

Course Description Form

1. Course Name	
Exchange	
2. Course Code	
GJ-21-SW	
3. Semester / Year	
Second Semester / Phase I / Academic Year 2025–2026	
4. Date this description was prepared	
1/ 2 /2026	
5. Available Forms of Attendance	
Morning – Evening	
6. Number of Hours (Total) / Number of Credits (Total)	
15 / 4	
7. Course administrator name	
Name: Eng. Dr. Axem Ahmed Fayyad Email akssam.fayad@uowa.edu.iq	
8. Course Objectives	
<p>Cognitive Objectives The student will be able to:</p> <p>1. Defines the concept of the course's vocabulary, speech and sections (noun, verb, letter, and then noun sections). and the characteristics of each), the first division (abstract and mor The second division (inanimate and derivative) is derivati (infinitive – the name of the subject) Noun of the object – adjective that is similar to the name of the subj – the name of preference – the name of time and place – the name the machine) Third Division: In terms of being masculine and feminine Fourth Division: In terms of being incomplete, shortened, elongated correct. The Fifth Division: In terms of being singular, duplicate, or plural Plural (masculine Salem - feminine Salem - plural of breaking - plu of few and plural plural of many) The concept of minimization and its weights – and the ratio and letters.</p>	<p>Course Objectives</p>

2. Clarifies the morphological provisions of the concepts within course vocabulary.
3. Explains the morphological positions of each concept and 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 Quranic 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)
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.
9. Employ morphological concepts in understanding the meaning, especially the Qur'anic text.
10. Students should participate in explaining the lectures to qualify students and enable them to understand the curriculum and

<p>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"> 1- It embodies moral values derived from Qur'anic examples. 2- Respects the plurality and difference in scientific opinions with the methodology of Scientific Research and Directions of the College of Islamic Sciences and the University of To the heirs of the prophets. 3- Contributes to community and cultural activities that build His social and scientific personality 4- Practice self-criticism and meditation in the light of active participation in Lesson 5- The student's voluntary response in collecting some evidence from Qur'anic studies to raise the level of the Qur'an and the level of its peers in dealing with the Qur'anic text. 	
9. Teaching and Learning Strategies	
<ol style="list-style-type: none"> 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. 2- Using e-learning means in clarification (PowerPoint) and displaying the lecture on the screen. 3- Applying the rules explained to the textbook in the explanation of Ibn Aqeel and promoting the use of Qur'anic examples. 4- Engage students in the lesson and use the group system and brainstorm to enhance the understanding of the scientific material. 5- Ask some students to explain an idea or issue within the topic of the lecture, and evaluate the answers from the students themselves in order to keep students attentive and enhance the topic and personality. -6 Providing students with lectures through the Moodle program. 	Strategy

Note: We

- Using **interactive lectures** to present the theoretical concepts of the course vocabulary, we remind the student of speech and its sections (noun, verb, letter, noun sections and the characteristics of each), the first division (abstract and more).
The second division (inanimate and derivative) - derivative (infinitive , noun of subject, noun of object- Adjective that is similar to the name of the subject – the name of the preference – the name of time and place – the name of the machine)
Third Division: In terms of being masculine and feminine
Fourth Division: In terms of being incomplete, shortened, elongated or correct.
The Fifth Division: In terms of being singular, duplicate, or plural
Plural (masculine Salem - feminine Salem - plural of breaking - plural of few and plural plural of many)
The concept of minimization – and proportionality. In clarifying the morphological provisions of the concepts within the vocabulary of the course.
Learn the rules of writing, while engaging students with 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, morphology, and reporting, allowing for 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,

<p>Using scientific methodology and academic documentation.</p> <ul style="list-style-type: none"> • Training students in analytical and writing exercises that require deriving concepts and meanings and linking them to reality. • Conduct discussions based on Quranic values. • Engaging students in community service activities related to the Holy Quran such as education or awareness, to enhance the practical impact of science in society. • Encourage self-reflection by writing personal reflections that link what the student has learned to their behavior or attitudes in life. 	
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.10 My Educational Philosophy

My philosophy of teaching:

- 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	Talking about the name and its sections	Student Knowledge Acquisition In the concept of the noun and its features and divisions after reminding him of the sections of	1	1

			speech noun and verb and letter		
Direct questions Class assignments Oral test	Explanation on the board Application and interrogation, Online Presentation	The abstract and more	Student Knowledge Acquisition In the concept of the abstract and more and identifying the letters of increase and their position in the morphological balance	1	2
Questions based on Analysis and Composition	Explanation on the board Direct Questions Online Presentation	The rigid and the derivative	Student Knowledge Acquisition In the concept of the rigid in its inanimate nature and the rigid meaning "source" And so is the concept of derivative.	1	3
Miscellaneous Questions Brainstorming	Explanation on the board Application and direct questions Online Presentation	Source Derivatives (The name of the subject-Object Name)	Student Knowledge Acquisition In the concept of the infinitive, its types and weights, and then for the types derivatives, we start with the name of the subject, its weight and its formulation as well as the name of the subject. Effect Formulation and Weights	1	4

Miscellaneous Questions Class assignments (Monthly Exam)	Explanation on the board Application and Debates Online Presentation	Suspicious adjectives In the name of the doer	Student Knowledge Acquisition In the concept of the adjective that is similar to the name of the subject, the way it is formulated, and its weights	1	5
Direct Questions Quizzes	Whiteboard Explanation, Class Discussions, Debates, and Electronic Presentation	Online Lecture Preference Name	Student Knowledge Acquisition In the concept of the name of preference and the conditions of its formulation and its weights	1	6
Brainstorming Class Tests	Explanation on the blackboard class discussions, debates and an electronic presentation	Name of time and place	Student Knowledge Acquisition In the concept of the name of time and place, its weights, and the way it is formulated	1	7
Direct Questions Quizzes	Explanation on the blackboard class discussions, debates and an electronic presentation	Machine Name	Student Knowledge Acquisition In the concept of the name of the machine, its weights, and the way it is formulated	1	8
Questions based on Analysis and Composition Class Assignments	Whiteboard Explanation & Application Direct Questions Online Presentation	Third division of the name In terms of being masculine and female	Student Knowledge Acquisition On the effect of remembrance, feminization, types of	1	9

			femininity and its signs		
Miscellaneous Questions Class assignments (Monthly Exam)	Whiteboard Explanation & Application Direct Questions Online Presentation	Division IV In terms of the origin of the name Incomplete or limited Or elongated or truncated	Student Knowledge Acquisition In the definition of the concept of the incomplete noun and the confined noun and its positions in the sentence and how to distinguish the deficient from the deficient From the extended from the saheeh	1	10
Direct Questions Electronic Tests Google Forums	Lecture Electronic	The fifth division in terms of being singular, or duo, or plural.	Student Knowledge Acquisition In the concept of singularity, Deuteronomy, the signs of the muthanna and what is attached to it, as well as the plural, its signs, and the types of plurals (masculine Salem – Salem feminine plural – plural breaking "few and many")	1	11
Classwork and written tests	Explanation and Application Debates and Webinars	Plural of oligons	Student Knowledge Acquisition	1	12

			In the concept of the plural of the few and its weights		
Questions based on Analysis and Composition Class Assignments	Explanation and Application Direct Questions Online Presentation	Plurality	Student Knowledge Acquisition In the concept of plural of plurality	1	13
Questions based on Analysis and Composition Class Assignments	Explanation and Application Direct Questions Online Presentation	Minimization and proportion In Arabic	Student Knowledge Acquisition In the concept of minimization - its weights - purposes and conditions And in the concept of ratio, what are its letters, and the relation to the extended name.	1	14
Classwork and written tests	Lecture, writing on the blackboard and displaying the lines electronically	Dictation (Tied and Simplified T)	Student Knowledge Acquisition In the places of the tying and simplified writing of the	1	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					
Ministerial Curriculum Vocabulary 1 2 3	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)				

<p>1- Clear Disbursement (Abdul-Jabbar Nayla) 2- The Polite in Morphology (Dr. Hashem Taha Shalash and others)</p>	<p>Recommended books and references (scientific journals, reports...)</p>
<p>1. Comprehensive Library- 2Ahl al-Bayt Library 3 Researcher Website</p>	<p>Electronic References, Websites</p>
<p>-1 Spell Enhancement (Tied T-Band and T-Simplified)</p>	<p>14. Curriculum Development Proposals</p>



Handwritten signature and stamp of the Head of the Department. The stamp is circular and contains Arabic text. The signature is in blue ink and reads "م. د. محمد علي جواد" (M. Dr. Mohamed Ali Jواد) and "رئيس قسم اللغة العربية" (Head of the Arabic Language Department).

Authentication of the Head of the Department



Handwritten signature of the Dean of the College in blue ink, reading "د. فهد بن علي السالم" (Dr. Fahd bin Ali Al-Salm).

Approval of the Dean of the College