

## Course Description Form

<b>1. Course Name</b>	
Morphology – Department of Quranic Sciences	
<b>2. Course Code</b>	
QS-12-04	
<b>3. Semester / Year</b>	
Second Semester / Phase I / Academic Year 2025–2026	
<b>4. Date this description was prepared</b>	
1/ 2 /2026	
<b>5. Available Forms of Attendance</b>	
Morning – Evening	
<b>6. Number of Hours (Total) / Number of Credits (Total)</b>	
45 / 2	
<b>7. Course administrator name</b>	
Name: Eng. Dr. Axem Ahmed Fayyad <span style="float: right;">Email:</span> <a href="mailto:akssam.fayad@uowa.edu.iq">akssam.fayad@uowa.edu.iq</a>	
<b>8. Course Objectives</b>	
<p><b>Cognitive Objectives</b>      The student will be able to:</p> <p>1. We define the concept of the course vocabulary, so we start with meaning of spelling and its most important rules in Arabic, and then move on to</p> <p>The concept of morphology in language and idiom identifies the origin morphology and its independence from grammar, and identifies to the field of morphology and its most important sources and scholars and then we move on to the concept of the morphological balance and how to weigh nouns and verbs, and then the verb sections in terms of health and illness followed by the verb sections in terms of</p> <p>then we move on to the chapters of the abstract triple verb in morphology and we get to know its controls of these doors in different cases, and then we get to know the meanings of the forms of increase (transgression participation... and others)</p> <p>This is followed by the fourth for the verb in terms of transgression and necessity, then the fifth for the verb in terms of the construction of subject and the object, i.e. (the known and the unknown), and then</p>	<b>Course Objectives</b>

move on to the concept of attributing the verb to the pronouns (the speaker and the absent) in the case of (the past and the present) and to pronouns of the addressee in the case of the past and the present tense, and to the pronouns of the addressee in the case of the past and the present tense, the command and the knowledge

Changes in the structure of the action between health and illness. This is followed by the concept of affirmation of the act and its formulation, and then a thorough review

2. Clarifies the morphological provisions of the concepts within the course vocabulary.

3. Explains the morphological positions of each concept and its applications.

4. Derivatives are deduced and distinguished.

5. Improves the recognition of original letters and additional letters in nouns and verbs.

6- It shows the difference between a rigid noun and a derived noun, between the singular and the plural, and between the masculine and the feminine of all kinds.

7- It discusses the method of formulating the derivatives of the triple and the super-triplet, and explains the addition of the few and the addition of the many.

8- Remembers the morphological rule and formulates useful sentences that include each concept.

9. Explain how the name is minimized, how the ratio is and its conditions.

10. Linking the previous morphological lessons with examples from the Holy Qur'an.

11. Enhance spelling, and know the places of tying and simplified T.

**Skill Objectives** The student will be able to:

1. He should be proficient in extracting types of concepts from a Qur'anic or other text.

2. The applicant should show his willingness to read a Qur'anic text that includes the concepts of the course's vocabulary properly.

3. The student should be able to know the concepts of the course vocabulary, write them, pronounce them, and employ them correctly. It is able to be employed within a literary text.

4. Be creative in writing a paragraph in each lecture that meets the concepts of the course vocabulary.

5. To value the use of morphological concepts in creative writings.

6. He should indicate his opinion on the moral value that a Qur'anic verse guides us to in which the concepts and related of the course have been employed.

7. Students should be familiar with the old sources of exchange and how to study in them, such as (the most common practice in the art of exchange)

<p>8. The student must solve the required assignment at the end of each lecture, and have the ability to explain the lessons to the primary and middle school students.</p> <p>9. Employ morphological concepts in understanding the meaning, especially the Qur'anic text.</p> <p>10. Students should participate in explaining the lectures to qualify students and enable them to understand the curriculum and strengthen their personalities. Actively participate in scientific discussions, seminars, and group learning circles.</p> <p>Values Goals The student will be able to:</p> <p><b>1</b>– It embodies moral values derived from Qur'anic examples.</p> <p><b>2</b>– Respects the plurality and difference in scientific opinions within methodology of Scientific Research and Directions of the College of Islamic Science and the University of To the heirs of the prophets.</p> <p><b>3</b>– Contributes to community and cultural activities that build His social and scientific personality</p> <p><b>4</b>– Practice self-criticism and meditation in the light of active participation in Lesson</p> <p><b>5</b>– The student's voluntary response in collecting some evidence Qur'anic studies to raise the level of the Qur'an and the level of peers in dealing with the Qur'anic text.</p>	
<p><b>9. Teaching and Learning Strategies</b></p>	
<p>1- Lectures in traditional explainer mode, the use of the blackboard, the use of blended learning, modeled learning, collaborative learning, problem solving, peer learning, dialogue and discussion, active learning, and self-paced learning.</p> <p>2- Using e-learning means in clarification (PowerPoint) and displaying the lecture on the screen.</p> <p>3- Applying the rules explained to the textbook in the explanation of Ibn Aqeel and promoting the use of Qur'anic examples.</p> <p>4- Engage students in the lesson and use the group system and brainstorm to enhance the understanding of the scientific material.</p>	<p><b>Strategy</b></p>

