

Course Description Form

1. Course Name

History of the Abbasid Empire 334 AH - 656 AH

2. Course Code :

3. Semester / Year

Second semester 2023/2024, third stage

4. Description Preparation Date:

٢٠٢٤/٣/١٥

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

٣٠ hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name

Prof. Dr. Riyadh Rahim Hussein

Email: ryadalsfrany@mu.edu.iq

8. Course Objectives

History of the emergence of states

Introducing the caliphs of the Abbasid state

Reasons for the weakness of the military institution

The relationship of the Alawites to the Abbasid rulers

Explaining the dominance of foreign elements over political decisions

Reasons for the weakness of states and the Abbasid state

Reasons for the decline and weakness of the Islamic world and the fall of Baghdad



9. Teaching and Learning Strategies

the explanation

- Brainstorming
- Dialogue and discussion
- Use references and sources
- Using modern teaching means
- Assigning students to research papers

10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Daily participation	Lecture and discussion	Introduction to the Abbasid state	The cognitive, skill and emotional domain.	3	First Week
Daily participation	Lecture and discussion	The Buyids, their origin and upbringing	The cognitive, skill and emotional domain	3	Second Week
Quiz	Lecture and discussion	The emergence of Bani Buyeh	The cognitive, skill and emotional domain.	3	Third Week
Daily participation	Lecture and discussion	Their sphere of influence	The cognitive, skill and emotional domain	3	Fourth week
Daily participation	Lecture and discussion	Control of Iran	The cognitive, skill and emotional domain.	3	Fifth week
Daily participation		Control of Baghdad	The cognitive, skill and emotional domain	3	Sixth week
Quiz	Lecture and discussion	Weakness of Buyid influence	The cognitive, skill and emotional domain.	3	seventh week
Daily participation	Lecture and discussion	First month test	The cognitive, skill and emotional domain	3	eighth week
Daily participation	Lecture and discussion	Seljuks	The cognitive, skill and emotional domain.	3	ninth week
Quiz	Lecture and discussion		The cognitive, skill and emotional domain	3	tenth week
Daily participation	Lecture and discussion	The conflict between the Seljuks and the Ghaznids o	The cognitive, skill and emotional domain.	3	eleventh week
Daily participation	Lecture and discussion	Control of Iran	The cognitive, skill and emotional domain	3	The twelfth week
Daily participation	Lecture and discussion	Control of Baghdad	The cognitive, skill and emotional domain	3	thirteenth week



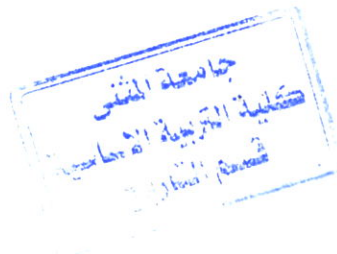
Daily participation	Lecture and discussion	The Mongols and the fall of Baghdad	The cognitive, skill and emotional domain.	3	Fourteenth week
Daily participation		Second month test	The cognitive, skill and emotional domain	3	Fifteenth week

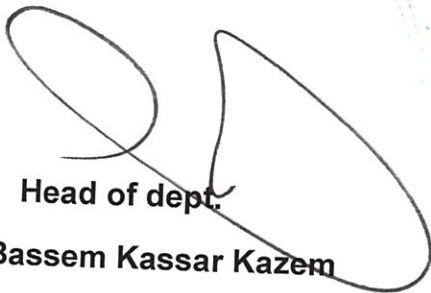
11. Course Evaluation


Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.

12. Learning and Teaching Resources

Required textbooks	History of the Abbasid State / Khalil Ibrahim Al-Samarrai and others
Main references (sources)	The Abbasid Empire: Unknown author
Recommended books and references (scientific journals, reports...)	Ibn al-Atheer: Al-Kamil fi al-Tarikh
Electronic References, Websites	I don't recommend it




 Head of dept.
 Prof. Bassem Kassar Kazem


 Lecturer
 Prof. Dr. Riyad Rahim Hussein



Course Description Form

1. Course Name

Countries and Emirates of the Islamic levant.

2. Course Code :

3. Semester / Year

First semester 2023/2024

4. Description Preparation Date:

2024/3/17

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

30hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name: Raheem Ali Sayah

Email: raheem.a.sayah@mu.edu.iq

8. Course Objectives

Providing the student with the necessary knowledge regarding Islamic Emirates in the Levant which contributes to the preparation of a university teacher capable of performing his duty correctly.

9. Teaching and Learning Strategies

- the explanation
- Brainstorming
- Dialogue and discussion
- Use references and sources
- Using modern teaching means
- Assigning students to research papers

10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
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Daily participation	Lecture and discussion	The condition of the abbasid caliphate and its impact on the rise of Emirates .	The cognitive, skill and emotional domain.	2	First Week
Daily participation	Lecture and discussion	Abrief overview of the countries of the East The Islamic Emirates. /The Tahiri Emirate	The cognitive, skill and emotional domain	2	Second Week
Quiz	Lecture and discussion	The Zaidi Emirate.	The cognitive, skill and emotional domain.	2	Third Week
Daily participation	Lecture and discussion	The Saffarid Emirate	The cognitive, skill and emotional domain	2	Fourth week
Daily participation	Lecture and discussion	The Samanid Emirate	The cognitive, skill and emotional domain.	2	Fifth week
Daily participation		First month test	The cognitive, skill and emotional domain	2	Sixth week
Quiz	Lecture and discussion	The Fatimid Emirate	The cognitive, skill and emotional domain.	2	seventh week
Daily participation	Lecture and discussion	The Fatimid Emirate	The cognitive, skill and emotional domain	2	eighth week
Daily participation	Lecture and discussion	The Ghaznavid Emirate	The cognitive, skill and emotional domain.	2	ninth week
Quiz	Lecture and discussion	The Ghurian Emirate	The cognitive, skill and emotional domain	2	tenth week
Daily participation	Lecture and discussion	The Hamdanid Emirate	The cognitive, skill and emotional domain.	2	eleventh week
Daily participation	Lecture and discussion	The Visiting Emirate	The cognitive, skill and emotional domain	2	The twelfth week
Daily	Lecture and	Second month test	The cognitive,	2	thirteenth



participation	discussion		skill and emotional domain		week
Daily participation	Lecture and discussion	Emirate of Al_Uqailiya	The cognitive, skill and emotional domain.	2	Fourteenth week
Daily participation		The Khwarezmian Emirate.	The cognitive, skill and emotional domain	2	Fifteenth week

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.

12. Learning and Teaching Resources

Required textbooks	تاريخ الدويلات العربية والإسلامية في المشرق والمغرب/ خاشع المعاضيدي
Main references (sources)	الدويلات المستقلة في مستهل الخلافة العباسية/ عصام الدين الفقي
Recommended books and references (scientific journals, reports...)	موجز تاريخ دويلات المشرق الاسلامي/ احمد عدوان
Electronic References, Websites	file:///C:/Users/AlQamoos/Desktop

Head of dept.

Asst.prof.Bassem Kassar Kadim



Lecturer

Prof.Raheem Ali Sayah



Course Description Form

1. Course Name

History of the Umayyad state

2. Course Code :

3. Semester / Year

first semester 2023/2024, fourth stage

4. Description Preparation Date:

٢٠٢٤/١١/٢٨

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

٣٠ hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name M. Dr. Muhammad jabbar khuder

Email: mohammedkhudair@mu.edu.iq

8. Course Objectives

Enabling students to know and understand the development of general conditions in Iraq
Enabling students to know and understand the most important historical events in Iraq
coinciding with the British occupation and its impact on Iraq + Enabling students to know
most important sources and references used in teaching the subject + Enabling students
analyze historical events

9. Teaching and Learning Strategies

- View article
- Brainstorming
- Dialogue and discussion
- Use references and sources
- Using modern teaching means
- Assigning students to research papers



Course Description Form

1. Course Name

History of the Umayyad state

2. Course Code :

3. Semester / Year

second semester 2023/2024, third stage

4. Description Preparation Date:

٢٠٢٤\١\٢٨

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

٣٠ hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name M. Dr. Muhammad jabbar khuder

Email: mohammedkhudair@mu.edu.iq

8. Course Objectives

Enabling students to know and understand the development of general conditions in Iraq
Enabling students to know and understand the most important historical events in Iraq
coinciding with the British occupation and its impact on Iraq + Enabling students to know
most important sources and references used in teaching the subject + Enabling students
analyze historical events

9. Teaching and Learning Strategies

- View article
- Brainstorming
- Dialogue and discussion
- Use references and sources
- Using modern teaching means
- Assigning students to research papers



10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	The outbreak of World War I and the British occupation of Iraq	The cognitive, skill and emotional domain.	2	First Week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	The twentieth revolution and its importance in confronting the British occupation	The cognitive, skill and emotional domain	2	Second Week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Establishing national rule in Iraq and establishing monarchy	The cognitive, skill and emotional domain.	2	Third Week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Iraqi-British -١٩٢٢ relations ١٩٣٢	The cognitive, skill and emotional domain	2	Fourth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	National movements and their impact on the Iraqi street	The cognitive, skill and emotional domain.	2	Fifth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Iraq during the reign of King ١٩٢٩-١٩٢٣ Ghazi	The cognitive, skill and emotional domain	2	Sixth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the	First month exam	The cognitive, skill and emotional domain.	2	seventh week



	cooperative learning method				
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	National clubs and associations	The cognitive, skill and emotional domain	2	eighth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	١٩٤١ The May Revolution: causes and results	The cognitive, skill and emotional domain.	2	ninth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Iraq and the post-World War II world	The cognitive, skill and emotional domain	2	tenth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Constitutional life in Iraq	The cognitive, skill and emotional domain.	2	eleventh week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	The rise of the national movement in Iraq	The cognitive, skill and emotional domain	2	The twelfth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Iraq and Western alliance projects	The cognitive, skill and emotional domain	2	thirteenth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Second month exam	The cognitive, skill and emotional domain.	2	Fourteenth week
Preparing a paper on the topic and	Discussion, asking	The policy of international	The cognitive, skill and emotional domain	2	Fifteenth week



conducting a test for students	questions, and using the cooperative learning method	alliances and blocs			
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11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.

