judge the hadith by collecting the methods and comparing them and or the narrator and knowing the clarifying the place of error f basic rules and indications that must be followed to know and .diagnose defects in the chain of transmission and the text**

Required program outcomes, teaching, learning and assessment	.52
methods	
<p>the main course should be consistent with the The learning outcomes of          .course’s mission, objectives and outcomes</p> <p>What is expected from the course: To identify the student’s future work          options, which helps in determining the purposes served by each individual          .outcome</p>	
<p style="text-align: right;">specific skill objectives Program</p> <p>Forming a theoretical background through explanation, examples, -B1          .questions and answers</p> <p>Discussion inside the hall and giving students the opportunity to express -B2          .their opinions and suggestions</p> <p>h exercises in the classroom and encouraging them Providing students wit -B3          .to ask questions and answer them</p> <p>Providing students with homework exercises and discussing the mistakes -B4          .and weaknesses of each topic until the best result is reached collectively</p>	
learning methods Teaching and	
<p style="text-align: center;">Teaching and learning methods: Lecture method -105          .Guidance -106          .Interventions -107          . Use of computer and data show -108</p>	
:Evaluation methods	
<p style="text-align: center;">. Through participation and questions related to the topic and outside it</p>	
<p style="text-align: right;">.based goals-Emotional and value -C          based goals-Emotional and value -C -A1</p> <p style="text-align: right;">:Reception and acceptance: The student must -A1</p> <p style="text-align: right;">.Listens to the lecture actively ❖</p> <p>Pays attention to the sequence of ideas within each topic and interacts ❖          .with them</p> <p style="text-align: right;">.expressions Asks about the various ways to use different ❖</p> <p style="text-align: right;">:Answer: The student must -A2</p> <p style="text-align: right;">.Answers various questions on the subject ❖</p>	

<p>.The student enjoys reading and listening to the lectures ❖          .The student participates in explaining each topic ❖          Value judgment: The student must -A3          importance of each topic and its connection to other Appreciates the ❖          .topics          .Suggests different uses for expressions for each topic ❖          :Value organization: The student must -A4          .Combines ideas from different topics to formulate new topics ❖          .he skill of the given lessonAppreciates the value of learning t ❖</p>
<p>Teaching and learning methods: Lecture method :Teaching and learning methods          Guidance -2          Interventions -3          . Using computer and data show -4</p>
<p>.(Giving lectures (explanation and clarification .1          as teaching aids (listening to lessons via technological educational tools          .(Data Show Projector using ‘YouTube )          Trying to make the student pay great attention to accuracy and academic .3          integrity in conveying the spirit of the text and finding the correct and acceptable          n the target language without resorting to adding anything extra or equivalent i          .truncating the original meaning in the original language sentence          Encouraging the student to use some educational CDs and use the library as .4          .and knowledg one of the methods of learning</p>
<p>Evaluation methods</p>
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>General and transferable skills (other skills related to employability and -D          .(personal development          skills: speaking, listening, Mastering the use of language through the four -D1          .reading and writing          .Mastering the use of different grammatical rules in the course topics -D2          Learn a lot of vocabulary as well as use different dictionaries to reach the -D3          .correct meanings          skills by focusing on some external influences Developing the student’s -D4          .that help in developing himself</p>
<p>Evaluation methods</p>

Written tests, oral tests, daily participation, homework completion
Written tests, oral tests, daily participation, homework completion
and learning methods Teaching
.Teaching and learning methods: Lecture style -109 .Guidance -110 .Interventions -111 . Use of computer and data show -112
:Evaluation methods
. Through participation and questions related to the topic and outside it
.goals based-Emotional and value -C based goals-Emotional and value -C -A1 :Reception and acceptance: The student must -A1 .Listens to the lecture actively ❖ Pays attention to the sequence of ideas within each topic and interacts ❖ .with them .expressions Asks about the various ways to use different ❖ :Answer: The student must -A2 .Answers various questions on the subject ❖ The student feels pleasure in reading and listening to lectures to develop ❖ .his scientific abilities .The student participates in explaining each topic ❖ :The student must :Value judgment -A3 Appreciates the importance of each topic and its connection to other ❖ .topics .Suggests different uses for expressions for each topic ❖ :Value organization: The student must -A4 .Combines ideas from different topics to formulate new topics ❖ .Appreciates the value of learning the skill of the lesson given ❖
:Teaching and learning methods :Teaching and learning methods .Lecture style -1 .Guidance -2 .Interventions -3 . Using computer and data show -4

<p>.1 Giving lectures (explanation and clarification)          technological educational tools as teaching aids (listening to lessons via          (Data Show Projector using YouTube )          .3 Trying to make the student pay great attention to accuracy and academic          finding the correct and acceptable integrity in conveying the spirit of the text and          equivalent in the target language without resorting to adding anything extra or          .truncating the original meaning in the original language sentence          as one Encourage the student to use some educational CDs and use the library .4          .of the learning methods</p>
Evaluation methods
<p><b>Through participation and questions related to the topic and outside it</b></p>
<p>General and transferable skills (other skills related to employability and -D          .(personal development          of language through the four skills of speaking, listening, Mastering the use -D1          .reading and writing          .Mastering the use of different grammatical rules in the course topics -D2          We learn a lot of vocabulary in addition to using different dictionaries to -D3          .meanings reach the correct          Developing the student's skills by focusing on some external influences -D4          .that help in developing himself</p>
Evaluation methods
<p>.Written tests, oral tests, daily participation, completing assignments</p>

Course Structure / Second Course					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Written tests	Presentation and discussion	Study the steps of the methods of detecting the defect	Etymology	3	1
Written tests	Presentation and discussion	Collecting and comparing the methods of hadith	Etymology	3	2
Written tests	Presentation and discussion	Determining the location of uniqueness in the chain of transmission (the orbit of the hadith	Etymology	3	3
Written tests	Presentation and discussion	The circumstances of story are weak the	Etymology	3	4
Written tests	Presentation and discussion	Conditions of the narration of the hadith if the narrator is trustworthy	Etymology	3	5
Written tests	Presentation and discussion	Things to consider in the straight orbit if .disagree on it they	Etymology	3	6
Written tests	Presentation and discussion	ups -Collecting follow to the hadith and whether they are real and contribute to strengthening the .hadith or not	Etymology	3	7
Written tests	Presentation and discussion	difference The between the terminology of the critical imams of the hadith scholars and the jurists	Etymology	3	8
Written tests	Presentation and discussion	The difference between rules and evidence according to the people of reasons	Etymology	3	9



<p style="text-align: center;"><b>Introduction to the study of chains of transmission and causes / Prof. Dr. Abdul Qader Muhammadi-Al</b></p>	<p style="text-align: center;"><b>Required textbooks -1</b></p>
<p>Introduction to the explanation of the reasons for .Hammam Saeed .Tirmidhi / by Dr-Al Cause and its types / by Dr. Muhammad Bahou</p>	<p style="text-align: center;">(Main references (sources -2</p>
<p style="text-align: right;">The Internet</p>	<p style="text-align: center;">Recommended books and -A references (scientific journals, (.reports, etc</p>
<p style="text-align: center;"><a href="https://www.dorar.net/hadith">https://www.dorar.net/hadith</a></p>	<p style="text-align: center;">Electronic references, -B ...websites</p>
<p>Curriculum Development Plan .10</p>	
<p>.done by adding materials related to actual reality This is</p>	

# Course Description Form

## Review of the performance of higher education institutions (academic program review)

For Requiring Briefly this The decision a description He provides  
Learning And outputs The decision features the most important  
achieve it The student from Expected  
from Maximum Benefit Achieve may He was if About Proving  
Among them Link from . Must. Available Learning Opportunities  
a description And between  
. The program

Tikrit University / College of Islamic Sciences	institution Educational .311
Department of Hadith and its Sciences	University Department / .312 Center
Fourth Stage -Grammar	Course Name/Code .313
My presence	Available attendance .314 forms
One Chapter	Chapter/Year .315
hours 30	hours Number of study .316 (total)
Dr. Walid Yass Khader	Instructor's name .317
AD 2024/16/9	Date this description .318 was prepared
<p style="text-align: right;">:The course aims to :Course objectives .319</p> <p><b>Teaching the student grammar and teaching him the rules .1</b> <b>.of the Arabic language</b></p> <p><b>.letters and words correctly How to pronounce .2</b></p> <p><b>Correcting the tongue in the hissing Arabic speech, away .3</b></p>	