- 5- Ask some students to explain an idea or issue within the topic of the lecture, and evaluate the answers from the students themselves in order to keep students attentive and enhance the topic and personality.
- 6- Providing students with lectures through the Moodle program.

**Note: We**

Using **interactive lectures** to present the theoretical concepts of the course vocabulary;

We start with the meaning of spelling and its most important rules in Arabic, and then move on to the concept of morphology in language and idiom, and it identifies the origin of morphology and its independence from grammar, and it identifies the field of morphology and its most important sources and scholars, then we move on to the concept of the morphological balance and how to weigh nouns and verbs, and then the verb sections in terms of health and illness, followed by the verb sections

In terms of the abstract and more, then we move on to the doors of the abstract triple verb in exchange, and we get to know to control these doors in different cases, and then identify the meanings of the increase formulas

(Infringement and participation... and others) followed by the fourth for the verb in terms of transgression and necessity, then the fifth for the verb in terms of the construction of the subject and the object i.e. (the one that is based on the known and the one that is based on the unknown), and then we move on to

The concept of attributing the verb to the pronouns (speaker and absent) in the case of (past, present, and to

The addressee's pronouns in the past and present tense, the comma and knowing the changes that have occurred in the structure of the

The act between health and illness. This is followed by the concept of verb affirmation and its formulation, and then a comprehensive review, with

Learn the rules of writing, and engage students with discussion and motivational questions.

- **Employ blended learning** by combining classroom lectures with online activities or content, including recorded

<p>recitations, digital lectures, virtual discussions, and online quizzes.</p> <ul style="list-style-type: none"> <li>• Guide students <b>to read basic sources</b> of grammar, spelling, and calligraphy, and analyze them within assignments to enhance deep comprehension.</li> <li>• Assigning students <b>to</b> presentations on selected topics from the course vocabulary, which develops summarizing, explanation, and communication skills.</li> <li>• Conducting <b>hands-on workshops</b> in calligraphy, spelling, morphology, and reporting, allowing for the practice of research and applied skills.</li> <li>• Promote <b>collaborative learning</b> through group projects or structured interpretive discussions, to develop dialogue and teamwork skills.</li> <li>• Assigning students to <b>individual or group research projects</b> course topics using scientific methodology and academic documentation.</li> <li>• Training students in <b>analytical and writing exercises</b> that require deriving concepts and meanings and linking them to reality.</li> <li>• <b>Conduct discussions</b> based on Quranic values.</li> <li>• Engaging students in <b>community service activities</b> related to the Holy Quran such as education or awareness, to enhance the practical impact of science in society.</li> <li>• Encourage <b>self-reflection</b> by writing personal reflections that link what the student has learned to their behavior or attitudes in life.</li> </ul>	
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**10. My Educational Philosophy**

My philosophy of teaching:

- My students are future builders and we must provide a stimulating learning environment that enables them to grow physically, mentally, emotionally, and socially. I want to create this atmosphere to enable students to activate their full potential and hone their talents to achieve their goals
- A philosophy that promotes critical thinking and active participation for them. Regardless of their level, the goal is to change their behavior positively, provide them with grammatical concepts that benefit them, strengthen their personalities, strengthen their connection to religion, and make them able to take our role in the future.

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

## 11. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
Feedback Some demands Previous Stage Miscellaneous Questions	Lecture and discussion Whiteboard and electronic presentation	Arabic Spelling Rules	Student Knowledge Acquisition In the concept of spelling and identifying the types of Hamza (primary, intermediate, and extreme and the way they are written) as well as the places of the tying and elongated writing of the T.	3	1
Direct question Class assignments Oral test	Explanation on the board Application and interrogation, Online Presentation	The Concept of Morphology	Student Knowledge Acquisition In the concept of morphology in language and idiom And how morphology emerged and distinguishes it from grammar	3	2
Questions based on Analysis and Composition	Explanation on the board Direct Questions Online Presentation	Field of Exchange Science And its most important source	Student Knowledge Acquisition In knowing the field of morphology and its most	3	3

