

## Course Description Form

<b>1. Course Name</b>	
Grammar	
<b>2. Course Code</b>	
QS-22-02	
<b>3. Semester / Year</b>	
Second Semester / Second Phase / 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 / 3	
<b>7. Course administrator name (if more than one name mentioned)</b>	
Name: . Dr. Axem Ahmed Fayyad                      Email : <a href="mailto:akssam.fayad@uowa.edu">akssam.fayad@uowa.edu</a>	
<b>8. Course Objectives</b>	
<p>Cognitive Objectives    The student will be able to:</p> <p>1. Defines the concept of the course vocabulary, the concept transgression of the act, its necessity, and the transformation of necessary into transgressive</p> <p>The transgressor to the obligatory, then the object of it, its types, rulings, and the factor in it, the absolute effect is its types and its rulings and expressions, followed by the concept of its object its rulings and its expressions, then the effect with it and how</p> <p>It comes in the sentence and the rulings of its erection, and then the concept of exception and its types, as well as the ruling of the exception to it</p> <p>Then the exception is something else, a promise and a prohibition, and the rulings of its expression and its conditions, and this is followed by a concept</p> <p>The Condition, the Forms of the Subject as Knowledge, the Types of Situation between a Singular and a Sentence, and How to Differentiate</p>	<p><b>Course Objectives</b></p>

In the case of the adjective "adjective" and the ruling on defining denying at once, we then move on to the distinction

And the types of singular distinction in the connotations of distinctive and the observed sentence distinction, and how we define it and how it comes in

The sentence is transformed from a beginner, a subject, and an object with it.

Then dictate the places of the written Ta that are tied and simplified

2. Clarifies the syntactic provisions of grammatical concepts within the course.

3. Explains the grammatical positions of each concept. that nouns, verbs, and letters come (except for a promise and a prohibition)

4. Deduce the expression of these concepts and discover the conditions for their expression.

5. Expresses the examples given to him for each concept and in all cases.

6. It shows the difference between the adjective, the adjective, and the distinction, and identifies the places where the object is omitted.

7- Discusses the types of the owner of the case, and the absolute effect.

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

9. The worker shall be interpreted in the concept and conditions of work. It explains the expression of the exempt in the various types of exception, and explains the possibility of the occurrence of a denial and its conditions

10. Linking the previous grammar 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 Quranic text that includes the concepts of the course's vocabulary properly.

3. The student should be able to know, write, pronounce and employ the syntax sites correctly. He is able to employ numbers and match them within a literary text.

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

5. Appreciate the use of grammatical concepts in creative writings.

<p>6. He should indicate his opinion on the moral value that a Qur'anic verse directs us to in which the grammatical concept and its attachments have been employed.</p> <p>7. Students should be familiar with the ancient sources of grammar and how to study them (Ibn Aqeel as a model)</p> <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. Grammar should be used 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> <ol style="list-style-type: none"> <li>1- He embodies the moral values derived from Qur'anic examples, and is confident in the fields of life.</li> <li>2- Respects the plurality and difference in scientific opinions within methodology of scientific research and general orientations Islamic Sciences and Warith Al-Anbiya University.</li> <li>3- Contributes to community and cultural activities that build his social and scientific personality</li> <li>4- Practice self-criticism and meditation in light of active participation in the classroom</li> <li>5- The student's voluntary response in collecting some Qur'anic evidence to improve his level and level His peers in dealing with the Qur'anic text.</li> </ol>	
<b>9. Teaching and Learning Strategies</b>	
<ol style="list-style-type: none"> <li>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.</li> <li>2- Using e-learning means in clarification (PowerPoint) and displaying the lecture on the screen.</li> </ol>	<b>Strategy</b>

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

**Note:**

The following strategies can be mentioned according to the article:

- Use **interactive lectures** to present theoretical concepts in the course vocabulary, learn writing controls, and engage students in discussion and motivational questions.
- **Employ blended learning** by combining classroom lectures with online activities or content, including recorded recitations, digital lectures, virtual discussions, and online quizzes.
- Guide students **to read basic sources** of grammar, spelling, and calligraphy, and analyze them within assignments to enhance deep comprehension.
- Assigning students **to presentations** on selected topics from the course vocabulary, which develops summarizing, explanation, and communication skills.
- Conducting **hands-on workshops** in calligraphy, spelling, grammar and reporting, enabling the practice of research and applied skills.
- Promote **collaborative learning** through group projects or structured interpretive discussions, to develop dialogue and teamwork skills.
- Assigning students to **individual or group research projects** in the course vocabulary topics, using scientific methodology and academic documentation.

- Training students in **analytical and writing exercises** that require deriving concepts and meanings and linking them to reality.
- **Conduct discussions** based on Quranic values.
- Engaging students in **community service activities** related to the Holy Quran such as education or awareness, to enhance the practical impact of science in society.
- Encourage **self-reflection** by writing personal reflections that link what the student has learned to their behavior or attitudes in life.

