

Course Description Form

1. Course Name	
Islamic jurisprudence	
2. Course Code	
3. Semester / Year	
Second Semester / Second Stage / Academic Year 2025–2026	
4. Date this description was prepared	
28/1/2026	
5. Available Forms of Attendance	
Morning and evening	
6. Number of Hours (Total) / Number of Credits (Total)	
60 / 4	
7. Course administrator name (if more than one name mentioned)	
: Name: Eng. Dr. Abdul Sattar Jabbar Al-Jabri Email aljabbiryabdulsettar@gmail.com	
8. Course Objectives	
<p>Cognitive Goals The student will be able to:</p> <ol style="list-style-type: none"> 1- Knows the basic concepts and terms in Islamic jurisprudence 2- Explains the concepts and terms contained in Islamic jurisprudence 3- Distinguishes between the doctrines of Islamic jurisprudence 4- Analyzes jurisprudential opinions in Islamic jurisprudence <p>Skill Objectives The student will be able to:</p> <ol style="list-style-type: none"> 1- It is considered systematic scientific research in Islamic jurisprudence 2- Oral and Written Scientific Presentations in Islamic Jurisprudence 3- Distinguish in how the provisions of Islamic jurisprudence are used. 4- Actively participates in scientific discussions and participates in workshops Islamic jurisprudence. <p>Value Goals</p>	<p>Course Objectives</p>

<p>The student will be able to:</p> <ol style="list-style-type: none"> 1- Embodies the moral values derived from Islamic jurisprudence in life practice. 2- Respects the plurality and difference of scientific opinions within Islamic jurisprudence. 3- Contributes to community and cultural activities in the light of Islamic jurisprudence. 4- Practice self-criticism and meditation in the light of what he has learned from the interpretation of the verses of the rulings. 5- He will be able to evaluate the transactions he performs in the light of frameworks he has learned in his study of Islamic jurisprudence. 	
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<h3>9. Teaching and Learning Strategies</h3>
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<p>Teaching and Learning Strategies</p> <ol style="list-style-type: none"> 1. Using interactive lectures by involving the student in discussion, conducting surprise exams, and classroom activities that involve solving questions after focusing on groups. 2. Employing blended learning by taking advantage of the PowerPoint application, electronic tests, and electronic links, in addition to electronic resources related to the subject. 3. Directing students to review the narration and jurisprudential sources related to the subject to be discussed. 4. Asking each of the students to write in a specific title in Islamic jurisprudence. <p>Note: The following strategies can be mentioned according to the article:</p> <ul style="list-style-type: none"> • Using interactive lectures to present theoretical concepts in Engaging students with discussion and motivational questions. • Employ blended learning by combining classroom lectures with online activities or content, including recorded recitations, digital lectures, 	<p>Strategy</p>
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virtual discussions, and online quizzes.

- Guide students **to read essential sources** from books, and analyze them within study assignments to enhance deep understanding.
- Assign students **presentations** on selected topics from, which develops summarizing, explaining, and communication skills.
- Conducting **practical workshops** in, which allows the practice of research and applied skills.
- Promote **collaborative learning** through group projects or structured interpretive discussions, to develop dialogue and teamwork skills.
- Assign students to **individual or group research projects** in 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. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Week	The week
Classroom activity	Theoretical Explanation	The student will learn about the definition of Islamic jurisprudence and the stages of its development	The student will get to know the introduction to Islamic jurisprudence		1
Classroom activity	Theoretical Explanation	The five Islamic schools of thought: the reason for emergence and the points of convergence	The student will get to know the introduction to Islamic jurisprudence		2
Classroom activity	Theoretical Explanation	The student will learn about the difference between fiqh and sharia, and the department of fiqh	The student gets to know the entrance to Islamic jurisprudence		3
Classroom activity	Theoretical Explanation	How to Know Sharia Rulings - Sources of Islamic Jurisprudence	The student will get to know the introduction to Islamic jurisprudence		4
			First month exam		5
Classroom activity	Theoretical Explanation	The student gets to know the concept of purity and its sections	The student gets to know about purity		6
Classroom	Theoretical	The student will get acquainted with the concept of ablution, its rulings, conditions, and	The student gets to know the		7

Activity	Explanation	the ablution of the splint	rulings of ablution	
Classroom Activity	Theoretical Explanation	Ghusl its types, rulings, contradictions, and the rewarding ghusl for ablution	The student learns about washing	8
Classroom Activity	Theoretical Explanation	The student gets acquainted with the concept of disinfectants, their sections and evidences	Students learn about disinfectants	9
			Second Month Exam	10
Classroom Activity	Theoretical Explanation	The student gets to know the concept of prayer its pillars, its rulings.	The student gets to know the prayer	11
Classroom Activity	Theoretical Explanation	The student gets to know the concept of zakat its pillars, its rulings, and its deserving	The student gets to know about Zakat	12
Classroom Activity	Theoretical Explanation	The student gets to know the concept of the five rulings, its evidence, its pillars are deserved.	The student gets to know the khums	13
Classroom Activity	Theoretical Explanation	The student will get to know the concept of fasting, its conditions and provisions	The student learns about the description of fasting	14
Classroom Activity	Theoretical Explanation	The student gets to know the concept of Hajj, its conditions and provisions	The student gets to know Hajj	15

11. 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.

12. Learning and Teaching Resources

1	Required
2	Textbooks

4	3) thodology (if any ,
1 The Method of the Righteous by Sayyid Al-Sistani 2 Baghdad Fundamentalist School by Abdul Sattar Al-Jabri 3 Introduction to the book Jewels of Fiqh by Sheikh Subhani 4 Hajj rituals of Sayyid al-Sistani 5 The spiritual dimensions of Hajj Abdul Sattar Al-Jabri 6 The Jewels of Speech in the Explanation of the Laws Islam by Sheikh Hassan Al-Najafi 7 The Lush Gardens of the Bahraini Investigator	Main Reference (Sources)	
3	1 2	Recom mended books and referenc es scientific c journals, ..reports (.
4	1 2 3	Electronic ferences, Websites



Authentication of the Head of the Department Approval of the Dean of the College

د. هادي مطلق الساملي