**.from the colloquial language and the melody in speech**

Learning outcomes, teaching and learning methods and assessment .320	
grammar Introducing the student to the importance of	-25
The student should know how to study grammar and apply those	-26
.grammatical rules to texts and poetic verses	
That the student understands the foundations and controls on which	-27
every grammarian builds the rules he established and built grammar	
.and how he can apply them ‘upon	
Teaching and learning methods	
.Use the reading and listening method	-14
Encouraging students to master the basics and distinguish between	-15
.correct and incorrect	
Encouraging students to benefit from reading religious texts and	-16
.extracting rulings from them	
Evaluation methods	
. tests	-12
. tests	-13
.Participate and answer questions related to the scientific material	-14
Teaching and learning methods	
.Use the reading and listening method	-7
.Encourage students to read and memorize texts	-8
Evaluation methods	
. tests	-10
. tests	-11
.Participate and answer questions related to the scientific material	-12
General and transferable skills (other skills related to employability and	-D
.(personal development	
students and Providing continuous learning opportunities for	-6
.motivating them to read and follow up	

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of unit/course or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Questions and discussion	Presentation and discussion	The bare present tense .verb is raised	Grammar	2	1
Questions and discussion	Presentation and discussion	The verbs in the present tense are: “an” and “lan”	=	2	2
Questions and discussion	Presentation and discussion	From the verbs that make the present tense verb (idhan) nasb	=	2	3
Questions and discussion	Presentation and discussion	The present tense verb is permissible	=	2	4
Questions and discussion	Presentation and discussion	Factors of certainty	=	2	5
Questions and discussion	Presentation	There are two types of .affirmative tools	=	2	6

	and discuss ion				
Questions and discussion	Present ation and discuss ion	Attaching the present tense with Fa or Waw	=	2	7
Questions and discussion	Present ation and discuss ion	If the condition and the section are met	=	2	8
Questions and discussion	Present ation and discuss ion	(on (if Chapter	=	2	9
Questions and discussion	Present ation and discuss ion	Either, if it were not, and if only it were	=	2	10
Questions and discussion	Present ation and discuss ion	Lula and Loma have two uses	=	2	11
Questions and discussion	Present ation and discuss ion	number	=	2	12

Questions and discussion	Present ation and discussi on	Complex number recognition	=	2	13
Questions and discussion	Present ation and discussi on	Distinguishing singular and conjoined numbers	=	2	14
exam			=	2	15

Infrastructure .322	
<p><b>Ibn Aqil's explanation of Ibn Malik's Alfiyyah</b>  <b>Aqili (d. 769 –Din Abdullah bin Aqil al–Chief Justice Baha' al</b>  <b>(AH</b></p> <p style="text-align: center;"><b>Other sources</b></p> <p><b>by – The Clearest Paths to Ibn Malik's Alfiyyah –1</b>  <b>(Ibn Hisham (d. 761 AH</b></p> <p><b>Golden Fragments in Knowing the Speech of the –2</b>  <b>(by Ibn Hisham (d. 761 AH –Arabs</b></p> <p><b>–Sada –Nada and Bal Al–Explanation of Qatar Al –3</b>  <b>(by Ibn Hisham (d. 761 AH</b></p> <p><b>The Singer of the Intelligent from the Books of –4</b>  <b>(isham (d. 761 AHby Ibn H –Grammar</b></p> <p><b>Ibn Malik's Ashmouni's explanation of–Al – 5</b>  <b>(Ashmouni (d. 900 AH–Al by – Alfiyyah</b></p> <p><b>–Hawami' in explaining Jami' al–Huma ' al – 6</b>  <b>(Suyuti (d. 911 AH–by al –Jawami'</b></p>	<p>:Required readings</p> <p>Course books   ▪</p> <p>Other           ▪</p>

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.

Tikrit University	Educational institution .323
Faculty of Islamic Sciences / Department of Hadith and its Sciences	Scientific Department / Center .324
Orientalists and the Prophetic Hadith	Course Name/Code .325
presence My	Available attendance forms .326
Stage Four -Chapter One	Chapter/Year .327
Theoretical (hours 30)	Number of study hours (total) .328
Ahmed Youssef Muslim .M.M	Instructor's name .329
AD 2024/16/9	Date this description was prepared .330
Course objectives .331	
<p>know the Orientalists' studies on the Prophet's hadith, and to trace the positives and negatives of the Orientalist schools, and the origins of their extension. They must learn this from its correct .lationorigins, and it must be factors of attraction and contemp</p> <p>The course aims to enable students to</p>	

Required program outcomes, teaching, learning and assessment methods .53

Introducing the student to the importance of studying Orientalists and modern Hadith	-28
The student should know how to read the Orientalist text , and how to respond to their fallacies	-29
The student should be aware of how Arab and Islamic universities dealt with the ideas of Orientalists and their attacks on the Prophet’s hadith, with a focus on the role of Orientalist research centers	-30
enable students to become familiar with the books of Orientalists and the most important topics they addressed in relation to studies of the Prophetic Hadith	-4
Program specific skill objectives	
Orientalists on the The student acquires the skills to follow the studies of	-B1
Providing students with the necessary skills for what happened in	-B2
Providing the student with the special skills to discover the differences	-B3
Orientalist and the translated text, and the benefit of that is knowing the truth about the Orientalists, and then responding to them	
Teaching and learning methods	
life -Adopting the lecture method and linking each topic to real examples	-113
student to write a report on a topic related to the subject	-114
Interventions	-115
.Use question and answer	-116
.Use brainstorming method for students to generate creative ideas	-117
:Evaluation methods	
Evaluation through students’ participation in the lecture, their preparation for the material, and questions related to and outside the topic	-1
Evaluation through monthly exams	-2
.based goals-Emotional and value	-C
based goals-Emotional and value	-C -A1
:Reception and acceptance: The student must	-A1
listens to the lecture actively	❖
Pays attention to the sequence of ideas within each topic and interacts with them	❖
.Asks about the various ways to use different expressions	❖
Answer: The student must	-A2
rious questions on the subject	Answers va ❖
.The student feels pleasure in reading and listening to the lectures	❖
.The student participates in explaining each topic	❖



Value judgment: The student must -A3  
Appreciates the importance of each topic and its connection to other ❖  
.topics

.Suggests different uses for expressions for each topic ❖

Value organization: The student must -A4

.Combines ideas from different topics to formulate new topics ❖

.Appreciates the value of learning the skill of the given lesson ❖

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

Encouraging students to be creative and creating a spirit of -D1

denial among them through continuous encouragement -perseverance and self  
and effective cooperation among them to accomplish their of the need for joint  
.academic requirements

Providing them with the university's website regarding the availability of -D2  
.future employment and recruitment opportunities

nce of developing their Providing them with knowledge of the importa -D3  
education by learning about various types of -capabilities through self

.knowledge

Emphasizing the development of students' personal talents, such as sports and -D4  
.all types of arts, during their free time

Evaluation methods

Written tests, oral tests, daily participation, homework completion

Written tests, oral tests, daily participation, homework completion

Teaching and learning methods

:Teaching and learning methods -1

life -topic to real Adopting the lecture method and linking each -46  
.examples

Directing the student to write a report on a topic related to the subject -47

Interventions -48

.Use question and answer -49

.Use brainstorming method for students to generate creative ideas -50

:Evaluation methods

students' participation in the lecture and their Evaluation through -1  
.preparation of the material and questions related to and outside the topic

Evaluation through monthly exams -2

.based goals-Emotional and value -C

based goals-Emotional and value -C -A1

:acceptance: The student must Reception and -A1

listens to the lecture actively ❖

Pays attention to the sequence of ideas within each topic and interacts ❖

.with them

.Asks about the various ways to use different expressions ❖

Answer: The student must-A2

on the subject Answers various questions ❖

.The student feels pleasure in reading and listening to the lectures ❖

.The student participates in explaining each topic ❖

Value judgment: The student must -A3

Appreciates the importance of each topic and its connection to other ❖

.topics

.Suggests different uses for expressions for each topic ❖

Value organization: The student must -A4

.Combines ideas from different topics to formulate new topics ❖

.Appreciates the value of learning the skill of the lesson given ❖

:Teaching and learning methods :Teaching and learning methods

.Adopting the lecture method and linking each topic to examples from reality -1

.Directing the student to write a report on a topic related to the subject -2

Interventions -3

.Use question and answer -4

.brainstorming method for students to generate creative ideas Use -5

Evaluation methods

Evaluation through students' participation in the lecture and their -1  
.preparation of the material and questions related to and outside the topic

monthly exams Evaluation through -2

**Oral tests -3**

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

Encouraging students to be creative and creating a spirit of -D1  
continuous encouragement denial among them through-perseverance and self  
of the need for joint and effective cooperation among them to accomplish their  
.academic requirements

