Course Description Form

1. Course Name
Grammar

Course Code .2
GJ-24-SW

3. Semester / Year
Second Semester / Fourth Stage / Academic Year 2025−2026

Date this description was prepared .4
1/ 2 /2026

5. Available Forms of Attendance
Morning – Evening

Number of Hours (Total) / Number of Credits (Total) .6
45 / 3

7. Course administrator name (if more than one name mentioned)
Name: Eng. Dr. Axem Ahmed Fayyad   Emai akssam.fayad@uowa.edu.iq

8. Course Objectives	
Cognitive Objectives The student will be able to:	**Course Objectiv**
1. Defines the concept of the course's vocabulary, the method of department (its concept, tools, and expression) – and then the method of condition. (The concept of the condition, its pillars - and its types * The method of definitive condition, its tools and expression* the method of the conditio The non-assertive, its tools and its expression: the conjugation of the answ to the condition with the fulfillment and its expression * The assertion of answer to the request). The method of temptation (its concept, its pillars and its expression) - 1 method of warning (its concept, its pillars and its expression) Method of Competence (Conceptualization, Conditions and Expression Number (Concept and Types*, and Matching the Number to the Number) Then the metonyms of the number, its meanings, and the conditions of expression – then the forbidden to conjugate (its concept and expression What is forbidden for one reason and forbidden for two reasons – th dictation is the places where the tying of the Ta is tied and simplified.	

2. Clarifies the syntactic provisions of grammatical concepts within course.
3. Explains the grammatical positions of each concept.
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. Shows the difference between the method of the definitive and non-assertive condition.
It identifies the places where the answer to the condition is coupled with the fulfillment
It shows the difference between the singular, the complex, the inflected number, and the matching of the number to the number. It shows the difference between what is forbidden to spend for one or two reasons.
7- It discusses the pillars of the method of warning, temptation, and competence.
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.
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.
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.
7. Students should be familiar with the ancient sources of grammar and how to study them (Ibn Aqeel as a model)
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. Grammar should be used 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 strengthen their personalities. Actively participate in scientific discussions, seminars, and group learning circles.

Value Goals

The student will be able to:

1– It embodies moral values derived from Qur'anic examples.

2– Respects the plurality and difference in scientific opinions within the methodol
of
Scientific Research and Directions of the College of Islamic Sciences and 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 light of active participation in the classrc

5– The student's voluntary response in collecting some Quranic evidence
improve his level and the level of his peers in dealing with the Qur'anic text

9. Teaching and Learning Strategies	
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. **Note:**	**Strategy**

The following strategies can be mentioned according to the article:

- Using **interactive lectures** to present theoretical concepts in the course vocabulary, 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, 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 t course vocabulary topics, using scientific methodology a 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 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	Watches	The week
Feedback Some demands Previous Stage Miscellaneous Questions	Lecture and discussion Whiteboard and electronic presentation	Prohibited from disbursement 1	Student Knowledge Acquisition In the concept of what is forbidden from disbursement its types A. Prohibited for one reason	3	1
Direct question Class assignments Oral test	Explanation on the board Application and interrogation, Online Presentation	Prohibited from disbursement 2	Student Knowledge Acquisition B. In the case of the forbidden disbursement for two reasons. How to express the noun that is prohibited from conjugation, and when can the noun that is forbidden from be dismissed	3	2
Questions based on Analysis and Composition	Explanation on the board Direct Questions	Issue 1 Types of Issue and matching Number and Coun	Student Knowledge Acquisition In knowing the types of number	3	3

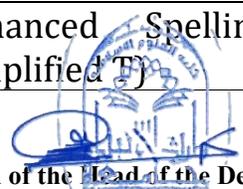|					
	Online Presentation		and matching the number and the number		
Miscellaneou s Questions Brainstorming	Explanation or the board Application and direct questions Online Presentation	Issue 2 Define the numbe as And the number on the weight of a active Expression of the number	Student Knowledg Acquisition Define the number as And in its formulation on the weight of an actor And the expressio of the number and the number	3	4
Miscellaneou s Questions Class assignments onthly Exam 1)	Explanation or the board Application and Debates Online Presentation	Issue 3 Issue Themetonyr	Student Knowledg Acquisition In the concept of number metonyms (How much is interrogative - how much is news - as where - such) and its expression	3	5
Direct Questio Quizzes	Whiteboard Explanation, Class Discussions, Debates, and Electronic Presentation	Online Lecture Jurisdiction Metho	Student Knowledg Acquisition In the concept of competence and its condition after the speaker's pronoun and its expressions	3	6
Brainstorming Class Tests	Explanation or the blackboard class discussio debates and ar	Temptation and Warning2	Student Knowledg Acquisition	3	7

	electronic presentation		In the caller built in a monument Special Cases in th Call		
Direct Questio Quizzes	Explanation or the blackboard class discussio debates and ar electronic presentation	Section 1 Method	Student Knowledg Acquisition In the concept of the department (its concept - tools and conditions)	3	8
Questions base on Analysis and ,Composition Class Assignments	Whiteboard Explanation & Application Direct Questions Online Presentation	Section 2 Method Expression	Student Knowledg Acquisition In the expression of the method of oath - and (the opinion of the grammarian if a condition and an oath are combined)	3	9
Miscellaneou s Questions Class assignments onthly Exam 2)	Whiteboard Explanation & Application Direct Questions Online Presentation	Condition 1 metho Deterministic Condition Method	Student Knowledg Acquisition In the definition of the concept of the condition and the knowledge of its elements Familiarity with the method of the definitive condition and its tools (The letters of the condition and the names of the condition	3	10

			and their expressions)		
Direct Questions Electronic T oogle Forum	Lecture Electronic	Condition 2 Metho Condition Method Assertion	Student Knowledg Acquisition In the concept of the method of the non-deterministic condition (His tools - non-definite conditional nouns and non-definite conditional letters "lo-lola" and their expressions)	3	11
lasswork and written tests	Explanation ar Application Debates and Webinars	Condition 3 metho Answer Coupling Condition of fulfillment	Student Knowledg Acquisition In the concept of the coupling of the answer of the condition with fulfillment and the conditions of the conjunction and how to express	3	12
Questions base on Analysis and ,Composition Class Assignments	Explanation and Application Direct Questions Online Presentation	Condition 4 metho Certainty in the answer to the request	Student Knowledg Acquisition In the concept of assertiveness in the answer to the request (the command "the verb of the command - the	3	13

			present tense preceded by the word of the command" and the prohibition) and how to express it		
Questions base on Analysis and ,Composition Class Assignments	Explanation and Application Direct Questions Online Presentation	Negation Method 1	Student Knowledg Acquisition In the definition of the concept of negation Tools of Negation Places of negation	3	14
Classwork a written tests	Lecture, writin on the blackboard an displaying the lines electronically	Dictation (Tied an Simplified T)	Student Knowledg Acquisition In the places of the tying and simplified writing of the	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

Ministerial Curriculum Vocabulary 1 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	Recommended books and references (scientific journals, reports…)

2 – Clear in grammar a expression 2- The Meanings of Grammar Fadel Al-Samarrai 3- Adequate grammar for Abl Hassan	
1. Comprehensive Library- 2Ahl al-Bayt Library 3 Researcher Website	Electronic References, Websites
1- Enhanced Spelling (Tied a Simplified T)	Curriculum Development Proposals