12. Learning and Teaching Resources

Required textbooks	Th A book on the history of contemporary Iraq
Main references (sources)	History of Iraqi ministries - Modern and contemporary history of Iraq - Iraqi tribes
Recommended books and references (scientific journals, reports...)	Theses, dissertations, and research published in respected scientific journals
Electronic References, Websites	The electronic library of the Hussein and Abbasid shrines Global electronic libraries www.islamichistory.net www.almeshkat

Head of Department

a. M. Dr. Bassem Kassar Kazem



Lecturer

M. Dr. Muhammad jabbar khuder



Course Description Form

1. Course code name	History of Asia
2- Course code	-
3- semester\ year	First Semester\2023-2024\Second Phase
4- Description Preparation Date	3\10\2023
5- Available Attendance Forms	Attendance in Classrooms
6- Number of Credit Hours(Total)\ Number of Units(Total)	30 Hours\ 30 Units
7- Course administrator's name	Fatimah Jasim Khiraijan fatamagasam@mu.edu.iq
8- Course objectives: To enable students to know and understand the history of this part of the world, which has become an important part in the modern global economic structure, and to highlight the main political forces included in the term Asia and the importance of their influence, especially the countries of Japan and China and other countries such as Indonesia, Malaysia and others, and their political formations with Enabling students to know the most important sources and references used in teaching the subject.	

9- Teaching and learning strategies

Use synchronous lectures, audio explanations, presentations, brainstorming, dialogue and discussion.

students	asking questions		such as Uzbekistan, Turkmenistan, and Tajikistan		
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Middle Asia	Enabling students to know and understand Central Asian countries such as Turkmenistan, Kazakhstan, and Kyrgyzstan	2	11
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Vietnam	Enable students to know and understand French control over Vietnam and the National Movement	2	12
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Vietnam	Enable students to know and understand the role of Ho Chi Minh, the Vietnamese Revolution and the Battle of Dien Bien Phu	2	13
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	India	Enable students to know and understand the geographical location and the Indian Revolt of 1758	2	14
	Quiz			2	15

11-Course Evaluation

Required prescribed books

Main references (sources)

Muhammad Ali Al-Quzi and Hassan Al-Hallaf, History of the Far East
 Milad Al-Megrahi, Modern and Contemporary History of Asia
 Nouri Abdel Hamid Al-Ani and others, Modern and Contemporary History of Asia

Recommended books and references (scientific journals, reports,....)

Muntaha Talib Salman, Modern and Contemporary History of Asia
 Ismail Yaghi, Modern History of East Asia, University Book House, Riyadh 1994.

Electronic references, Internet sites

www.archive.org

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Lecturer

Dr. Fatimah Jasim Khiraijan



Course Description Form

1. Course code name	Contemporary world history
2- Course code	-
3- semester\ year	First Semester\2023-2024\There Phase
4- Description Preparation Date	3\10\2023
5- Available Attendance Forms	Attendance in Classrooms
6- Number of Credit Hours(Total)\ Number of Units(Total)	30 Hours\ 30 Units
7- Course administrator's name	Fatimah Jasim Khiraijan fatamagasam@mu.edu.iq
8- Course objectives: Enabling students to know and understand the most prominent political events that the world has gone through and trying to understand them + Enabling students to know and understand the reasons for the outbreak of the First and Second World Wars + Enabling students to compare and contrast between the First and Second World Wars and the Cold War + Enabling students to know and distinguish Between international alliances and blocs before and after the war + enabling students to know the most important sources and references used in teaching the subject + trying to instill virtuous and noble values in students such as love of the homeland and rejecting division and rivalry.	

9- Teaching and learning strategies

Use synchronous lectures, audio explanations, presentations, brainstorming, dialogue and discussion.

the topic and conducting a test for students	the lecture, discussion, and asking questions	the United Nations	know and understand how the United Nations came into being and what its formations are		
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Postwar state policy and the Marshall Plan	Enable students to know and understand what the goals of the Marshall Project are	2	11
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	cold War	Enabling students to know and understand what the Cold War is and its stages	2	12
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	International alliances and crises	Enabling students to know and understand international alliances and crises	2	13
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Non-Aligned Movement and European Market Participation	Enabling students to know and understand the Non-Aligned Movement and the participating European market	2	14
	Quiz			2	15

11-Course Evaluation

Required prescribed books	Abdul Wahab Al-Qaisi and others, History of the Contemporary World
Main references (sources)	Jalal Yahya, Modern and Contemporary European History
Recommended books and references (scientific journals, reports,....)	Journal of International Politics, Abdel Azim Ramadan, History of Europe and the Modern World
Electronic references, Internet sites	www.archive.org

Handwritten signature in blue ink: *Fatimah Jasim Khirajjan*

Official stamp of the Faculty of Education, Al-Qadisiyah University, Iraq. The stamp contains the text: *جامعة القادسية*, *كلية التربية*, *القادسية*, *الكويت*.

Lecturer
Dr. Fatimah Jasim Khirajjan



Course Description Form

1. Course code name	Historical research method
2- Course code	-
3- semester\ year	Second Semester\2023-2024\Second Phase
4- Description Preparation Date	21\1\2024
5- Available Attendance Forms	Attendance in Classrooms
6- Number of Credit Hours(Total)\ Number of Units(Total)	30 Hours\ 30 Units
7- Course administrator's name	Fatimah Jasim Khiraijan fatamagasam@mu.edu.iq
8- Course objectives: Enabling students to know and understand the most prominent definitions of history and the origin and meaning of the word history. Enabling students to know the sciences related to history. Enabling students to know the most important sources that help in writing history. Enabling students to analyze and compare events through a scientific reading of them. Enabling students to know the benefits of history in order to prepare to face the challenges of the future.	

9- Teaching and learning strategies

Use synchronous lectures, audio explanations, presentations, brainstorming, dialogue and discussion.

conducting a test for students	discussion, and asking questions	material	principles of historical research		
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Writing the research and its sections	Enabling students to know how to write historical research	3	11
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	A system of footnotes, tabulation, diligence, conclusion, and reasoning	Enable students to know how to arrange research margins	3	12
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Modern technologies and historical research Electronic sources	Enabling students to know how to record and arrange electronic resources	3	13
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	The virtual library, websites, electronic links, electronic extraction and its proportions	Enabling students to know how to deal with sources and websites taken from the Internet	3	14
	Quiz				15

11-Course Evaluation

Required prescribed books	-
Main references (sources)	Abdel Wahed Thanoun/Historical Research Methodology
Recommended books and references (scientific journals, reports,....)	Muhammad Mohsen Hussein\Historical Research Methodology.
Electronic references, Internet sites	www.archive.org

Lecturer
Dr. Fatimah Jasim Khiraijan



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Course Description Form

1. Course Name

History of the Umayyad state

2. Course Code :

3. Semester / Year

Second semester 2023/2024, second stage

4. Description Preparation Date:

٢٠٢٤/٢/٧

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

٣٠ hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name: a. M. Dr. Muhammad Wadi Shanawa

Email: alkrytymhmd@mu.edu.iq

8. Course Objectives

1. Understanding historical events and their interconnectedness.
2. Understanding the reasons for the emergence and fall of states.
3. Introducing the civilization of the Arab Islamic state.

9. Teaching and Learning Strategies

- View article
- Brainstorming
- Dialogue and discussion
- Use references and sources
- Using modern teaching means
- Assigning students to research papers



10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Reports	Lecture and discussion	The emergence of the Umayyad state	The cognitive, skill and emotional domain.	2	First Week
research	Lecture and discussion	The succession turned into a hereditary system	The cognitive, skill and emotional domain	2	Second Week
Direct questions	Lecture and discussion	The transfer of the capital of the Islamic State to Damascus, and the characteristics of Umayyad rule	The cognitive, skill and emotional domain.	2	Third Week
Study assignments	Lecture and discussion	Opposition to the Umayyad authority	The cognitive, skill and emotional domain	2	Fourth week
Joint reports	Lecture and discussion	The renaissance of Imam Hussein (peace be upon him) and the Alawite revolutions	The cognitive, skill and emotional domain.	2	Fifth week
Daily participation		Abdullah Ibn Al-Zubair movement	The cognitive, skill and emotional domain	2	Sixth week
Quiz	Lecture and discussion	Kharijites and other movements	The cognitive, skill and emotional domain.	2	seventh week
Classwork assignments	Lecture and discussion	The expansion of the Arab Islamic state in the Umayyad era	The cognitive, skill and emotional domain	2	eighth week
Daily participation	Lecture and discussion	Widening from the east	The cognitive, skill and emotional domain.	2	ninth week
Quiz	Lecture and discussion	Widening from Morocco	The cognitive, skill and emotional domain	2	tenth week
Daily participation	Lecture and discussion	The administrative and financial system in the Umayyad era	The cognitive, skill and emotional domain.	2	eleventh week



Daily participation	Lecture and discussion	Arabization of offices and coinage	The cognitive, skill and emotional domain	2	The twelfth week
Daily participation	Lecture and discussion	The economic activity	The cognitive, skill and emotional domain	2	thirteenth week
Daily participation	Lecture and discussion	Army, fleet, urban activity, and foreign relations	The cognitive, skill and emotional domain.	2	Fourteenth week
Daily participation		Factors of the collapse of the Umayyad state	The cognitive, skill and emotional domain	2	Fifteenth week

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.