Providing them with the university's website regarding the availability of -D2  
.future employment and recruitment opportunities

Providing them with knowledge of the importance of developing their -D3  
education by learning about various types of -capabilities through self  
.knowledge

Emphasizing the development of students' personal talents, such as sports -D4  
.uring their free timeand all types of arts, d

Evaluation methods

Written tests, oral tests, daily participation, homework

Course structure .54					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Written tests	Presentation and discussion	The concept of orientalism	<b>Orientalists and the Prophetic Hadith</b>	2	1
Written tests	Presentation and discussion	History and development of Orientalism	<b>Orientalists and the Prophetic Hadith</b>	2	2
Written tests	Presentation and discussion	Motives of Orientalists' study of Islamic sciences (Prophetic Hadith)	<b>Orientalists and the Prophetic Hadith</b>	2	3
Written tests	Presentation and discussion	Orientalist suspicions about the Sunnah	<b>Orientalists and the Prophetic Hadith</b>	2	4
Written tests	Presentation and discussion	The Sunnah of the Prophet in the concept of Orientalists	<b>Orientalists and the Prophetic Hadith</b>	2	5
Written tests	Presentation and discussion	Orientalists' attack on the message and personality of the Prophet, may God grant him peace	<b>Orientalists and the Prophetic Hadith</b>	2	6
Written tests	Presentation and discussion	The most important responses to the Orientalists' attacks on the Prophet, may God bless him and grant him peace	<b>Orientalists and the Prophetic Hadith</b>	2	7
Written tests	Presentation and discussion	The response to their claim that the Hadith is a mixture of the	<b>Orientalists and the</b>	2	8

		beliefs and ideas of .previous religions	Prophetic Hadith		
Written tests	Presentatio n and discussion	Orientalists and the challenge to the narrators of hadith	Orientalists and the Prophetic Hadith	2	9
Written tests	Presentatio n and discussion	Orientalists exploit the concept of contradiction in hadiths	Orientalists and the Prophetic Hadith	2	10
Written tests	Presentatio n and discussion	Response to the Orientalists' claim that the hadiths are the result of religious development	Orientalists and the Prophetic Hadith	2	11
Written tests	Presentatio n and discussion	The position of Orientalists on the method of the in modernists criticizing narrations	Orientalists and the Prophetic Hadith	2	12
Written tests	Presentatio n and discussion	Responding to Orientalists' doubts about chains of transmission	Orientalists and the Prophetic Hadith	2	13
Written tests	Presentatio n and discussion	Knowing the rules and principles of isnad and their importance in responding to orientalists	Orientalists and the Prophetic Hadith	2	14
Written tests	Presentatio n and discussion	The position of Orientalists on the delay in documenting Hadith, the Prophetic and the response to .them	Orientalists and the Prophetic Hadith	2	15

The Orientalists and the Sunnah

Required textbooks -1

<p>Orientalism and its position on the Sunnah of the Faleh bin Mohammed bin Faleh the Prophet little one</p>	<p>(Main references (sources -2</p>
<p>The Internet</p>	<p>Recommended books and -A references (scientific journals, (.reports, etc</p>
<p>The foundations of the orientalists' studies of and Sunnah: an inductive and analyticalHadith study Authors Din Bayanouni-al Fath</p>	<p>Electronic references, -B ...websites</p>

<p>Curriculum Development Plan .55</p>
<p>.This is done by adding materials related to actual reality</p>

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description.

Tikrit University	Educational institution .332
Faculty of Islamic Sciences / Department of Hadith	Scientific Department Center / .333
wound and modification	Course Name/Code .334
My presence	Available attendance forms .335
Stage Four -One Chapter	Chapter/Year .336
hours 45	Number of study (hours (total .337
Adeeb Muhammad Hassan . Mr. Dr	Instructor's name .338
AD 2024/16/9	Date this description was prepared .339
Course objectives .340	

**year students–The course aims to enhance the ability of fourth** students to know the science of wound and modification in terms of to enable the individual and compound definition, the origin of wound and modification, the stages it went through, its most important men and the books on it, in e, with a statement of justice and control addition to its danger and importance and what is related to them in terms of conditions, topics and levels of the .words wound and modification among scholars

Required program outcomes, teaching, learning and assessment methods .56

student to gain knowledge and understanding of the theoretical framework of the concept of wound and modification Enabling the -18

Enabling the student to gain knowledge and understanding of the stages .of wounding and modification in terms of origin and development -19

ng the student to understand the levels of words of criticism and Enabli -20  
.modification

Enabling students to recognize the importance of justice and accuracy, -21  
what the imams of criticism and modification mean by them, and their  
.importance for the narrator

Program specific skill objectives

The student acquires the skills related to the duties that enable him to -B1  
.judge the narrators

Providing students with the skills necessary to weigh up the different -B2  
.translations among scholars

student with the special skills to know whose narration is Providing the -B3  
.accepted and whose is rejected

Teaching and learning methods

life -Adopting the lecture method and linking each topic to real -118  
.examples  
related to the subject Directing the student to write a report on a topic -119

Interventions -120

.Use question and answer -121

.Use brainstorming method for students to generate creative ideas -122

:Evaluation methods

Evaluation through students' participation in the lecture, their preparation for -4  
. the material, and questions related to and outside the topic

Evaluation through monthly exams -5

.based goals-Emotional and value -C  
based goals-Emotional and value -C -A1

:Reception and acceptance: The student must -A1  
listens to the lecture actively ❖

Pays attention to the sequence of ideas within each topic and interacts ❖  
.with them

.Asks about the various ways to use different expressions ❖

Answer: The student must-A2  
various questions on the subject Answers ❖

.The student feels pleasure in reading and listening to the lectures ❖

.The student participates in explaining each topic ❖

Value judgment: The student must -A3



<p>other Appreciates the importance of each topic and its connection to ❖          .topics          .Suggests different uses for expressions for each topic ❖          Value organization: The student must -A4          .Combines ideas from different topics to formulate new topics ❖          .Appreciates the value of learning the skill of the given lesson ❖</p>
<p>:Teaching and learning methods :Teaching and learning methods</p>
<p>.life examples-Adopting the lecture method and linking each topic to real -2          Directing the student to write a report on a topic related to the subject -3          Interventions -4          .Use question and answer -5          .brainstorming method for students to generate creative ideas Use -6</p>
<p>Evaluation methods</p>
<p>Evaluation through students' participation in the lecture and their -1          .preparation of the material and questions related to and outside the topic          through monthly exams Evaluation -2</p>
<p>General and transferable skills (other skills related to employability and -D          .(personal development          Encouraging students to be creative and creating a spirit of -D1          continuous encouragement denial among them through-perseverance and self          of the need for joint and effective cooperation among them to accomplish their          .academic requirements          Providing them with the university's websites and others in order to view -D2          ued by publishing houses the most important published research and books iss          related to wounding and modification and other topics related to the course,          .which is the science of wounding and modification          Providing them with knowledge of the importance of developing their -D3          tion by learning about various types of educa-capabilities through self          .knowledge          Emphasizing the development of students' personal talents, such as mental -D4          .sports, and a lot of reading and research</p>
<p>Evaluation methods</p>
<p>completion Written tests, oral tests, daily participation, homework</p>

Written tests, oral tests, daily participation, homework completion

Teaching and learning methods

:Teaching and learning methods -7

life -Adopting the lecture method and linking each topic to real -51  
.examples  
write a report on a topic related to the subject Directing the student to -52  
Interventions -53  
.Use question and answer -54  
.Use brainstorming method for students to generate creative ideas -55

:Evaluation methods

Evaluation through students' participation in the lecture and their -1  
.preparation of the material and questions related to and outside the topic

Evaluation through monthly exams -2

.based goals-Emotional and value -C  
based goals-Emotional and value -C -A1  
:Reception and acceptance: The student must -A1  
lecture actively listens to the ❖  
Pays attention to the sequence of ideas within each topic and interacts ❖  
.with them  
.Asks about the various ways to use different expressions ❖  
Answer: The student must-A2  
Answers various questions on the subject ❖  
.reading and listening to the lectures The student feels pleasure in ❖  
.The student participates in explaining each topic ❖  
Value judgment: The student must -A3  
Appreciates the importance of each topic and its connection to other ❖  
.topics  
.topic Suggests different uses for expressions for each ❖  
Value organization: The student must -A4  
.Combines ideas from different topics to formulate new topics ❖  
.Appreciates the value of learning the skill of the lesson given ❖