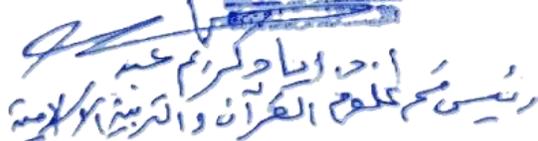
			important sources and scholars		
Miscellaneous Questions Brainstorming	Explanation of the board Application and direct questions Online Presentation	Balance of Accounts	Student Knowledge Acquisition In the concept of the morphological balance How Verbs Are Weighed and names	3	4
Miscellaneous Questions Class assignments (Monthly Exam 1)	Explanation of the board Application and Debates Online Presentation	Categories of Verbs In terms of time	Student Knowledge Acquisition In the concept of verb divisions in terms of time and their morphological weight	3	5
Direct Questions Quizzes	Whiteboard Explanation, Class Discussions, Debates, and Electronic Presentation	Online Lecture The right and the sick From Verbs	Student Knowledge Acquisition In the concept of the correct verb and its types (Salem, weak, and imperfect) and the improper verb (example, hollow, imperfect)	3	6
Brainstorming Class Tests	Explanation of the blackboard class discussions debates and an electronic presentation	The abstract and more From Verbs	Student Knowledge Acquisition In the concept of the abstract verb and the verb more, and the way each is weighed	3	7

Direct Question Quizzes	Explanation on the blackboard class discussion debates and an electronic presentation	Doors of the Trip Verb	Student Knowledge Acquisition In the concept of the six chapters of the triple verb	3	8
Questions based on Analysis and Composition, Class Assignments	Whiteboard Explanation & Application Direct Questions Online Presentation	Door controls The Triple Verb	Student Knowledge Acquisition In the Concept of the Controls of the Triple Verb and Their Weight	3	9
Miscellaneous Questions Class assignments (Monthly Exam 2)	Whiteboard Explanation & Application Direct Questions Online Presentation	Meanings of the Forms of Increase	Student Knowledge Acquisition In the concept of the meanings of the forms of increase, every increase in the building carries an increase in meaning.	3	10
Direct Questions Electronic Test Google Forum	Lecture Electronic	Fourth of the verb In terms of transgression and necessity	Student Knowledge Acquisition In the concept of transgression and necessity, and when is the quadruple necessary and when it is transgressive	3	11
Classwork and written tests	Explanation and Application Debates and Webinars	The fifth of the verb In terms of the construction of the doer (Construction for Information) and Construction for	Student Knowledge Acquisition In the concept of constructing the pentagonal verb of the known with its different	3	12

		Effect (Construction of the Unknown)	weights, as well as the construction of the pentamate verb of the unknown with its different weights		
Questions based on Analysis and Composition, Class Assignments	Explanation and Application Direct Questions Online Presentation	Attribution of the verb to Pronouns	Student Knowledge Acquisition In the concept of attribution, identifying the pronouns of the speaker, addressee, and absentee, and how to attribute verbs to them in different tenses, and observing the changes in the image of the verb when attributing according to whether it is correct or ill.	3	13
Questions based on Analysis and Composition, Class Assignments	Explanation and Application Direct Questions Online Presentation	Affirmation of Actions	Student Knowledge Acquisition In the concept of emphasis and how actions and changes are emphasized on the structure and weight of the verb	3	14

Classwork and written tests	lecture, whiteboard writing and presentation	Comprehensive Review	Enhance knowledge of previous concepts through feedback	3	15
12. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
13. Learning and Teaching Resources					
1 Ministerial Curriculum Vocabulary 2	Required Textbooks (Methodology, if any) Lieutenant prepared by the teacher				
1 Shaza Al-Arf in the Art of Morphology (Ahmed Al-Hamlawi)	Main References (Sources)				
1- Loyal Disbursement (Dr. Hadi Naha 2- The Polite in Morphology (Dr. Hash Taha Shalash and others)	Recommended books and references (scientific journals, reports...)				
1. Comprehensive Library- 2Ahl al-Bayt Library 3 Researcher Website	Electronic References, Websites				
1- Distribution of vocabulary to the first and second stages (i.e. addition of Course of Exchange to the Second Stage 2- Enhanced Spelling ("prima intermediate and extreme" hamza) 3- T (Tied and Extended T Fixed)	14. Curriculum Development Proposals				

Authentication of the Head of the Department


  
 رئيس قسم اللغة العربية والتربية الإسلامية

Approval of the Dean of the College


  
 د. طارق مطلق المالكي