12. Learning and Teaching Resources

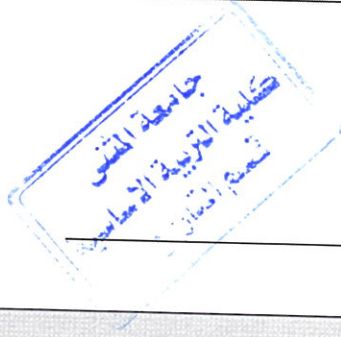
Required textbooks	There are no prescribed books and requires visiting the library and websites
Main references (sources)	Al-Tabari: The History of Messengers and Kings, Al-Yaqoubi: The History of Al-Yaqubi, Al-Masoudi: The Meadows of Gold, Hussein Atwan: The Shura Council in the Umayyad Era.
Recommended books and references (scientific journals, reports...)	Theses, dissertations, and research published in respected scientific journals
Electronic References, Websites	The electronic library of the Hussein and Abbasid shrines Global electronic libraries www.islamichistory.net www.almeshkat

Head of Department

a. M. Dr. Bassem Kassar Kazem

Lecturer

a. M. Dr. Muhammad Wadi Shanawa



Course description form

١. اسم المقرر

History of Andalusia

٢. رمز المقرر:

٣. الفصل / السنة / المرحلة

Second semester 2023/2024, third stage

٤. تاريخ إعداد هذا الوصف

٢٠٢٣ - ٩ - ١

٥. أشكال الحضور المتاحة

Inside the classrooms

٦. عدد الساعات الدراسية (الكلية) / عدد الوحدات (الكلية)

hours/30 units /30

اسم مسؤول المقرر الدراسي

Dr. Saad Ibrahim

الايمل : saad.i.mohamme@mu.edu.iq

٧. اهداف المقرر

Objectives of the study subject

Andalusia had an impact on the history of the Arab Islamic state and its civilization due to its close connection with the East on the one hand and the Arab Maghreb on the other hand. Therefore, the history of Andalusia includes its study before the Islamic conquest, the motives for the conquest, and the operations of Musa bin Nusayr and Tariq bin Ziyad. It also deals with the eras of Andalusia, such as the era of the governors, the emirate, and the caliphate, which witnessed historical events and developments. A mission that had an impact on the entire Islamic Maghreb and the Islamic world. We deal with the fall of the caliphate, strife, the sectarian states, and the role of the Almoravids and then the Almohads in Andalusia until we reach the fall of Granada

٨. استراتيجيات التعليم والتعلم

Using a creative thinking method to come up with new ideas and solve problems is called brainstorming
Discussion
Using reference
Assigning students to research paper

Strategy



٩. بنية المقرر

الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
الاول	٣	The cognitive, skill and emotional domain	التعريف ببلاد الاندلس	محاضرة ومناقشة	مشاركة يومية
الثاني	٣	The cognitive, skill and emotional domain	جغرافية الاندلس	محاضرة ومناقشة	مشاركة يومية
الثالث	٣	The cognitive, skill and emotional domain	الاندلس قبل الفتح العربي الاسلامي	محاضرة ومناقشة	امتحان يومي
الرابع	٣	The cognitive, skill and emotional domain	دوافع الاندلس وبواكير الفتح	محاضرة ومناقشة	مشاركة يومية
الخامس	٣	The cognitive, skill and emotional domain	فتوحات طارق بن زياد	محاضرة ومناقشة	مشاركة يومية
السادس	٣	The cognitive, skill and emotional domain	فتوحات موسى بن نصير	محاضرة ومناقشة	
السابع	٣	The cognitive, skill and emotional domain	استكمال الفتوحات بعد الوصول لطليطله	محاضرة ومناقشة	امتحان يومي
الثامن	٣	The cognitive, skill and emotional domain	عصر الولاة	محاضرة ومناقشة	مشاركة يومية
التاسع	٣	The cognitive, skill and emotional domain	=	محاضرة ومناقشة	مشاركة يومية
العاشر	٣	The cognitive, skill and emotional domain	عصر الامارة	محاضرة ومناقشة	امتحان يومي
الحادي عشر	٣	The cognitive, skill and emotional domain	عصر الخلافة وسقوطها	محاضرة ومناقشة	مشاركة يومية
الثاني عشر	٣	The cognitive, skill and emotional domain	دويلات الطوائف ودخول المرابطين والموحدين للاندلس	محاضرة ومناقشة	مشاركة يومية
الثالث عشر	٣	The cognitive, skill and emotional domain	صمود غرناطة وسقوط الاندلس	محاضرة ومناقشة	مشاركة يومية
الرابع عشر	٣		مراجعات		
الخامس عشر	٣				

١٠. تقييم المقرر

توزيع الدرجة من ١٠٠ على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفهية والشهرية والتحريرية والتقارير الخ
١١. مصادر التعلم والتدريس

تاريخ العرب وحضارتهم في الاندلس	المقررة المطلوبة
كتاب المقتبس لابن حيان	مع الرئيسة (المصادر)
	الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير ...)
	مع الإلكترونية ، مواقع الانترنت

رئيس القسم

ا.م.د. باسم كسار كظم

استاذ المادمة
ا.م.د سعد ابراهيم



Course description form

1- .Course name

Europe in the nineteenth century

2. Course code:

3- Semester/year/stage

Second semester 2023/2024, second stage

4-. The date this description was prepared

2024/2 /7

5- .Available forms of attendance

Attendance in classrooms

6- Number of study hours (total)/number of units (total)

hours/30 units ٣٠

7-Name of the course administrator

Name: Prof. Bassim Kassar Kdhm

basim.kassar@mu.edu.iq : Email

8- Course objectives

Objectives of the study subject

- 1- Enabling students to know the most prominent events and transformations in Europe in nineteenth century.
- 2- Enabling students to know and understand the causes of the French Revolution in Europe, when occurred, and why it occurred in France and not in other countries.
- 3-Enabling students to know the most prominent aspects of political events and their consequences for the entire European continent.
- 4- Training students on the ability to analyze events and the possibility of applying the experience in other countries.
- 5-Enabling students to know the most important sources used in the history of Europe in the nineteenth century.

9. Teaching and learning strategies

- the explanation
- Brainstorming
- Using the method of dialogue and discussion
- Seeking references and external sources related to the course
- Using modern teaching methods

The explanation



Assigning students to research papers

10 .Course structure

Evaluation method	Evaluation method	Evaluation method	Evaluation method	hours	the week
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	the first
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	the second
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	the third
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	the fourth
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	Fifth
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	VI
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	Seventh
Preparing a paper on the topic and conducting a test for	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	VIII



students					
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	Ninth
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	The tenth
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	eleventh
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	twelveth
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	Thirteenth
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	fourteenth
Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	Preparing a paper on the topic and conducting a test for students	2	Fifteenth

11-Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12. Learning and teaching resources

Muhammad Muzaffar Al-Adhami Europe in the nineteenth century	Required prescribed books
Zainab Esmat, Modern History of Europe	Main references (sources)
Muhammad Muzaffar Al-Adhami Europe in the nineteenth century	Recommended supporting books and references (scientific journals, reports....)



www.archive.org
Nour Library and Al-Mustafa
Electronic Library

Electronic references, Internet sites

lead of the History
Department

rof. Bassem Kassar
Kdhm

Subject teacher

Prof. Bassem Kassar Kdhm





Course Description Form

1. Course code name	English
2- Course code	-
3- semester\ year	Second Semester\2023-2024\ The first stage
4- Description Preparation Date	28\2\2024
5- Available Attendance Forms	Attendance in Classrooms
6- Number of Credit Hours(Total)\ Number of Units(Total)	30 Hours\ 30 Units
7- Course administrator's name	MSc. Israa Shakir israa.shakir@mu.edu.iq
8- Course objectives:	

9- Teaching and learning strategies

Use synchronous lectures, audio explanations, presentations, brainstorming, dialogue and discussion.

	Quiz				7
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	My favourites	Enabling students to know and understand related media and verbs	2	8
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Where I live	Enabling students to know and understand relative sentences	2	9
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	We had a great time	Enabling students to know and understand the expression of customs and practices	2	10
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	I can do that	Enabling students to know and understand modal auxiliary verbs	2	11
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Please and thank you	Enabling students to know and understand assumptions	2	12
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Here and now	Enabling students to know and understand how to write articles	2	13
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	It's time to go	Enable students to know and understand the	2	14



Course Description Form

1. Course code name	sustainable development
2- Course code	-
3- semester\ year	Second Semester\2023-2024\ Third stage”.
4- Description Preparation Date	28\2\2024
5- Available Attendance Forms	Attendance in Classrooms
6- Number of Credit Hours(Total)\ Number of Units(Total)	30 Hours\ 30 Units
7- Course administrator's name	MSc. Israa Shakir israa.shakir@mu.edu.iq
8- Course objectives:	

9- Teaching and learning strategies
Use synchronous lectures, audio explanations, presentations, brainstorming, dialogue and discussion.

			milestones. Here we take a look at the historical development of this concept:		
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Sustainable development requirements and its most important elements	Sustainable development stems from a variety of requirements and elements that must be present to ensure its effective achievement. These elements and requirements constitute an essential basis for achieving sustainable development and ensuring its long-term continuity.	2	4
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Economic aspect Social side Environmental aspect - The technological aspect	In order to effectively achieve sustainable development, develop the awareness, knowledge and skills necessary to achieve a balance between the environment, economy and society, and apply them in solving problems and achieving sustainable development.	2	5
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Sustainable development goals and principles, goals, indicators - objectives	Sustainable Development Goals: A set of global goals aimed at achieving economic, social and environmental development in a balanced and sustainable manner.	2	6
	Quiz				7
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Sustainable development goals and principles, goals, indicators - objectives	Its principles: It depends on the integration of environmental, economic and social dimensions, and includes equality, human rights, social justice and environmental protection. Objectives: Achieving a balance between current needs and the needs of future generations, improving the quality of life and achieving	2	8

	asking questions		economic, social and environmental development in a comprehensive and sustainable manner. Some key aspects of this vision include:		
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	The international community's vision for the sustainable development goals	The international community's vision for the Sustainable Development Goals is represented in the agreement reached in 2015, known as the "2030 Agenda," which includes a set of sustainable development goals targeting environmental, economic and social issues. These goals are considered a continuation of the Millennium Development Goals, which ended in 2015, and seek to achieve sustainable development by 2030.	2	13
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Challenges and obstacles to achieving sustainable development goals	Challenges in achieving the Sustainable Development Goals include poverty and inequality, climate change, lack of financing, political conflicts, lack of education and health,.... These obstacles require integrated efforts and strong international cooperation to confront and overcome them, and to ensure that the sustainable development goals are achieved effectively and comprehensively.	2	14
	Quiz				15

11-Course Evaluation	
Required prescribed books	-



Course Description Form

1. Course Name

Modern history of Iraq

2. Course Code :

3. Semester / Year

Second semester 2023/2024

4. Description Preparation Date:

13/3/2024

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name: Majed abd ul Zahra omran

Email: majed@mu.edu.iq

8. Course Objectives

- Contributing to involving students in decision-making processes that lead to the success of basic education.
- Spreading advanced education and working to extend education to keep pace with technological development.
- Providing the learner with the skills and ability to use the scientific thinking method.
- Enabling students to know the history of modern Iraq
- Empowering students with knowledge and understanding of the political and economic conditions under Ottoman control