:Teaching and learning methods :Teaching and learning methods

.lecture method and linking each topic to examples from reality Adopting the -1  
.Directing the student to write a report on a topic related to the subject -2

Interventions -3  
 .Use question and answer -4  
 .asUse brainstorming method for students to generate creative ide -5

Evaluation methods

Evaluation through students' participation in the lecture and their -1  
 .preparation of the material and questions related to and outside the topic  
 Evaluation through monthly exams -2  
**Oral tests -6**

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

Encouraging students to be creative and creating a spirit of -D1  
 denial among them through continuous encouragement -perseverance and self  
 and effective cooperation among them to accomplish their of the need for joint  
 .academic requirements

Providing them with the university's websites and others in order to view -D2  
 the most important published research and books issued by publishing houses  
 nd modification and other topics related to the course, related to wounding a  
 .which is the science of wounding and modification

Providing them with knowledge of the importance of developing their -D3  
 education by learning about various types of-capabilities through self  
 .knowledge

Emphasizing the development of students' personal talents, such as sports -D4  
 .and all types of arts, during their free time

Evaluation methods

Written tests, oral tests, daily participation, homework



Course structure .57					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Tests , writing research reports and and discussing them	Presentatio n and discussion	Definition of wound and modification in terms of individuals .and composition	wound and modification	3	1
Written tests	Presentatio n and discussion	The relationship between the science of wound and modification and the science of men and dates	wound and modification	3	2
Written tests	Presentatio n and discussion	The emergence of the wound and science of modification and the stages it went .through	wound and modification	3	3
Written tests	Presentatio n and discussion	Justice, its conditions and what is related to it	wound and modification	3	4
Written tests	Presentatio n and discussion	Punctuation, its types, how to know punctuation, which of the two punctuation is more correct, and what scholars have .said about it	wound and modification	3	5
Written tests	Presentatio n and discussion	The ranks of the words of criticism and approval according to the imams of criticism and approval	wound and modification	3	6
Written tests	Presentatio n and discussion	Introduction to Imam Ibn Abi Hatim and Salah -Imam Ibn al and the difference between their ranks	wound and modification	3	7
Written	Presentatio	Dhahabi -Hafiz Al-Al	wound and	3	8

tests	n and discussion	Iraqi and -and Al their ranks	modification		
Written tests	Presentatio n and discussion	-Ibn Hajar and Al Sakhawi and the levels of their words	wound and modification	3	9
Written tests	Presentatio n and discussion	What is the chosen one from these divisions of the levels of criticism and ?modification	and wound modification	3	10
Written tests	Presentatio n and discussion	The issue of conflict between wound and modification	wound and modification	3	11
Written tests	Presentatio n and discussion	Etiquette of the offender and the offender	wound and modification	3	12
Written tests	Presentatio n and discussion	Conditions of the wounded and the average	wound and modification	3	13
Written tests	Presentatio n and discussion	The most important books on criticism and modification	wound and modification	3	14
Written tests	Presentatio n and discussion	Types of books of criticism and modification	wound and modification	3	15

### Evaluation Course .11

The grade is distributed out of 100 according to the tasks assigned to the student, .such as daily preparation, daily , oral, monthly and written exams, reports, etc

### Learning and teaching resources .12

<b>The Principles of Wounding, Correction and the Science of Din Atar–Men by Dr. Nour El</b>	(Required textbooks (methodology if any
<b>Books of biographies of narrators</b>	(Main References (Sources
<b>Reports and articles on electronic newspapers</b>	
<b>Comprehensive Library Program</b>	Electronic references, websites

.This is done by adding materials related to actual reality

## Course Description Form

### :Course Description

This course description provides a concise summary of the main features of outcomes expected of the student, the course and the learning demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programme description

College of Islamic Sciences - Tikrit University	Educational .341 institution
Hadith and its sciences	Scientific Department .342 Center /
The science of the classes of hadith scholars	Course Name/Code .343
My presence	Available attendance .344 forms
Second course / fourth stage	Chapter/Year .345
Theoretical (hours 45)	Number of study .346 (hours (total
Prof. Dr. Ghazi Nayef Hamid	Instructor's name .347
2025/1/19	Date this description .348 was prepared
Course objectives .349	

to develop the cognitive **The science of the classes of hadith scholars aims** as it is one of its –year students in the science of men –abilities of fourth by examining the relationships that connect students to their sheikhs –branches d and the status of each one of them in his sheikh in terms of accuracy an imagination. It also helps students to learn the rules of separating narrators in terms of time and place, such as the Companions from the Followers and the Basrans from the Kufians, as this plays a role in revealing hidden defects that narrations, in addition to enabling students to use the books may occur in the arranged according to the system of classes, such as “Tabaqat Ibn Saad” and Muhaddithin” to benefit from these books in writing –Mu’in fi Tabaqat Al-IA“



Required program outcomes, teaching, learning and assessment methods -9  
- A

Enabling the student to gain knowledge and understanding of the concept of the subject of the science of the strata of the modernists, its origin and development -22

Enabling the student to gain knowledge and understanding of the importance of the science of classes and its role in revealing the defects of the hadith, by comparing narrators whose classes are similar -23

Enabling the student to understand the approaches of ancient and modern authors in the science of strata -24

Enabling students to know the relationships between the science of the classes of hadith scholars and the rest of the sciences of men -25

Program specific skill objectives

The student acquires additional skills to detect the defects of the hadith through the science of classes -B1

Developing students' skills in using books and the curriculum of various authors according to the class system -B2

Providing students with skills in general books on men by comparing books on classes and others -B3

Teaching and learning methods

Adopting a lecturing style and linking each topic to real life examples -123

Directing the student to write a report on a topic related to the subject -124

Interventions -125

Use question and answer -126

Use brainstorming to generate creative ideas for students -127

Evaluation methods

Evaluation through students' participation in the lecture, their preparation of the material, and questions related to and outside the topic -7

Evaluation through monthly examinations -8

Emotional and value based goals -C

Emotional and value based goals -C -A1

Reception and acceptance: The student must -A1

Listens actively to the lecture ○

Pays attention to and interacts with the sequence of ideas within each topic ○

Asks about the different ways to use different expressions ○

:Answer: The student must-A2

.Answers various questions on the topic ○

.The student enjoys reading and listening to lectures ○

.The student participates in explaining each topic ○

:student must Value judgment: The -A3

Appreciates the importance of each topic and its interconnectedness with ○

.other topics

.Suggests different uses for expressions for each topic ○

:Value organization: The student must -A4

.icsCombines ideas from different topics to formulate new top ○

.Appreciates the value of learning the skill of the given lesson ○

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

ncouraging students to be creative and creating a spirit of perseverance -D1

enial among them through continuous encouragement of the need for -self and

oint and effective cooperation among them to accomplish their academic

.requirements

roviding them with effective websites in order to view the most important -D2

nd books issued by publishing houses related to the science published research

.of the classes of hadith scholars

roviding students with knowledge of the importance of developing their -D3

ducation by learning about various types of -capabilities through self

.knowledge

mphasizing the development of students' personal talents, such as mental -D4

.sports, and a lot of reading and research

Course structure .59					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
and written tests	Presentation and discussion	Definition of stratigraphy and the difference between general and special strata	Hadith Classes of Scholars Binder	3	1
Oral tests And writing reports	Presentation and discussion	The interest of scholars in the science of strata and standing the efforts of the on ancients in the science of strata	Classes of Hadith Scholars Binder	3	2
Oral tests	Presentation and discussion	The status of the science of classes in the sciences of men and vice versa	Classes of Hadith Scholars Binder	3	3
Written tests	Presentation and discussion	Delusions that fall into ignorance of the science of strata	Classes of Hadith Scholars Binder	3	4
tests Oral And writing reports	Presentation and discussion	Advantages of layered workbooks	Classes of Hadith Scholars Binder	3	5
Oral tests And writing reports	Presentation and discussion	Stratigraphic Results	Classes of Hadith Scholars Binder	3	6
Oral tests And writing reports	Presentation and discussion	Problems facing stratigraphers and the foundations of stratigraphic classification	Classes of Hadith Scholars Binder	3	7
Written tests	Presentation and discussion	Layer overlap with layer overlap models	Classes of Hadith Scholars Binder	3	8
Oral tests And writing reports	Presentation and discussion	Mistakes made by stratigraphers	Classes of Hadith Scholars Binder	3	9
Oral tests And writing reports	Presentation and discussion	The methodology of Hafiz Ibn Saad in -Al Tabaqat -his book Al Kubra-Al	Classes of Hadith Scholars Binder	3	10
Oral tests And writing	Presentation and	The Book of "The Classes" by Muslim	of Hadith Classes Scholars Binder	3	11

reports	discussion	Hajjaj-bin Al			
Written tests	Presentation and discussion	Ibn Hibban's approach to "Famous Scholars of the "Regions	Classes of Hadith Scholars Binder	3	12
Written tests	Presentation and discussion	-Hafiz Al-Al Dhahabi's approach Mu'in -in his book "Al -fi Tabaqat Al Muhaddithin"	Classes of Hadith Scholars Binder	3	13
Oral tests And writing reports	Presentation and discussion	The approach of Abu Qayrawani -al Arab-al in his book "Classes of African Scholars"	Classes of Hadith Scholars Binder	3	14
Written tests	Presentation and discussion	The class system in -the book Taqrib al Tahdhib by Ibn Hajar	Classes of Hadith Scholars Binder	3	15