### 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 realize their full potential and achieve their goals
- A philosophy that promotes critical thinking and active participation for them. Regardless of their level, the goal is to positively change their behavior, 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 and build Iraq on the path of Prophethood and Imamate.
- 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	Transgression and necessity in action	Student Knowledge Acquisition In the concept of the transgressive verb and the necessary verb and how the necessary act turns into	3	1

			transgressive and the transgressive into necessary, and the rulings on deleting it		
Direct questions Class assignments Oral test	Explanation of the board Application and interrogation, Online Presentation	Effect	Student Knowledge Acquisition In the concept of its object, its types, its rulings, and its expressions And the worker	3	2
Questions based on Analysis and Composition	Explanation of the board Direct Questions Online Presentation	Absolute effect	Student Knowledge Acquisition In the concept of the absolute effect, its types that are certain of its action, and the indication of its type, its number, and its deputies (the substitute for its action)	3	3
Miscellaneous Questions Brainstorming	Explanation of the board Application and direct questions Online Presentation	Effect (Effect for it)	Student Knowledge Acquisition In the concept of the object for its purpose as it shows the cause of the occurrence of the action and its form (deception and preposition) and its expression.	3	4

Miscellaneous Questions Class assignments (Monthly Exam 1)	Explanation on the board Application and Debates Online Presentation	Effect The Circumstance Time and Place	Student Knowledge Acquisition In the concept of the object in which the adverb of time and place and the Arabized conditions and the built conditions	3	5
Direct Questions Quizzes	Whiteboard Explanation, Class Discussions, Debates, and Electronic Presentation	Online Lecture Effect with him	Student Knowledge Acquisition In the concept of the object with him And how to express it and the aspects of expression	3	6
Brainstorming Class Tests	Explanation on the blackboard class discussions, debates and an electronic presentation	Exception 1	Student Knowledge Acquisition In the concept of exception and the pillars of the method of exception and its types	3	7
Direct Questions Quizzes	Explanation on the blackboard class discussions, debates and an electronic presentation	Exception 2 Exception Provision	Student Knowledge Acquisition In the rulings of exception and the forms of the expression of the one who is excluded from it	3	8
Questions based on Analysis and Composition,	Whiteboard Explanation & Application	Exception 3 Types of Exception	Student Knowledge Acquisition	3	9

Class Assignments	Direct Questions Online Presentation		In the exception of a promise and a void and a prohibition and how to express it in different cases		
Miscellaneous Questions Class assignments (Monthly Exam 2)	Whiteboard Explanation & Application Direct Questions Online Presentation	Status 1	Student Knowledge Acquisition In the definition in the concept of the case as it shows the form of a previous known noun called the subject of the case, and we get to know the types of singular and sentence cases	3	10
Direct Questions Electronic Tests Google Forums	Lecture Electronic	Status 2	Student Knowledge Acquisition In the concept of the case and the types of the subject of knowledge and how to distinguish between the case and the adjective and the distinction	3	11
Classwork and written tests	Explanation and Application Debates and Webinars	Discrimination 1	Student Knowledge Acquisition	3	12

			In the concept of discrimination as it is interpreted vaguely before it And we get to know the verbal distinction of the singular noun and its significance on weight, measure, measurement and number		
Questions based on Analysis and Composition, Class Assignments	Explanation and Application Direct Questions Online Presentation	Discrimination 2	Student Knowledge Acquisition In the concept of the noticeable distinction that lifts the thumb from the sentence before it and how it is transformed from a subject or a beginner or an object in it	3	13
Questions based on Analysis and Composition, Class Assignments	Explanation and Application Direct Questions Online Presentation	Dictation (Tied and Simplified T)	Student Knowledge Acquisition In the places of the tying and simplified writing of the	3	14
Classwork and written tests	Lecture, writing on the blackboard and displaying the lines electronically	Comprehensive Review	Sample questions for each of the course vocabulary	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 Explanation of Ibn Aqeel Part 2 The clear in grammar a morphology 3 Al-Kafi in the rules of spelling a writing For Ayman Amin Abdel Ghani 4 Spelling rules by Abd al-Sala Harun	Main References (Sources)
1- Collector of Arabic lessons Ghalayini 2 - Clear in grammar a expression 2- The Meanings of Grammar Fadel Al-Samarrai 3- Adequate grammar for Abb Hassan	Recommended books and references (scientific journals, reports...)
1. Comprehensive Library- 2Ahl al-Bayt Library 3 Researcher Website	Electronic References, Websites
1. Enhance dictation (tied and simplifi T). 2. Increasing the number of gramm hours for the second stage to enhance t The Practical Side.	Curriculum Development Proposals

Authentication of the head of the Department

رئيس قسم اللغة العربية والدراسات الإسلامية  
د. فهد بن علي

Approval of the Dean of the College

د. فهد بن علي