9. Teaching and Learning Strategies

- the explanation
- Brainstorming
- Dialogue and discussion
- Use references and sources
- Using modern teaching means
- Assigning students to research papers

10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Daily participation	Lecture and discussion	General conditions in Iraq 1258-1508	The cognitive, skill and emotional domain.	2	First Week
Daily participation	Lecture and discussion	Iraq during the sixteenth and seventeenth centuries	The cognitive, skill and emotional domain	2	Second Week
Quiz	Lecture and discussion	Regional competition over Iraq	The cognitive, skill and emotional domain.	2	Third Week
Daily participation	Lecture and discussion	Political and administrative reforms	The cognitive, skill and emotional domain	2	Fourth week
Daily participation	Lecture and discussion	Growth of European interests	The cognitive, skill and emotional domain.	2	Fifth week
Daily participation		The Ottoman administration in Iraq	The cognitive, skill and emotional domain	2	Sixth week



		during the reign of the Ottoman Empire			
Quiz	Lecture and discussion	extraction of crude oil	The cognitive, skill and emotional domain.	2	seventh week
Daily participation	Lecture and discussion	Social conditions: Bedouin tribes Economic conditions, trade, agriculture, professions, crafts and industries	The cognitive, skill and emotional domain	2	eighth week
Daily participation	Lecture and discussion	Colonial powers and their strategic goals in Iraq during the nineteenth century	The cognitive, skill and emotional domain.	2	ninth week
Quiz	Lecture and discussion	Ottoman reforms and organizations and their impact in Iraq	The cognitive, skill and emotional domain	2	tenth week
Daily participation	Lecture and discussion	Iraq under the federal government 1908-1914	The cognitive, skill and emotional domain.	2	eleventh week
Daily participation	Lecture and discussion	Political, economic and cultural conditions	The cognitive, skill and emotional domain	2	The twelfth week



Daily participation	Lecture and discussion	Second month test	The cognitive, skill and emotional domain	2	thirteenth week
Daily participation	Lecture and discussion	Review the lectures	The cognitive, skill and emotional domain.	2	Fourteenth week
Daily participation		The final test	The cognitive, skill and emotional domain	2	Fifteenth week

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.

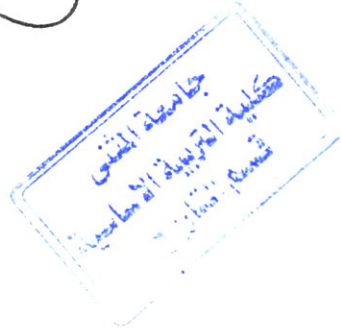
12. Learning and Teaching Resources

Required textbooks	Ainas Saadi Abdullah (History of Modern Iraq 1258-1914
Main references (sources)	Ali Shaker, History of Ottoman Iraq
Recommended books and references (scientific journals, reports...)	Lectures and other resources, in addition to the college library and literary and historical seminars
Electronic References, Websites	/https://www.archive.org



Head of dept.
Asst.prof.Basim Ksar Kizim

Lecturer
Asst.prof.Majed abd ul Zahra omran





Course Description Form

1. Course Name

Educational Statistics

2. Course Code :

3. Semester / Year

Second semester 2023/2024 Second Semester

4. Description Preparation Date:

2024/2/7

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name: Ahsan Ali Dhahir

Email: ihsan.ali@mu.edu.iq

8. Course Objectives

- Providing students with information about statistics, variables, and measurement.
- Introducing students to ways to organize and display data
- Introducing the student to methods of measuring central tendency
- Introducing the student to methods of measuring of dispersion
- Introducing the student to relationship measurements
- Recognizing regression
- Teaching students basic principles and concepts of inferential statistic

9. Teaching and Learning Strategies

the explanation

- Brainstorming
- Dialogue and discussion
- Use references and sources
- Using modern teaching means
- Assigning students to research papers



10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Oral questions	Lecture and discussion	Descriptive and inferential statistics, and the importance of statistics, variables, and measurement	Skill, cognitive, and emotional domain	2	First Week
Oral questions	Lecture and discussion	Variables and measurement	Skill, cognitive, and emotional domain	2	Second Week
Oral questions	Lecture and discussion	Charts and tables of frequency distributions	Skill, cognitive, and emotional domain	2	Third Week
Oral questions	Lecture and discussion	Graphical representation of frequency distributions and measures of relative position	Skill, cognitive, and emotional domain	2	Fourth week
Oral questions	Lecture and discussion	Mode and medium	Skill, cognitive, and emotional domain	2	Fifth week
Oral questions	Lecture and discussion	First month test	Skill, cognitive, and emotional domain	2	Sixth week
Oral questions	Lecture and discussion	The arithmetic mean and the balanced arithmetic mean	Skill, cognitive, and emotional domain	2	seventh week
Oral questions	Lecture and discussion	The range and the halved interquartile range	Skill, cognitive, and emotional domain	2	eighth week
Oral questions	Lecture and discussion	Mean deviation and variance	Skill, cognitive, and emotional domain	2	ninth week
Oral questions	Lecture and discussion	Normative deviation, coefficient of variation, and normative score	Skill, cognitive, and emotional domain	2	tenth week
Oral questions	Lecture and discussion	Relationship Measurements	Skill, cognitive, and emotional domain	2	eleventh week
Oral questions	Lecture and discussion	Regression	Skill, cognitive, and emotional domain	2	The twelfth week
Oral questions	Lecture and discussion	Second month test	Skill, cognitive, and emotional domain	2	thirteenth week
Oral questions	Lecture and discussion	Revision	Skill, cognitive, and emotional domain	2	Fourteenth week
Oral questions	Lecture and discussion	The final test	Skill, cognitive, and emotional domain	2	Fifteenth week

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.

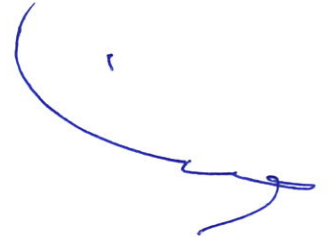


12. Learning and Teaching Resources

Required textbooks	Statistics and its applications in educational and psychological sciences
Main references (sources)	Statistics and its applications in educational and psychological sciences
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



Head of dept.
Asst.prof.Bassim Kasar Kadhum



Lecturer
Assistant Instructor
Ahsan Ali Dhahir



Course Description Form



1. Course Name

General Arabic language

2. Course Code :

3. Semester / Year

Second semester 2023/2024

4. Description Preparation Date:

٢٠٢٤/٢/٧

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

٣٠ hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name: Asst. Prof. Ali Awad Mizer

Email: draliawad@mu.edu.iq

8. Course Objectives

- Providing the student with the rules of the Arabic language.
- Introducing the student to how to protect his tongue from mistakes
- Enabling the student to know the correct spelling of letters and how to write them.
- Introducing the student to poetry and prose texts and how to analyze and understand them.

9. Teaching and Learning Strategies

the explanation

- Brainstorming
- Dialogue and discussion
- Use references and sources
- Using modern teaching means
- Assigning students to research papers



10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Daily participation	Lecture and discussion	Sections of speech	The cognitive, skill and emotional domain.	2	First Week
Daily participation	Lecture and discussion	Types of acquaintances (proper noun, pronouns, demonstrative noun)	The cognitive, skill and emotional domain	2	Second Week
Quiz	Lecture and discussion	The relative noun, defined by (the)	The cognitive, skill and emotional domain.	2	Third Week
Daily participation	Lecture and discussion	Sermon of the Prophet (PBUH)	The cognitive, skill and emotional domain	2	Fourth week
Daily participation	Lecture and discussion	How to write the tied taa and the open taa	The cognitive, skill and emotional domain.	2	Fifth week
Daily participation		First month test	The cognitive, skill and emotional domain	2	Sixth week
Quiz	Lecture and discussion	Parsing the dual	The cognitive, skill and emotional domain.	2	seventh week
Daily participation	Lecture and discussion	The sound masculine plural, the sound feminine plural	The cognitive, skill and emotional domain	2	eighth week
Daily participation	Lecture and discussion	broken Plural, the five nouns	The cognitive, skill and emotional domain.	2	ninth week
Quiz	Lecture and discussion	The Poem of Zuhayr bin Abi Sulma	The cognitive, skill and emotional domain	2	tenth week
Daily participation	Lecture and discussion	From the verses of the Holy Quran (from Surah Al-Qamar)	The cognitive, skill and emotional domain.	2	eleventh week
Daily participation	Lecture and discussion	Nouniya Ibn Zaydoun	The cognitive, skill and emotional domain	2	twelfth week
Daily participation	Lecture and discussion	The eyes of Abu Dhu'ayb Al-Hudhali	The cognitive, skill and emotional domain	2	thirteenth week
Daily participation	Lecture and discussion	Ahmed Shawqi's poem (The Son of Huda....)	The cognitive, skill and emotional domain	2	Fourteenth week
		Second month test		2	Fifteenth week



11. Course Evaluation

15 marks for the first month's test

15 marks for the second month test

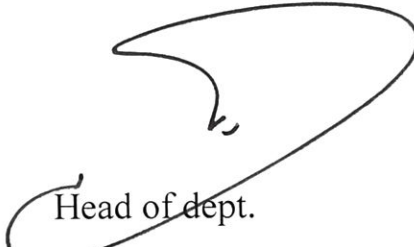
10 marks according to the tasks that the student must perform (attendance, daily test, reports, curricular and extracurricular activities).

60 marks final exam

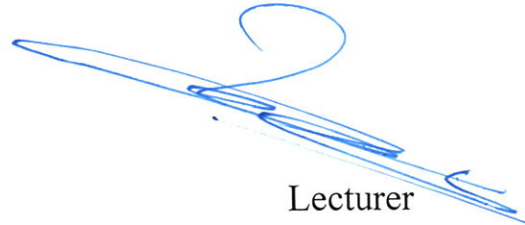
12. Learning and Teaching Resources

Required textbooks	Book: Sibawayh. Al-Muqtaz: for the cooler. Origins: Ibn al-Sarraj.
Main references (sources)	Al-Lam': Ibn Jinni, Al-Mufassal: by Al-Zamakhshari, the pre-Islamic era: Shawqi Dhaif, the most important orthography in the Arabic language: Faris Abdel Salam
Recommended books and references (scientific journals, reports...)	General Arabic Language: Abdul Qadir Hassan Amin.
Electronic References, Websites	https://www.massira.jo/content/%D9%82%D9%




Head of dept.