<b>The Science of the Classes of Hadith Scholars (A (Textbook for the Course Teacher</b>	<b>Required textbooks -1</b>
htidaH fo sessalC eht fo ecneicS ehT“ - Scholars: Its Importance and Benefits” by Asaad (Salem Taym (Contemporary Introduction to the Science of the Classes of - Hadith Scholars by Abu Ibrahim Muhammad (Faludha (contemporary-Rahman al-Ilyas Abd al	(Main references (sources -2
<b>:Old books composed according to classes</b> Classes" by Khalifa bin Khayyat The" - The Great Classes" by Ibn Saad" - Famous Scholars of the Countries" by Ibn " - .Hibban The Helper in the Classes of Hadith Scholars" "- Dhahabi-by Al	Recommended books and -A references (scientific journals, (.reports, etc
dozens Comprehensive Library: Contains - .of books Digital Endowment Library -	Electronic references, -B ...websites

Curriculum Development Plan .60
.This is done by adding materials related to actual reality

## Course Description Form

### Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning . rogramme descriptionopportunities available. It must be linked to the p

Tikrit University / College of Islamic Sciences	Educational institution .1
Department of Hadith and its Sciences	Scientific Department / .2 Center
Hadith Jurisprudence / Fourth Stage	Course Name/Code .3
person-In	Available attendance .4 forms
Chapter Two	Chapter/Year .5
hours (30)	Number of study hours .6 (total)
Dr. Najib Mutlaq Suleiman .Asst. Prof	Instructor's name .7
2025/1/19	Date this description was .8 prepared
	Course objectives .9

:through Introducing the student to Islamic jurisprudence topics

Introducing the student to the meaning of jurisprudence in language and terminology, and the schools of thought of scholars on this matter -1

Introducing the student to the meaning of the jurisprudence of marriage and its evidence from the Qur'an and the pure Sunnah -2

Introducing the student to the meaning of the sermon and some of the scholars' differences and evidence regarding it -3

Introducing the student to the meaning of dowry and some of the scholars' differences and evidence regarding it -4

Introducing the student to the meaning of divorce and some of the scholars' differences and evidence regarding it -5

Introducing the student to the meaning of Khula' and some of the scholars' differences and evidence regarding it -6

Introducing the student to the meaning of return and some of the scholars' differences and evidence regarding it -7

Introducing the student to the meaning of "Iddah" and some of the scholars' differences and evidence regarding it -8

Introducing the student to the meaning of proxy, the differences of scholars and their evidence regarding it -9

Introducing the student to the meaning of delegation and some of the scholars' differences and their evidence regarding it -10

Course outcomes, teaching, learning and assessment methods .10

Cognitive objectives -A

Introducing the student to the meaning of jurisprudence in language and terminology and the schools of thought of scholars on this matter -1

Introducing the student to the meaning of Hadith jurisprudence and its evidence from the Qur'an and the pure Sunnah -2

Introducing the student to the meaning of marriage and some of the scholars' differences and evidence regarding it -3

Introducing the student to the meaning of the sermon and some of the scholars' differences and evidence regarding it -4

Introducing the student to the meaning of dowry and some of the scholars' differences and evidence regarding it -5

Introducing the student to the meaning of divorce and some of the scholars' differences and their evidence regarding it -6

Introducing the student to the meaning of divorce and some of the scholars' differences and evidence regarding it -7

Introducing the student to the meaning of "Iddah" and some of the scholars' differences and evidence regarding it -8

Introducing the student to the meaning of proxy and some of the scholars' differences and evidence regarding it -9

Introducing the student to the meaning of delegation and some of the scholars' differences and their evidence regarding it -10

<p>. objectives Course specific skill -B          To compare the concept of jurisprudence between language and terminology -B1          .and the most correct of them          To compare the opinions of scholars on the nullifiers of ablution and their -B2          .differences in them          of jurisprudential issues with reliable and correct To demonstrate the concept -B3          . evidence          .To discuss the opinions of scholars according to the available evidence -B4</p>
Teaching and learning methods
<p>.Teaching methods of all types: lecture, inductive, standard -1          (Point Slide show (Power -2          .Questions -3          .Assignments and student participation -4          .Mind maps -5          .Prepare reports on course topics6-</p>
Evaluation methods
<p>.Participate and interact with the lecture -1          .Daily, monthly, semester and final tests -2</p>
<p>goals based-Emotional and value -C          .He listens to the lecture actively -A1          .Ask about the various ways of using different expressions -A2          .The student participates in explaining each topic -A3          .Appreciate the importance of each topic and its connection to other topics -A4</p>
and learning methods Teaching
<p>.Teaching methods of all types: lecture, inductive, standard -1          (Slide show (Power Point -2          .Encourage the student to intervene -3</p>
Evaluation methods
<p>.Participate and interact with the lecture -1          Daily tests -2</p>
<p>transferable skills (other skills related to employability and personal General and -D          .(development          .The skill of explaining the topics of jurisprudence in the chapter on worship -D1          .The skill of explaining and providing evidence for jurisprudential issues -D2          .skill of discussing the opinions of scholars The -D3</p>

Course structure .11

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Watches	The week
Participate in the lecture	The lecture Student	Definition of	Islamic jurisprudence	2	1

and daily test	participation	Islamic jurisprudence			
Participate in the lecture and daily test	Standard Student participation	Explanation of the nullifiers of ablution	=	2	2
in Participate the lecture and daily test	Inductive Student participation	Explanation of the Sunnahs of ablution	=	2	3
Participate in the lecture and daily test	Standard Mind maps	Obligations of ablution and opinions about it	=	2	4
Participate in the lecture and daily test	Inductive Student participation	Invalidators of ablution and some differences of opinion among scholars and their evidence regarding them	=	2	5
Participate in the lecture daily test and	The lecture Student participation	Obligatory ritual bathing and some differences of opinion among scholars and their evidence regarding them	=	2	6
<b>Monthly test</b>	----	<b>a test</b>	=	2	7
Participate in the lecture and daily test	Lecture Student Participation	Reasons for ablution and some differences of opinion among scholars and their evidence regarding them	=	2	8
Participate in the lecture and daily test	Lecture Student Participation	Tayammum and some of the scholars'	=	2	9



		differences and evidence regarding it			
in Participate the lecture and daily test	Lecture Student Participation	Explanation of the vocabulary of the chapter on dry ablution	=	2	10
Participate in the lecture and daily test	Lecture Student Participation	Conditions of Tayammum	=	2	11
Participate in the lecture and daily test	Inductive Student participation	Wiping over the socks	=	2	12
Participate in the lecture and daily test	Lecture Student Participation	Terms Survey	=	2	13
<b>Monthly test</b>	----	<b>a test</b>	=	2	14
Participate in the lecture and daily test	Inductive Student Participation	Chapter on dry ablution	=	2	15

Infrastructure .12	
Abdullah bin Selection to explain the chosen one Baldahi , -Mawsili Al-Mahmoud bin Mawdud Al Hanafi-Fadl Al-Din Abu Al-Majd Al	textbooks Required -1
.The Differences of Jurists by Ibn Jarir -1	(Main references (sources -2
	Recommended books and -A scientific journals, ) references (.reports, etc
Comprehensive Library	Electronic references, -B ...websites

## Curriculum Development Plan .13

The curriculum vocabulary is based on the fact that the subject is only one chapter, in it, and the plan to develop the curriculum is based so there is a lot of abbreviation on adding a second chapter, so that the scientific material is distributed over two .chapters, which ensures that the benefit reaches the student