Asst. prof . Bassem Kassar
Kdhm


Lecturer

Asst.Prof. Ali Awad Mizer



جامعة المثنى
كلية التربية
المثنى

Course Description Form

1. Course Name:

History of the Near East

2. Course Code:

3. Semester / Year:

Second semester/2023-2024

4. Description Preparation Date:

3/10/2024

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hours /30 units

7. Course administrator's name (mention all, if more than one name)

Name: Abrar Hamid Thamer

Email: abrar.hamid@mu.edu.iq

8. Course objectives

1. For students to become familiar with the concept of the geographical environment, including its terrain, climate, and rivers, and the extent of its influence on the civilizations of the ancient Near East.
2. For students to learn about the emergence of civilizations and their importance in the ancient Near East region.
3. Students understand the role of archaeological excavations in uncovering the civilizations of the ancient Near East.

the fourth	3	Middle Kingdom (2000-1787 BC), Hyksos (1600-1540 BC) (Dynasties 16).	Enabling students to know and understand the emergence of the Middle Kingdom, the emergence and expansion of the Hyksos, and their impact on the structure of the Nile Valley civilization.	Lecture discussion and asking question	Question and answer The student prepared a mini-lecture (paper) on the topic
Fifth	3	The New Kingdom (1070-1550) (Akhenaten's religious revolution).	Enabling students to know and understand when the concept of the modern state appeared, and what its most prominent features are.	Lecture discussion and asking question	Question and answer The student prepared a mini-lecture (paper) on the topic
sixth	3	Egypt in the Late Ages (1069-332 BC).	Enabling students to know and understand the events that led to Egypt's transition from the New Kingdom to the Late Age.	Lecture discussion and asking question	Question and answer The student prepared a mini-lecture (paper) on the topic
Seventh	3	1 month test	The student must be able to answer the test	Lecture discussion and asking question	Question and answer The student prepared a mini-lecture (paper) on the topic
VIII	3	The geographical background of the ancient Syrian civilization, the Stone Ages in Syria.	Enabling students to know and understand geographical factors and their impact on Syrian civilization, and to understand the Stone Ages and their most prominent features.	Lecture discussion and asking question	Question and answer The student prepared a mini-lecture (paper) on the topic
Ninth	3	Canaanites (Canaanite Kingdoms, Phoenician Mamluks)	Enabling students to know and understand the origin of the Canaanite and Phoenician peoples and the most prominent features of their era.	Lecture discussion and asking question	Question and answer The student prepared a mini-lecture (paper) on the topic
tenth	3	Arameans (Aramaean Mamluks, Hebrews)	Enabling students to know and understand who the Arameans and Hebrews are and their political role in Syria.	Lecture discussion and asking question	Question and answer The student prepared a mini-lecture (paper) on the topic
eleventh	3	Geography of Persia, Stone Ages in Persia	Enabling students to know and understand the geographical	Lecture discussion and	Question and answer

3. Giving grades to students on class activities and preparing reports.

9. Learning and Teaching Resources

Required prescribed books	-----
Main references (sources)	<ol style="list-style-type: none">1. Abdul Aziz Saleh, History of the Ancient Near East (Egypt and Iraq).2. Muhammad Harb Farzat, Eid Marai, and the countries, civilizations, and civilizations of the ancient Arab East.3. Ahmed Malek Al-Fyan, Studies in Ancient History
Electronic References, Websites	www.archive.org

Head of dept

Asst.prof Bassem Kassar Kazem



Lecturer

Abrar Hamid Thamer

Course Description Form

12. Course Name:

Curricula and textbooks

13. Course Code:

14. Semester / Year:

Second semester/2023-2024

15. Description Preparation Date:

3/4/2024

16. Available Attendance Forms:

Attendance

17. Number of Credit Hours (Total) / Number of Units (Total)

(30 hours)

18. Course administrator's name (mention all, if more than one name)

Name: Lect. Dr Riyam Ghanim Najeeb

Email: riyam.ghanim@mu.edu.iq

19. Course Objectives

Course Objectives

- 1- The student knows what the curricula and textbooks are intended for.
- 2- Students' familiarity with textbook sources.
- 3- That the student recognizes the importance of the curriculum in the teaching system.
- 4- The student becomes familiar with the curricula prescribed by the Ministry of Education.
- 5- Informing the student of the principles adopted by the authors of the

curriculum.

6- That the student understands the different foundations for building curricula

7- That the student becomes familiar with the basics of curriculum development.

20. Teaching and Learning Strategies

Strategy

A- Cognitive objectives:

1- Distinguishing between the concept of methodological books and general books.

2- Identify the types of curricula.

3- Students gain the greatest amount of scientific information about the foundations of formulating curriculum books.

4- Getting to know the concept of the curriculum book, the foundations of school curricula.

5- Training the student to evaluate the curriculum.

B - Skills objectives for the course:

1- Preparing students scientifically so that they are able to acquire scientific knowledge and apply it in the teaching process.

2- Organizing and strengthening students' experiences by preparing them mentally by acquiring knowledge.

3- Enabling students to participate in group dialogues.

4- Empowering students to think scientifically, conclude, analyze and criticize.

5- Enabling students to interpret terms and draw conclusions from them

T- Teaching and learning methods:

- 1- Question and answer, brainstorming, induction, lecture
- 2- Asking questions, discussing, and conducting weekly tests.

D- Evaluation methods:

- 1-Daily tests.
- 2- Assigning students to prepare a brief lecture with titles specific to the subject's vocabulary.
- 3- Question and answer during the lecture.
- 4- Monthly and quarterly testing.

C- Emotional and value goals:

- 1- To understand the importance of curriculum material and textbooks.
- 2-The student expresses his opinion about the vocabulary of the subject
- 3-The student should evaluate the educational goals in the curriculum.
- 3- Organizing and strengthening students' experiences by preparing the mentally by acquiring knowledge.

H- General and qualifying transferable skills (other skills related to employability and personal development):

- 1- That the student acquires the ability to think scientifically and inductively.
- 2- That the student acquires the ability to think critically.
- 3-The student must be able to understand, analyze or criticize the information.
- 4-The student must be able to think deductively and prospectively.

21. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2	<p>Curricula and textbooks: -</p> <p>Definition of the concept</p> <p>-Curriculum characteristics</p> <p>-The importance of curricula</p>	<p>1- That the student understands the term curriculum/curricula.</p> <p>2-The student should distinguish between the characteristics of the curricula and their importance</p>	The lecture	<p>Question and answer</p> <p>The student prepared a mini-lecture (paper) on the topic</p>
the second	2	<p>Foundations of curricula and textbooks:</p> <p>-Philosophical (intellectual) basis</p> <p>-Cultural (social) basis</p> <p>-Psychological (developmental) basis</p>	<p>1-The student should distinguish between the foundations of the curricula.</p> <p>2- That the student understands the relationship between the intellectual, developmental and social basis of the curriculum.</p> <p>3- The student should evaluate the role of the curriculum foundations in achieving the educational goals.</p>	The lecture	<p>Question and answer</p> <p>The student prepared a mini-lecture (paper) on the topic</p>
the third		<p>Elements of the school curriculum</p> <p>-Educational objectives</p> <p>-Educational content</p>	<p>1- That the student becomes familiar with the educational objectives of the curriculum.</p> <p>2-The student should evaluate the educational objectives</p>	The lecture	

			of the curriculum. 3- That the student understands the meaning of the educational content.		
the fourth		Types of curricula - Curriculum of the academic subject -Activity curriculum -The core curriculum	1- That the student becomes familiar with the concept of the subject curriculum. 2- To distinguish between types of curricula in terms of application. 3- The student should evaluate the role of the activity approach in achieving the educational objectives of the lesson.	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic
Fifth		Curriculum evaluation -Calendar concept -Calendar objectives	1- That the student becomes familiar with the concept of evaluation 2- The student should distinguish between the objectives of curriculum evaluation. questions	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic
VI		1 month test	The student must be able to answer the test	Monthly testing	Monthly testing
Seventh		-Curriculum evaluation standards -Methods and steps of calendar	1- The student should distinguish between the criteria for evaluating the curriculum 2-The student should evaluate the role of	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic

			evaluation in applying the curriculum. 3-The student should compare the methods of evaluating the curriculum.		
VIII		-Curriculum development -The concept of curriculum development -Motives for curriculum development -Principles of curriculum development	1- That the student becomes familiar with the concept of curriculum development. 2- That the student becomes familiar with the principles of curriculum development. 3-The student should evaluate the motives for developing curricula.	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic
Ninth		Basic models for curriculum development	1- That the student becomes familiar with the models of curriculum development. 2-The student should distinguish between the basics of curriculum development.	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic
The tenth		2 month test	The student must be able to answer the test questions	Monthly testing	Monthly testing
eleventh		Methodical book -Understood -Its importance	1- That the student becomes familiar with the concept of the methodological book. 2- The student should	The lecture	Question and answer The student prepared a mini-lecture (paper) on

			<p>evaluate the importance of the curriculum book in achieving educational goals.</p> <p>3-The student should review the most important methodological books that he has encountered during his academic career.</p>		the topic
twelveth		Paper and electronic methodological books	<p>1- The student should distinguish between paper and electronic reading of the curriculum book.</p> <p>2- That the student understands the importance of having a paper book in the lesson as it is one of the educational means to achieve the objectives of the lesson.</p>	The lecture	<p>Question and answer</p> <p>The student prepared a mini-lecture (paper) on the topic</p>
Thirteenth		Systematic book evaluation.	The student should evaluate the curriculum book.	The lecture	<p>Question and answer</p> <p>The student prepared a mini-lecture (paper) on the topic</p>
fourteenth		<p>Social studies book for fifth grade of primary school</p> <p>-Presentation of material</p> <p>-Educational goals</p>	<p>1-The student reviews the curriculum book for the fifth grade of primary school.</p> <p>2- To distinguish behavioral objectives from educational</p>	The lecture	<p>Question and answer</p> <p>The student prepared a mini-lecture (paper) on the topic</p>

	<ul style="list-style-type: none"> -Behavioral goals -Evaluating the curriculum and its objectives 	<ul style="list-style-type: none"> objectives in the curriculum book. 3-The student should evaluate the curriculum. 4- The student should review the objectives of the social studies book for the fifth grade of primary school. 		
Fifteenth	<ul style="list-style-type: none"> Social studies book for sixth grade -Presentation of h material -Educational goals -Behavioral goals -Evaluating the curriculum and its objectives 	<ul style="list-style-type: none"> 1- The student should be familiar with the scientific material in the book, Methodological Sociology. 2- The student determines the behavioral objectives of the curriculum book. 3-The student should evaluate the role of educational objectives in achieving the lesson. 4-The student should understand the methodological book and its objectives. 	The lecture	<ul style="list-style-type: none"> Question and answer The student prepared a mini-lecture (paper) on the topic

22. Course Evaluation

First month exam score (15 marks) + daily score (5)

Second month exam grade (15 marks) + research paper grade (5)

Pursuit degree (40 degrees)

23. Learning and Teaching Resources

Required textbooks (curricular books, if any) -----

Main references (sources)	<p>1- Jawdat Ahmed Saada, Abdullah Muhammad Ibrahim, the contemporary school curriculum.</p> <p>2- Salah Abdel Hamid Mustafa, school curricula, its elements, foundations, and applications.</p> <p>3- Maher Al-Jaafari, School curricula: its philosophy, structure, and evaluation.</p> <p>4- Fathi Youssef Mubarak, the integrative method in building the curriculum.</p> <p>5- Ahmed Hussein Al-Laqani, Curricula between theory and practice.</p> <p>6- Abd al-Rahman Hassan Ibrahim, Tariq Abd al-Razzaq, curriculum strategies and development in Arab countries.</p> <p>7- Alf Taylor, Basics of the Curriculum, translated by: Jaber Abdel Hamid.</p> <p>8- Abdullah Qali, Educational Curriculum and Educational Evaluation Unit directed to fourth year students of all subjects.</p>
Recommended books and references (scientific journals, reports...)	<p>1- Educational Futures Journal.</p> <p>2- Ishraqat Tanmia Magazine.</p>
Electronic References, Websites	<p>-----</p>



Course Description Form

1. Course Name

Principles of basic education

2. Course Code :

3. Semester / Year

Second semester 2023/2024, first stage

4. Description Preparation Date:

2024\2\25

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hours/30 units

7. Course administrator's name (mention all, if more than one name)

The name M. Budoor Adulateef Thamer

Email: badour.alfadhli@mu.edu.iq

8. Course Objectives

- 1- Students know the principles of education since the existence of humanity and the aspects of success
- 2- Going through most of the civilizations in history up to the contemporary time
- 3- Standing with the experiences of basic education in the Arab and foreign world
- 4- Know the extent of successes and failures in basic education experiences and their compatibility with the surrounding environment

9. Teaching and Learning Strategies

- View article
- Brainstorming
- Dialogue and discussion
- Use references and sources
- Using modern teaching means



- Assigning students to research papers

10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Education concept	The cognitive, skill and emotional domain.	3	First Week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Education objectives	The cognitive, skill and emotional domain	3	Second Week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Historical origins of education	The cognitive, skill and emotional domain.	3	Third Week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	The difference between education and teaching	The cognitive, skill and emotional domain	3	Fourth week
Preparing a paper on the topic and conducting a	Discussion, asking questions, and using the	Education system in Japan	The cognitive, skill and emotional domain.	3	Fifth week



test for students	cooperative learning method				
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Education system in Germany	The cognitive, skill and emotional domain	3	Sixth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	First month exam	The cognitive, skill and emotional domain.	3	seventh week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Education system in Sweden	The cognitive, skill and emotional domain	3	eighth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Education system in Britain	The cognitive, skill and emotional domain.	3	ninth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Education system in Egypt	The cognitive, skill and emotional domain	3	tenth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning	Education system in Iraq	The cognitive, skill and emotional domain.	3	eleventh week



	method				
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Basic education problems in Iraq	The cognitive, skill and emotional domain	3	The twelfth week
Preparing a paper on the topic and conducting a test for students	Discussion, asking questions, and using the cooperative learning method	Second month exam	The cognitive, skill and emotional domain	3	thirteenth week

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.

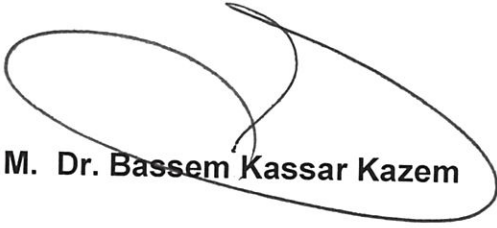
12. Learning and Teaching Resources

Required textbooks	education basics
Main references (sources)	Principles of education, basic education Basic education system
Recommended books and references (scientific journals, reports...)	Al-Qadisiyah Journal for Human Studies, Uruk Journal for Human Sciences
Electronic References, Websites	/https://ar.wikipedia.org/wiki /https://ar.wikipedia.org/wiki https://www.unicef.org/jordan/education

Head of Department

Lecturer




a. M. Dr. Bassem Kassar Kazem



M. Budoor Adulateef Than



Course Description Form

12. Course Name:	
Curricula and textbooks	
13. Course Code:	
14. Semester / Year:	
Second semester/2023-2024	
15. Description Preparation Date:	
3/4/2024	
16. Available Attendance Forms:	
Attendance	
17. Number of Credit Hours (Total) / Number of Units (Total)	
(30 hours)	
18. Course administrator's name (mention all, if more than one name)	
Name: Lect. Dr Riyam Ghanim Najeeb	
Email: riyam.ghanim@mu.edu.iq	
19. Course Objectives	
Course Objectives	<ol style="list-style-type: none">1-The student knows what the curricula and textbooks are intended for.2- Students' familiarity with textbook sources.3- That the student recognizes the importance of the curriculum in the teaching system.4-The student becomes familiar with the curricula prescribed by the Ministry of Education.5- Informing the student of the principles adopted by the authors of the curriculum.6- That the student understands the different foundations for building curricula7- That the student becomes familiar with the basics of curriculum development.

20. Teaching and Learning Strategies

Strategy

A- Cognitive objectives:

- 1-Distinguishing between the concept of methodological books and general books.
- 2- Identify the types of curricula.
- 3- Students gain the greatest amount of scientific information about the foundations of formulating curriculum books.
- 4-Getting to know the concept of the curriculum book, the foundations of school curricula.
- 5-Training the student to evaluate the curriculum.

B - Skills objectives for the course:

- 1- Preparing students scientifically so that they are able to acquire scientific knowledge and apply it in the teaching process.
- 2- Organizing and strengthening students' experiences by preparing them mentally by acquiring knowledge.
- 3-Enabling students to participate in group dialogues.
- 4-Empowering students to think scientifically, conclude, analyze and criticize.
- 5- Enabling students to interpret terms and draw conclusions from them.

T- Teaching and learning methods:

- 1- Question and answer, brainstorming, induction, lecture
- 2- Asking questions, discussing, and conducting weekly tests.

D- Evaluation methods:

- 1-Daily tests.
- 2- Assigning students to prepare a brief lecture with titles specific to the subject's vocabulary.
- 3- Question and answer during the lecture.
- 4- Monthly and quarterly testing.

C- Emotional and value goals:

- 1- To understand the importance of curriculum material and textbooks.

2-The student expresses his opinion about the vocabulary of the subject.

3-The student should evaluate the educational goals in the curriculum.

3- Organizing and strengthening students' experiences by preparing them mentally by acquiring knowledge.

H- General and qualifying transferable skills (other skills related to employability and personal development):

1- That the student acquires the ability to think scientifically and inductively.

2- That the student acquires the ability to think critically.

3-The student must be able to understand, analyze or criticize the information.

4-The student must be able to think deductively and prospectively.

21. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2	Curricula and textbooks: - Definition of the concept -Curriculum characteristics -The importance of curricula	1- That the student understands the term curriculum/curricula. 2-The student should distinguish between the characteristics of the curricula and their importance	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic
the second	2	Foundations of curricula and textbooks: -Philosophical (intellectual) basis -Cultural (social) basis -Psychological (developmental) basis	1-The student should distinguish between the foundations of the curricula. 2- That the student understands the relationship between the intellectual, developmental and social basis of the curriculum. 3- The student should	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic

			evaluate the role of the curriculum foundations in achieving the educational goals.		
the third		<p>Elements of the school curriculum</p> <ul style="list-style-type: none"> -Educational objectives -Educational content 	<p>1- That the student becomes familiar with the educational objectives of the curriculum.</p> <p>2-The student should evaluate the educational objectives of the curriculum.</p> <p>3- That the student understands the meaning of the educational content.</p>	The lecture	
the fourth		<p>Types of curricula</p> <ul style="list-style-type: none"> - Curriculum of the academic subject -Activity curriculum -The core curriculum 	<p>1- That the student becomes familiar with the concept of the subject curriculum.</p> <p>2- To distinguish between types of curricula in terms of application.</p> <p>3- The student should evaluate the role of the activity approach in achieving the educational objectives of the lesson.</p>	The lecture	<p>Question and answer</p> <p>The student prepared a mini-lecture (paper) on the topic</p>
Fifth		<p>Curriculum evaluation</p> <ul style="list-style-type: none"> -Calendar concept -Calendar objectives 	<p>1- That the student becomes familiar with the concept of evaluation</p> <p>2- The student should distinguish between the objectives of</p>	The lecture	<p>Question and answer</p> <p>The student prepared a mini-lecture (paper) on the topic</p>

			curriculum evaluation. questions		
VI		1 month test	The student must be able to answer the test	Monthly testing	Monthly testing
Seventh		-Curriculum evaluation standards -Methods and steps of calendar	1- The student should distinguish between the criteria for evaluating the curriculum 2-The student should evaluate the role of evaluation in applying the curriculum. 3-The student should compare the methods of evaluating the curriculum.	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic
VIII		-Curriculum development -The concept of curriculum development -Motives for curriculum development -Principles of curriculum development	1- That the student becomes familiar with the concept of curriculum development. 2- That the student becomes familiar with the principles of curriculum development. 3-The student should evaluate the motives for developing curricula.	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic
Ninth		Basic models for curriculum development	1- That the student becomes familiar with the models of curriculum development. 2-The student should	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic

			distinguish between the basics of curriculum development.		
The tenth		2 month test	The student must be able to answer the test questions	Monthly testing	Monthly testing
eleventh		Methodical book -Understood -Its importance	1- That the student becomes familiar with the concept of the methodological book. 2- The student should evaluate the importance of the curriculum book in achieving educational goals. 3-The student should review the most important methodological books that he has encountered during his academic career.	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic
twelveth		Paper and electronic methodological book	1- The student should distinguish between paper and electronic reading of the curriculum book. 2- That the student understands the importance of having a paper book in the lesson as it is one of the educational means to achieve the objectives of the lesson.	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic

Thirteenth	Systematic book evaluation.	The student should evaluate the curriculum book.	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic
fourteenth	Social studies book for fifth grade of primary school -Presentation of h material -Educational goals -Behavioral goals -Evaluating the curriculum and its objectives	1-The student reviews the curriculum book for the fifth grade of primary school. 2- To distinguish behavioral objectives from educational objectives in the curriculum book. 3-The student should evaluate the curriculum. 4- The student should review the objectives of the social studies book for the fifth grade of primary school.	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic
Fifteenth	Social studies book for sixth grade -Presentation of h material -Educational goals -Behavioral goals -Evaluating the curriculum and its objectives	1- The student should be familiar with the scientific material in the book, Methodological Sociology. 2- The student determines the behavioral objectives of the curriculum book. 3-The student should evaluate the role of educational objectives in achieving the lesson. 4-The student should	The lecture	Question and answer The student prepared a mini-lecture (paper) on the topic

			understand the methodological book and its objectives.		
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22. Course Evaluation

First month exam score (15 marks) + daily score (5)

Second month exam grade (15 marks) + research paper grade (5)

Pursuit degree (40 degrees)

23. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

- 1- Jawdat Ahmed Saada, Abdullah Muhammad Ibrahim, the contemporary school curriculum.
- 2- Salah Abdel Hamid Mustafa, school curricula, its elements, foundations, and applications.
- 3- Maher Al-Jaafari, School curricula: its philosophy, structure, and evaluation.
- 4- Fathi Youssef Mubarak, the integrative method in building the curriculum.
- 5- Ahmed Hussein Al-Laqani, Curricula between theory and practice.
- 6- Abd al-Rahman Hassan Ibrahim, Tariq Abd al-Razzaq, curriculum strategies and development in Arab countries.
- 7- Alf Taylor, Basics of the Curriculum, translated by: Jaber Abdel Hamid.
- 8- Abdullah Qali, Educational Curriculum and Educational Evaluation Unit directed to fourth year students of all subjects.

Recommended books and references (scientific journals, reports...)

- 1- Educational Futures Journal.
- 2- Ishraqat Tanmia Magazine.

Electronic References, Websites



Professor Article :

Lect. Dr Riyam Ghanim Najeeb



Head of Department:

Dr.Bassem Kassar Kazem





Course Description Form

1. Course code name	History of
2- Course code	-
3- semester\ year	First Semester\2023-2024\Three Phase
4- Description Preparation Date	28\1\2024
5- Available Attendance Forms	Attendance in Classrooms
6- Number of Credit Hours(Total)\ Number of Units(Total)	30 Hours\ 30 Units
7- Course administrator's name	D.Zahraa Razzaq Hussein
8- Course objectives: Enabling students to know and understand the history of this part of the world, which has become an important part in the modern global economic structure, and highlighting the main political forces included in the term Africa continent and the importance of their influence, especially South Africa, Kenya, Senegal and others, and their political formations, while enabling students to know the most important sources and references used. In teaching the subject.	

9- Teaching and learning strategies

Use synchronous lectures, audio explanations, presentations, brainstorming, dialogue and discussion.

10- Course structure					
Evaluation method	Learning method	Unit or Subject name	Required Learning Outcomes	Hours	Week
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	A historical and geographical overview of the continent of Africa	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	1
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	The beginning of European colonization of the African continent, geographical exploration and the slave trade	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	2
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	The penetration of European powers into Africa after the Special Berlin Conference of 1884-1885	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	3
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	West African countries Nigeria and Senegal	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	4
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	British occupation of Nigeria in 1863 and the Royal Niger Company 1879-1900	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	5
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Senegal and the importance of geographical location and the French occupation of Senegal in 1864	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	6
	Quiz				7
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	South African countries	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	8
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	East African countries	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	9

Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	The idea of establishing the United States of Africa	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	10
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	The emergence of the national liberation movement in Africa after World War II	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	11
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Establishment of the Organization of African Unity	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	12
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Establishment of the African Union	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	13
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	The Horn of Africa and the international conflict therein	Enabling students to know and understand the geographical and historical characteristics of the African continent	2	14
	Quiz				15

11-Course Evaluation

Required prescribed books	nothing -
Main references (sources)	1-African Colonialism, Zaher Riad. 2- Modern and Contemporary History of Africa, Abdullah Abdul Razzaq Ibrahim and Shawqi Al-Jamal.
Recommended books and references (scientific journals, reports,...)	Black Africa Politics and Civilization, Youssef Roukoz. Studies in the modern and contemporary history of West Africa, Abdullah Abdul Razzaq Ibrahim and Shawqi Al-Jamal
Electronic references, Internet sites	www.archive.org Nour Library and Al-Mustafa Electronic Library

Head of
M.D. Bassem Kassar Kazem



Lecturer

Dr. Zahraa Razzaq Hussein



Course Description Form

1. Course code name	sustainable development
2- Course code	-
3- semester\ year	Second Semester\2023-2024\ Third stage”.
4- Description Preparation Date	28\2\2024
5- Available Attendance Forms	Attendance in Classrooms
6- Number of Credit Hours(Total)\ Number of Units(Total)	30 Hours\ 30 Units
7- Course administrator's name	MSc. Israa Shakir israa.shakir@mu.edu.iq
8- Course objectives:	

9- Teaching and learning strategies
Use synchronous lectures, audio explanations, presentations, brainstorming, dialogue and discussion.

10- Course structure					
Evaluation method	Learning method	Unit or Subject name	Required Learning Outcomes	Hours	Week
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	The concept of sustainable development and its most important definitions: environmental, economic, social and technical)	Sustainable development is an approach to meeting current needs without affecting the ability of future generations to meet their own needs. It depends on achieving a balance between the environmental, economic, social and technical dimensions, and it aims to improve the quality of life for everyone without affecting natural resources or threatening social stability.	2	1
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Characteristics of sustainable development and its continuity	Sustainable development is characterized by several characteristics and components that contribute to its continuity and success in the long term. Explaining the characteristics and components: complementarity, balance, comprehensiveness, justice, participation, partnership, technology, innovation, planning, effective management of resources, education and awareness.	2	2
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Historical development of sustainable development	Sustainable development is not a new concept. Rather, its development can be traced throughout history through several important stages and	2	3

			milestones. Here we take a look at the historical development of this concept:		
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Sustainable development requirements and its most important elements	Sustainable development stems from a variety of requirements and elements that must be present to ensure its effective achievement. These elements and requirements constitute an essential basis for achieving sustainable development and ensuring its long-term continuity.	2	4
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Economic aspect Social side Environmental aspect - The technological aspect	In order to effectively achieve sustainable development, develop the awareness, knowledge and skills necessary to achieve a balance between the environment, economy and society, and apply them in solving problems and achieving sustainable development.	2	5
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Sustainable development goals and principles, goals, indicators - objectives	Sustainable Development Goals: A set of global goals aimed at achieving economic, social and environmental development in a balanced and sustainable manner.	2	6
	Quiz				7
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Sustainable development goals and principles, goals, indicators - objectives	Its principles: It depends on the integration of environmental, economic and social dimensions, and includes equality, human rights, social justice and environmental protection. Objectives: Achieving a balance between current needs and the needs of future generations, improving the quality of life and achieving	2	8

			comprehensive development		
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Sustainable development goals and principles, goals, indicators - objectives	Objectives: Achieving a balance between current needs and the needs of future generations, improving the quality of life and achieving comprehensive development. Indicators: Evaluating progress towards the sustainable development goals, including a set of economic, social and environmental indicators to measure performance and track progress.	2	9
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	The first goal: eradicating poverty The second goal: the complete elimination of hunger Third goal: good health and well-being Fourth goal: quality education Fifth goal: gender equality Sixth goal: clean water and sanitation Seventh goal: Clean and affordable energy Eighth goal: Decent work and economic growth Ninth goal: Industry, innovation and infrastructure	Explain each goal and the set of knowledge, skills, and attitudes that individuals need to contribute to achieving these goals	2	10
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	enth goal: Reducing inequalities -11- Sustainable cities and local communities -12- Responsible consumption and production 13- Climate action -14 - Life under water 15- Life on land -16- Peace, justice and strong institutions 17 Establishing partnerships to achieve goals	Explain each goal and the set of knowledge, skills, and attitudes that individuals need to contribute to achieving these goals	2	11
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Iraq's vision for the 2030 sustainable development goals	Iraq's vision for the 2030 Sustainable Development Goals focuses on achieving	2	12

	asking questions		economic, social and environmental development in a comprehensive and sustainable manner. Some key aspects of this vision include:		
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	The international community's vision for the sustainable development goals	The international community's vision for the Sustainable Development Goals is represented in the agreement reached in 2015, known as the "2030 Agenda," which includes a set of sustainable development goals targeting environmental, economic and social issues. These goals are considered a continuation of the Millennium Development Goals, which ended in 2015, and seek to achieve sustainable development by 2030.	2	13
Preparing a paper on the topic and conducting a test for students	Broadcasting the lecture, discussion, and asking questions	Challenges and obstacles to achieving sustainable development goals	Challenges in achieving the Sustainable Development Goals include poverty and inequality, climate change, lack of financing, political conflicts, lack of education and health,.... These obstacles require integrated efforts and strong international cooperation to confront and overcome them, and to ensure that the sustainable development goals are achieved effectively and comprehensively.	2	14
	Quiz				15

11-Course Evaluation	
Required prescribed books	-

Main references (sources)	Our Common Future The Brundtland Commission: “The Sustainable Development Goals: A Universal Agenda for Transforming Our World,” by Jeffrey D. Sachs “Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist,” by Kate Raworth:
Recommended books and references (scientific journals, reports,....)	Sustainability Science Journal of Sustainable Development Ecology and Society United Nations reports on sustainable development World Bank reports
Electronic references, Internet sites	United Nations Sustainable Development Goals (SDGs): United Nations website Google Scholar ResearchGate

Lecturer
MSc. Israa Shakir



Ministry of Higher Education
And Scientific Research
AL-Muthanna University
Faculty of Basic Education



Dr. Helen Fadhil Abbas

The subject of Islamic study for the first stage –first Chapter/ Department
of History

The course description provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student in order to demonstrate whether the student has made the most of the available learning opportunities and it must be linked to the program description.