## Course Description Form

### Course Description

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Ministry of Higher Education and Scientific Research	Educational .350 institution
Faculty of Islamic Sciences / Department of Hadith	Scientific .351 Department / Center
View and apply	Course Name/Code .352
presence My	Available .353 attendance forms
Stage Four -Chapter Two	Chapter/Year .354
Theoretical (hours 30)	Number of study .355 (hours (total
Siyas Ali HusseinM.D.	Instructor's name .356
2025/1/19	Date this .357 description was prepared
	Course objectives .358

speaking, preaching Preparing students for teaching, public -1 and guidance according to the disciplined educational .curriculum
Introducing students to (the importance of viewing and -2 application, areas of use, benefits of viewing and application) to .achieve educational goals
students to the basics of measurement, Introducing -3 evaluation, and testing and their uses to achieve educational .goals
Introducing students to annual, semester and daily planning -4 .and its uses to achieve educational goals
plication of teaching and Training students on the practical ap -5 .benefiting from it to achieve the desired educational goals

Required program outcomes, teaching, learning and assessment .61 methods
Enable the student to gain knowledge and understanding of teaching -26 and teaching strategy
Enabling the student to gain knowledge and understanding of the -27 .requirements for a teacher's success in teaching
Enabling the student to memorize and understand the general -28 .foundations of teaching
od teaching Enabling students to identify the characteristics of a go -29 .method
Enable the student to enumerate general teaching methods -30
Program specific skill objectives .Explain the steps for implementing each teaching method -B1 Providing students with the necessary skills to prepare and plan well for -B2 teaching the Holy Quran and its sciences, the Noble Prophetic Hadith, and .branches of Islamic education .Providing the student with the skills to implement the lesson -B3
Teaching and learning methods
life -topic to real Adopting the lecture method and linking each -128 .examples
Directing the student to write a report on a topic related to the subject -129

<p>He applies the teaching methods he learned in the field of teaching the Holy Quran and Islamic education -130</p> <p>.Use question and answer -131</p> <p>.od for students to generate creative ideasUse brainstorming meth -132</p>
:Evaluation methods
<p>Evaluation through students' participation in the lecture, their preparation for the material, and questions related to and outside the topic -9</p> <p>Evaluation through monthly exams -10</p>
<p>.based goals-and value Emotional -C</p> <p>based goals-Emotional and value -C -A1</p> <p>:Reception and acceptance: The student must -A1</p> <p>listens to the lecture actively ❖</p> <p>Pays attention to the sequence of ideas within each topic and interacts with them ❖</p> <p>.use different expressions Asks about the various ways to Answer: The student must-A2</p> <p>Answers various questions on the subject ❖</p> <p>.The student feels pleasure in reading and listening to the lectures ❖</p> <p>.The student participates in explaining each topic ❖</p> <p>Value judgment: The student must -A3</p> <p>Appreciates the importance of each topic and its connection to other topics ❖</p> <p>.Suggests different uses for expressions for each topic ❖</p> <p>Value organization: The student must -A4</p> <p>.Combines ideas from different topics to formulate new topics ❖</p> <p>.e of learning the skill of the given lessonAppreciates the valu ❖</p>
:Teaching and learning methods :Teaching and learning methods
<p>.life examples-Adopting the lecture method and linking each topic to real -8</p> <p>Directing the student to write a report on a topic related to the subject -9</p> <p>Interventions -10</p> <p>.Use question and answer -11</p> <p>.Use brainstorming method for students to generate creative ideas -12</p>
Evaluation methods
<p>Evaluation through students' participation in the lecture and their preparation of the material and questions related to and outside the topic -1</p> <p>Evaluation through monthly exams -2</p> <p><b>Evaluation through oral examinations -11</b></p>

<p>General and transferable skills (other skills related to employability and -D          .(personal development          and creating a spirit of Encouraging students to be creative -D1          denial among them through continuous encouragement -perseverance and self          of the need for joint and effective cooperation among them to accomplish their          .academic requirements          ing the availability of Providing them with the university's website regard -D2          .future employment and recruitment opportunities          Providing them with knowledge of the importance of developing their -D3          education by learning about various types of -capabilities through self          .knowledge          nt of students' personal talents, such as sports and Emphasizing the developme -D4          .all types of arts, during their free time</p>
Evaluation methods
Written tests, oral tests, daily participation, homework completion
completion Written tests, oral tests, daily participation, homework
Teaching and learning methods
:Teaching and learning methods -13
<p>life -Adopting the lecture method and linking each topic to real -56          .examples          Directing the student to write a report on a topic related to the subject -57          Interventions -58          .answer Use question and -59          .Use brainstorming method for students to generate creative ideas -60</p>
:Evaluation methods
<p>Evaluation through students' participation in the lecture and their -1          .preparation of the material and questions related to and outside the topic          Evaluation through monthly exams -2</p>

<p>.based goals-Emotional and value -C  based goals-Emotional and value -C -A1  :Reception and acceptance: The student must -A1  listens to the lecture actively ❖  interacts Pays attention to the sequence of ideas within each topic and ❖  .with them  .Asks about the various ways to use different expressions ❖  Answer: The student must-A2  Answers various questions on the subject ❖  .The student feels pleasure in reading and listening to the lectures ❖  .each topic The student participates in explaining ❖  Value judgment: The student must -A3  Appreciates the importance of each topic and its connection to other ❖  .topics  .Suggests different uses for expressions for each topic ❖  Value organization: The student must -A4  .topics to formulate new topics Combines ideas from different ❖  .Appreciates the value of learning the skill of the lesson given ❖</p>
<p>:Teaching and learning methods :Teaching and learning methods</p>
<p>.Adopting the lecture method and linking each topic to examples from reality -1  .the student to write a report on a topic related to the subject Directing -2  Interventions -3  .Use question and answer -4  .Use brainstorming method for students to generate creative ideas -5</p>
<p>Evaluation methods</p>
<p>the lecture and their Evaluation through students' participation in -1  .preparation of the material and questions related to and outside the topic  Evaluation through monthly exams -2  <b>Oral tests -12</b></p>

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

Encouraging students to be creative and creating a spirit of -D1  
denial among them through continuous encouragement -perseverance and self  
of the need for joint and effective cooperation among them to accomplish their  
.academic requirements

viding them with the university's website regarding the availability of Pro -D2  
.future employment and recruitment opportunities

Providing them with knowledge of the importance of developing their -D3  
types of education by learning about various-capabilities through self  
.knowledge

Emphasizing the development of students' personal talents, such as sports -D4  
.and all types of arts, during their free time

Evaluation methods

Written tests, oral tests, daily participation, homework

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>week The</b>
Written tests	Presentation and discussion	How to comply with rules and regulations	View and apply material	2	1
Written tests	Presentation and discussion	Compliance with the director's instructions	View and apply material	2	2
Written tests	Presentation and discussion	Commitment to working hours	View and apply material	2	3
Written tests	Delivering and interrogating	Reporting and how to write them	View and apply material	2	4
Written tests	Presentation and discussion	Problem solving between students	View and apply material	2	5
Written tests	Presentation and discussion	Attending scientific workshops	View and apply material	2	6
Written tests	Presentation, questioning and discussion	Education Ethics	View and apply material	2	7
Written tests	Presentation and discussion	Writing weekly plans	View and apply material	2	8
Written tests	Delivering, dialogue and discussion	Writing semester plans	View and apply material	2	9
Written tests	Presentation, questions and discussion	How to evaluate	View and apply material	2	10
Written tests	Presentation and discussion	How to conduct and manage exams	View and apply material	2	11
Written tests	Presentation and discussion	with teaching Dealing staff	View and apply material	2	12
Written tests	Presentation and discussion	Use of clarification methods	View and apply material	2	13



Written tests	Delivering and interrogating	Selecting support resources	View and apply material	2	14
Written tests	Presentation and discussion	Contact the supervisor to solve any problem	View and apply material	2	15
			View and apply material		
			View and apply material		

		<b>Required textbooks -1</b>
	Professor's lectures	
		references Main -2 (sources)
	The Internet	Recommended books -A and references (scientific (.journals, reports, etc
	Methods of teaching Hadith and Islamic education	Electronic references, -B ...websites

Curriculum Development Plan .63
.materials related to actual reality This is done by adding



# Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, learning demonstrating whether the student has made the most of the . programme description available. It must be linked to the p opportunities

Tikrit University/College of Islamic Sciences	<b>Educational .359 institution</b>
Department of Hadith and its Sciences	<b>Scientific .360 Department / Center</b>
English language	<b>Course Name/Code .361</b>
My presence	<b>Available .362 attendance forms</b>
First semester	<b>Chapter/Year .363</b>
hours 30	<b>Number of study .364 (total) hours</b>
M.M Jihad Adnan Jihad	<b>Instructor's name .365</b>
AD 2024/16/9	<b>Date this .366 description was prepared</b>

## **Course objectives .367**

- .Learn the tenses used in the English language •
- .Applying tenses by solving exercises •
- .Expanding students' horizons through activities •
- .Introducing the student to how to study English as a second language •

**outcomes, teaching, learning and assessment methods Course -10**

course's The learning outcomes of the main course should be consistent with the .mission, objectives and outcomes

What is expected from the course: To identify the student's future work options, . The purposes served by each individual outlet which helps in determining

**Cognitive objectives -A**

the educational lesson, its foundations, and its The student's knowledge of - A1 .application in practical life

Obtaining sufficient information to understand all aspects of the lesson and - A2 .apply its rules

can Cognitive objectives include the assessment processes that the student - A3 .obtain or go through

**objectives skill specific Course - B**

Forming a theoretical background through explanation, examples, questions - B1 .and answers

Discussion within the electronic class and giving students the opportunity to - B2 .opinions and suggestions express their

class exercises and encourage them to ask questions -Provide students with in - B3 .and answer them

Providing students with homework exercises and discussing the mistakes and -B4 .reached collectively weaknesses of each topic until the best result is

**Teaching and learning methods •**

.Giving the lecture -6

.Read the texts and topics required from the book -7

.workbook Solve the exercises required in the -8

.Explain on the board -9

.Display and correction -10

**Evaluation methods •**

and solving exercises and participation, questions related to the topic Through .activities

**based goals-Emotional and value -C**

: The student must : **Reception and acceptance -A1**

. Listens to the lecture actively •

topic and interacts with them Pays attention to the sequence of ideas within each •

. ways to use different expressions different Ask about the •

: Response: The student must - A2

- . Answers various questions on the subject •
- . The student enjoys reading and listening to the lectures •
- . In explaining each topic The student participates in •
- : The student must : **Value judgment -A3**
- . Appreciates the importance of each topic and its connection to other topics •
- . Suggests different uses for expressions for each topic •
- : The student must : **Value organization -A4**
- .ideas from different topics to formulate new topics Combines •
- .Appreciates the value of learning the skill of the given lesson •

### **Teaching and learning methods •**

- .Lecture style -1
- .Guidance -2
- .Interventions -3

.(lectures (explanation and clarification Giving -1  
 technological educational tools as teaching aids (listening to lessons via Using -2  
 .and to improve recitation (Data Show Projector using ‘YouTube  
 Trying to make the student take great care in accuracy and academic integrity in - 3  
 text and finding the correct and acceptable equivalent in conveying the spirit of the  
 the target language without resorting to adding anything extra or truncating the  
 .original meaning in the original language sentence  
 e library as one Encouraging the student to use some educational CDs and use th -4  
 . of the learning methods

### **Evaluation methods •**

solving exercises and Through participation, questions related to the topic, and  
 .activities

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

Mastering the use of computers and programs through the four skills of - D1  
 . reading and writing ‘ listening ‘ speaking  
 . Mastering the use of different grammatical rules in the course topics - D2  
 Learn a lot of vocabulary in addition to using different dictionaries to reach the -D3  
 .correct meanings  
 Developing the student’s skills by focusing on some external influences that -D4  
 . help in developing himself

**Course structure -10**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Unit name/topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
Oral tests	Explanation and examples from reality	About the importance of English language	Student acquisition of knowledge	2	<b>the first</b>
Oral tests	Explanation and examples	About tenses in English	Student acquisition of knowledge	2	<b>the second</b>
Oral and practical tests	Explanation and examples	Simple present tense explanation	Student acquisition of knowledge	2	<b>the third</b>
Oral and practical tests	Explanation and examples	Present Continuous Tense Explanation	Student acquisition of knowledge	2	<b>Fourth</b>
Oral and practical tests	Explanation and examples	Explanation of the present perfect and perfect continuous tenses	Student acquisition of knowledge	2	<b>Fifth</b>
Written exam	----	First month review and exam	Student acquisition of knowledge	2	<b>Sixth</b>
Oral and practical tests	Explanation and examples	Explanation of simple and continuous past tense	Student acquisition of knowledge	2	<b>Seventh</b>
Oral and practical tests	Explanation and examples	Explanation of the past perfect and perfect continuous tenses	Student acquisition of knowledge	2	<b>The eighth</b>
Written exam	----	Daily review and exam	Student acquisition of	2	<b>Ninth</b>

			knowledge		
Oral and practical tests	Explanation and examples	Explanation of the simple and continuous future tense	Student acquisition of knowledge	2	tenth
Oral and practical tests	Explanation and examples	Explanation of the future perfect and perfect continuous tenses	Student acquisition of knowledge	2	eleventh
Written exam	----	Second month review and exam	Student acquisition of knowledge	2	twelfth
and practical tests	Explanation and examples	Explanation of the topic of prepositions and pronouns	Student acquisition of knowledge	2	thirteenth
Oral and practical tests	Explanation and examples	Explanation of the topic of A ing adding comprehensive review of the material	Student acquisition of knowledge	2	fourteenth
Written exam	----	Review and Exam	Student acquisition of knowledge	2	fifteenth

<b>Infrastructure -11</b>	
New Headway Plus and workbook Liz and John Soars :Written by	<b>Required textbooks -1</b>
New Headway Plus	<b>Main references -2 (sources)</b>
Instructor summaries of the subject and workbook Internet to increase knowledge	<b>Recommended books -A scientific ) and references ( .journals, reports, etc</b>

Educational sites	Electronic references, -B ...websites
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<b>Curriculum Development Plan -12</b>
.This is done by adding materials related to actual reality

### Description Course

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, learning demonstrating whether the student has made the most of the . ked to the programme descriptionavailable. It must be lin opportunities

College of Islamic Sciences -Tikrit University	Educational .368 institution
<b>Hadith and its sciences</b>	Scientific .369 Department / Center



Modern schools	Course Name/Code .370
person, integrated online-In	Available attendance .371 forms
Chapter One	Chapter/Year .372
hours 45	Number of study .373 (total) hours
Prof. Dr. Muhannad Abdul Sattar Jameel	Instructor's name .374
AD 2024/16/9	Date this description .375 was prepared
: Course objectives .376 :At the end of the semester, the student will be able to	
to the vocabulary of the science of	Introducing the student -18 . the schools of Hadith
Explaining all the terms and concepts used in this science,	-19 .taken from their original sources
Student Cities in which the Hadith schools	He knows that -20 and their most prominent scholars were established
the advantages of modern	Informing the student about -21 . schools
Statement that the modern schools have their own	-22 methodology in study and criticism
the student is not influenced by people of	Ensure that -23 . whims and doubts about the Sunnah of the Prophet
Enabling the student to weigh between hadiths according	-24 to his study of the hadith schools

outcomes, teaching, learning and assessment methods Course .64
<p>Cognitive objectives -A</p> <p>.Introduction to the vocabulary of the subject - A1</p> <p>. The student should know the concept of modern schools - A2</p> <p>know the cities in which the modern schools were The student should - A3 . established</p> <p>miliar with the departments of modern become fa The student should - A4 . schools</p> <p>know the concept of the science of wound and The student should - A5 . modification and its levels</p>

<p>.know the most important books in this science should The student - A6  justice of the Companions, transmission and know the The student should -7 A  .deception</p>
<p>. objectives skill Course specific - B  Between the modern schools and their The student He distinguishes That -B1  characteristics  Iraq, Hijaz The student should compare the methodology of the schools of -B2  .and Egypt  .The student discovers the scientific output of each school -B3  The student should be able to distinguish between the men of hadith in -B4  .terms of justice and criticism</p>
<p>Teaching and learning methods</p>
<p>class room 1  on Meet program video lectures 2  Zoom video lectures on 3  Discussion method 4</p>
<p>Evaluation methods</p>
<p>Objective tests  Essay tests  Oral tests</p>
<p><b>:based goals-Emotional and value -C</b>  . criticizing hadiths The student should accept different points of view in -A1  . the efforts of scholars in each of the Hadith schools The student should feel -A2  the interest of scholars, critics and hadith That the student should appreciate -A3  .scholars in the hadith of the Prophet, may God bless him and grant him peace  tudent should be enthusiastic about defending his religion and refuting The s -A4  .doubts about it</p>
<p>Teaching and learning methods</p>
<p>.With intellectual dialogues -3  Zoom video lectures on  Discussion method 4</p>
<p>Evaluation methods</p>
<p>Daily Test -8  Weekly reports -9</p>

related to employability and other skills ) General and transferable skills -D  
 . ( personal development  
 Benefiting from electronic programs in writing external scientific - D1  
 .research  
 .Developing the student's mental abilities - D2  
 . learning methods Training on teaching methods and -D3  
 (work identification (library and field study and up-Follow - D4

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
<b>Written and oral tests</b>	Lecture, -1 dialogue and .discussion Cooperative -2 .education Research and -3 investigation brainstormin -4 g Duties -5 Reports -6	<b>Definition of modern schools in language and terminology</b>	<b>The student know should what is meant by the Hadith schools, their nature and .reality</b>	<b>3</b>	<b>the first</b>
<b>Written and oral tests</b>	Lecture, -1 dialogue and .discussion Cooperative -2 .education Research and -3 investigation brainstormin -4 g Duties -5 Reports -6	<b>Statement of importance Modern schools</b>	<b>The student should know the importance of modern .schools</b>	<b>3</b>	<b>the second</b>
<b>Written and oral tests</b>	Lecture, -1 dialogue and .discussion Cooperative -2 .education Research and -3	<b>Al Madinah Al Hadithiya School and its most important features</b>	<b>The student should the explain most important characteristi</b>	<b>3</b>	<b>the third</b>

	<p>investigation brainstorming -4 Duties -5 Reports -6</p>		<p>cs of the modern city .school</p>		
Written and oral tests	<p>Lecture, -1 dialogue and .discussion Cooperative -2 .education Research and -3 investigation brainstorming -4 Duties -5 Reports -6</p>	<p>The most famous companions , followers and authors</p>	<p>The student should be able to explain the reasons for the differences in strength and weakness between the modern .schools</p>	3	Fourth
Written and oral tests	<p>Lecture, -1 dialogue and .discussion Cooperative -2 .education Research and -3 investigation brainstorming -4 Duties -5 Reports -6</p>	<p>Makkah Modern School and its most important characteristics</p>	<p>The student should the explain most important characteristics of the Makkah Modern .School</p>	3	Fifth
Written and oral tests	<p>Lecture, -1 dialogue and .discussion Cooperative -2 .education Research and -3 investigation brainstorming -4 Duties -5 Reports -6</p>	<p>The most famous companions And the followers and authors</p>	<p>The student should be able to analyze the reasons for the differences in strength and weakness between the modern .schools</p>	3	Sixth
Monthly exam		exam		3	Seventh

<b>The first month</b>					
<b>Written and oral tests</b>	<b>Lecture, -1</b> <b>dialogue and .discussion</b> <b>Cooperative -2</b> <b>.education</b> <b>Research and -3</b> <b>investigation</b> <b>brainstormin -4</b> <b>g</b> <b>Duties -5</b> <b>Reports -6</b>	<b>Basrah -Al</b> <b>Modern</b> <b>School and</b> <b>its most</b> <b>important</b> <b>characteristi</b> <b>cs</b>	<b>The student</b> <b>should</b> <b>the explain</b> <b>most</b> <b>important</b> <b>characteristi</b> <b>cs of the</b> <b>Basra Hadith</b> <b>.School</b>	<b>3</b>	<b>The eighth</b>
<b>Written and oral tests</b>	<b>Lecture, -1</b> <b>and dialogue</b> <b>.discussion</b> <b>Cooperative -2</b> <b>.education</b> <b>Research and -3</b> <b>investigation</b> <b>brainstormin -4</b> <b>g</b> <b>Duties -5</b> <b>Reports -6</b>	<b>The most</b> <b>famous</b> <b>companions ,</b> <b>followers and</b> <b>authors</b>	<b>To suggest</b> <b>different uses</b> <b>for</b> <b>expressions</b> <b>on each</b> <b>.topic</b>	<b>3</b>	<b>Ninth</b>
<b>Written and oral tests</b>	<b>Lecture, -1</b> <b>dialogue and</b> <b>.discussion</b> <b>Cooperative -2</b> <b>.education</b> <b>Research and -3</b> <b>investigation</b> <b>brainstormin -4</b> <b>g</b> <b>Duties -5</b> <b>Reports -6</b>	<b>Kufa -Al</b> <b>Hadith</b> <b>School and</b> <b>most its</b> <b>important</b> <b>characteristi</b> <b>cs</b>	<b>The student</b> <b>should</b> <b>the explain</b> <b>most</b> <b>important</b> <b>characteristi</b> <b>cs of the</b> <b>Kufa Hadith</b> <b>.School</b>	<b>3</b>	<b>tenth</b>
<b>Written and oral tests</b>	<b>Lecture, -1</b> <b>dialogue and</b> <b>.discussion</b> <b>Cooperative -2</b> <b>.education</b> <b>Research and -3</b> <b>investigation</b> <b>brainstormin -4</b> <b>g</b> <b>Duties -5</b> <b>Reports -6</b>	<b>most The</b> <b>famous</b> <b>companions ,</b> <b>followers and</b> <b>authors</b>	<b>Appreciates</b> <b>the value of</b> <b>learning the</b> <b>skill of the</b> <b>.lesson given</b>	<b>3</b>	<b>eleven th</b>

	<p>investigation brainstorming -4 Duties -5 Reports -6</p>				
Written and oral tests	<p>Lecture, -5 dialogue and .discussion Cooperative -6 .education Research and -7 investigation brainstorming -8 Duties -5 Reports -6</p>	Sham -Al Modern School and its most important characteristics	The student should explain the most important characteristics of the modern .Sham school	3	twelfth
Written and oral tests	<p>Lecture, -1 dialogue and .discussion Cooperative -2 .education Research and -3 investigation brainstorming -4 Duties -5 Reports -6</p>	The most famous companions , followers and authors	Combines different ideas and topics to formulate .new topics	3	thirteenth
<b>Monthly exam</b> <b>The second month</b>		<b>exam</b>		3	fourteenth
Written and oral tests	<p>Lecture, -1 dialogue and .discussion Cooperative -2 .education Research and -3 investigation brainstorming -4 Duties -5 Reports -6</p>	Summarizing and reviewing the scientific material	Forming a theoretical background through explanation, examples, questions .and answers	3	fifteenth

## Course Evaluation .1

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc

### :Assessment methods and course requirements

The achievement of the intended learning outcomes is demonstrated through the following assessment methods and requirements

(Daily preparation and daily exams (5% -1

(Oral exam (5% -2

(First month exam (10% -3

(Second month exam (10% -4

(Research and reports (10% -5

(Final Exam (60% -6

## resources Learning and teaching .2

<p>The prescribed book / Modern Schools -1 Lectures by Prof. Dr. Muhannad Abdul / Sattar Jameel The Hadith School in Basra Dr. -2 Hayani-Muzaffar Shaker Al Kufa Modern School for Janabi-Al -3</p>	<p>Required textbooks (methodology if (any</p>
<p>.Hadith School in Basra, Amin Qudat -1 .Hadith School in Kufa, Sharaf Qada -2 The School of Hadith in Damascus, -3 .Omar Makhl The Hadith School in the Levant, -4 Abdul Karim Warikat, published .research</p>	<p>(Sources) Main References</p>
<p>Master's and doctoral theses related -1 .to modern schools reviewed -Scientific research in peer -2 .journals related to modern schools</p>	<p>Recommended supporting books scientific journals, ) and references (.reports, etc</p>
<p>Electronic scientific encyclopedias / comprehensive encyclopedia / Modern and modern websites</p>	<p>Electronic references, websites</p>

## Course Evaluation .3

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc

**:and course requirements Assessment methods**

The achievement of the intended learning outcomes is demonstrated

:through the following assessment methods and requirements

(Daily preparation and daily exams (5% -7

(Oral exam (5% -8

(First month exam (10% -9

(Second month exam (10% -10

(rch and reports (10% Resea -11

(Final Exam (60% -12

**Learning and teaching resources .4**

<p>The prescribed book / Modern Schools -1 Lectures by Prof. Dr. Muhannad Abdul / Sattar Jameel The Hadith School in Basra Dr. -2 Hayani-Al Muzaffar Shaker Kufa Modern School for Janabi-Al -3</p>	<p>Required textbooks (methodology if (any</p>
<p>.Hadith School in Basra, Amin Qudat -5 .Hadith School in Kufa, Sharaf Qada -6 The School of Hadith in Damascus, -7 .Omar Makhl The Hadith School in the Levant, -8 Abdul Karim Warikat, published .esearchr</p>	<p>(Main References (Sources</p>
<p>Master's and doctoral theses related -3 .to modern schools reviewed -Scientific research in peer -4 .journals related to modern schools</p>	<p>Recommended supporting books and references (scientific journals, (.reports, etc</p>
<p>Electronic scientific encyclopedias / Modern comprehensive encyclopedia / and modern websites</p>	<p>Electronic references, websites</p>