1-Educational institution	Faculty of Basic Education
2-University Department / the centre	History
3-Name / the course symbol	Islamic / Second Chapter
4- programmes	lectures
5-Methods of available attendance	Presence
6-Semester	Second
7-Number of study's' hours	30 hours
8-The date of prepared this description	22/02/2024

9- The course goals

- 1- Developing students' writing abilities and correcting their writing errors in language, grammar and morphology .
- 2-Raising the children on the foundations and rules of eloquent writing and correcting the melody resulting from a linguistic error in writing .
- 3- Training in formulating the word correctly and training in different methods of parsing
- 4-knowledge of sentence structures and their different styles .
- 5-Training in pronunciation and the proper application of various linguistic and grammatical rules.
- 6-Developing the student's writing abilities.

10-Learning outcomes and teaching methods and evaluation :University teacher .

B-Specific skills in the subject of the writing :

The importance of student writing skills is the tool that enables the student to understand by the correct and clear expression that he pronounces or listen to whether orally or in writing and which confirms its integrity .

The using pronunciations must be Arabic and right as a real sentence consist of integrity structures in the grammars.

Teaching and learning methods:

The lecture includes the opening dialogue and discussion , in addition to the students' opinions , discussion of scientific information and sources then the teachers' final scientific opinion .

The evaluation methods :

Written exams and daily preparation for the lessons and writing the scientific researches and reports .

C-Thinking skills :

Permission for the students in a discussion and expression through their opinions and questions.

D-public and transferable skills : other skills related to employment and personal development .

The grammar skills that interests in preparation training programmes for students in analysis and synthesis ,deduction and issuing judgment and explaining them.

The 11 th course					
The week	Hours	Required learning outcomes	Unit name subject	Learning method	Evaluation method
First	1	The cognitive ,skill and emotional space	Introduction to the fundamentals religion	Lecture and discussion	Preparation and quick exam
Second	1	The cognitive ,skill and emotional space	The name of this science and its causes	Lecture and discussion	Scientific discussion
Third	1	The cognitive ,skill and emotional space	Faith pillars	Lecture and discussion	Preparation and quick exam
Fourth	1	The cognitive ,skill and emotional space	The divines /Alelahiat	Lecture and discussion	discussion
Fifth	1	The cognitive ,skill and emotional space	Allah existence and description evidence of occurrence	Lecture and discussion	quick exam
Sixth	1	The cognitive ,skill and emotional space	Evidence of care and invention	Lecture and discussion	Scientific report
Seventh	1	The cognitive ,skill and emotional space	Deception of the senses , atheism	Lecture and discussion	Preparation
Eighth	1	The cognitive ,skill and emotional space	Divine features	Lecture and discussion	Preparation and quick exam
Ninth	1	The cognitive ,skill and emotional space	Psychological characteristic	Lecture and discussion	Scientific discussion
Tenth	1	The cognitive ,skill and emotional space	Negative characteristic	Lecture and discussion	Preparation and quick exam
Eleventh	1	The cognitive ,skill and emotional space	Survival and origin	Lecture and discussion	discussion
Twelfth	1	The cognitive ,skill and emotional space	Meaning characteristic	Lecture and discussion	quick exam
Thirteenth	1	The cognitive ,skill and emotional space	The impact of the doctrine of monotheism on life	Lecture and discussion	Scientific report
Fourteenth	1	The cognitive ,skill and emotional space	Nothing is impossible for Allah	Lecture and discussion	Preparation
Fifteenth	1	The cognitive ,skill and emotional space	What is permissible according to Allah	Lecture and discussion	Preparation and quick exam

12 –infrastructure	
Required reading	Helping books that explain and clarify the curriculum and collect that in the lectures
Special requirements (workshops ,programmes and websites	
Society services (guest lectures , professional training and field studies)	Discussion sessions ,linguistic integrity courses

13-admission	
Pervious requirements	
Less students number	100
Biggest students number	١٠٠

Dr. Helen Fadhil Abbas
Teacher

12/ 3 /2024

Dr. Basim Kasar Kadhim
Department Head

12/ 3 /2024





Course Description Form

1. Course Name

History of Europe in Renaissance Era

2. Course Code :

3. Semester / Year

Second semester 2023/2024 Second Semester

4. Description Preparation Date:

2024/2/7

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name: م.م حبيب عمران جادر

Email: hibeb.amran@mu.edu.iq

8. Course Objectives

- Providing students with general information about the history of Europe
- Introducing students to the importance of the European Renaissance Era
- Defining the beginning of the Renaissance to the students
- Introducing the student to the emergence of the European Renaissance in Italy
- Introducing students about men of the European Renaissance
- Teaching students all the necessary information about European history in Renaissance

9. Teaching and Learning Strategies

- Brainstorming
 - Dialogue and discussion
 - Use references and sources
 - Using modern teaching means
 - Assigning students to research papers
- the explanation

10. Course Structure



Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Oral questions	Lecture and discussion	Introduction to European history	Skill, cognitive, and emotional domain	2	First Week
Oral questions	Lecture and discussion	A summary of the political events on the eve of the European Renaissance	Skill, cognitive, and emotional domain	2	Second Week
Oral questions	Lecture and discussion	The influential factors that helped its emergence in Italy	Skill, cognitive, and emotional domain	2	Third Week
Oral questions	Lecture and discussion	Men of the Renaissance in Italy	Skill, cognitive, and emotional domain	2	Fourth week
Oral questions	Lecture and discussion	Renaissance in France	Skill, cognitive, and emotional domain	2	Fifth week
Oral questions	Lecture and discussion	First month test	Skill, cognitive, and emotional domain	2	Sixth week
Oral questions	Lecture and discussion	Renaissance in England	Skill, cognitive, and emotional domain	2	seventh week
Oral questions	Lecture and discussion	Renaissance in Germany	Skill, cognitive, and emotional domain	2	eighth week
Oral questions	Lecture and discussion	The Hundred Years' War	Skill, cognitive, and emotional domain	2	ninth week
Oral questions	Lecture and discussion	War of the Austrian Successions	Skill, cognitive, and emotional domain	2	tenth week
Oral questions	Lecture and discussion	Internal conflicts in Europe	Skill, cognitive, and emotional domain	2	eleventh week
Oral questions	Lecture and discussion	Second month test	Skill, cognitive, and emotional domain	2	The twelfth week
Oral questions	Lecture and discussion	Spanish Succession War	Skill, cognitive, and emotional domain	2	thirteenth week
Oral questions	Lecture and discussion	Revision	Skill, cognitive, and emotional domain	2	Fourteenth week
Oral questions	Lecture and discussion	Final Test	Skill, cognitive, and emotional domain	2	Fifteenth week

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.

12. Learning and Teaching Resources

Required textbooks

A book of the history of Europe in the Renaissance
A book of the history of Europe in modern ages

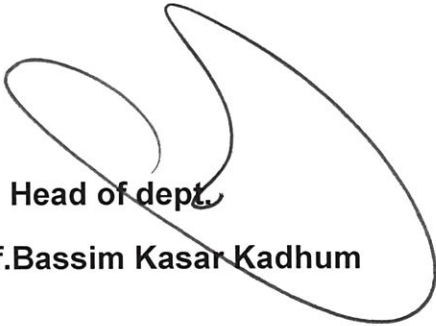
Main references (sources)

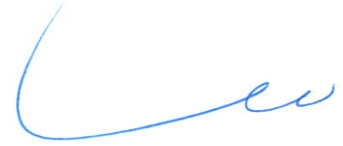


Recommended books and references (scientific journals, reports...)

Electronic References, Websites




Head of dept
Asst.prof.Bassim Kasar Kadhum



Lecturer
Assistant Instructor
Habib Umran Jader



Course Description Form

1. Course Name

History of Europe in Renaissance Era

2. Course Code :

3. Semester / Year

Second semester 2023/2024 Second Semester

4. Description Preparation Date:

2024/2/7

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name: م.م حبيب عمران جادر

Email: hibeb amran@mu.edu.iq

8. Course Objectives

- Providing students with general information about the history of Europe
- Introducing students to the importance of the European Renaissance Era
- Defining the beginning of the Renaissance to the students
- Introducing the student to the emergence of the European Renaissance in Italy
- Introducing students about men of the European Renaissance
- Teaching students all the necessary information about European history in Renaissance

9. Teaching and Learning Strategies

- the explanation
- Brainstorming
- Dialogue and discussion
- Use references and sources
- Using modern teaching means
- Assigning students to research papers

10. Course Structure



Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Oral questions	Lecture and discussion	Introduction to European history	Skill, cognitive, and emotional domain	2	First Week
Oral questions	Lecture and discussion	A summary of the political events on the eve of the European Renaissance	Skill, cognitive, and emotional domain	2	Second Week
Oral questions	Lecture and discussion	The influential factors that helped its emergence in Italy	Skill, cognitive, and emotional domain	2	Third Week
Oral questions	Lecture and discussion	Men of the Renaissance in Italy	Skill, cognitive, and emotional domain	2	Fourth week
Oral questions	Lecture and discussion	Renaissance in France	Skill, cognitive, and emotional domain	2	Fifth week
Oral questions	Lecture and discussion	First month test	Skill, cognitive, and emotional domain	2	Sixth week
Oral questions	Lecture and discussion	Renaissance in England	Skill, cognitive, and emotional domain	2	seventh week
Oral questions	Lecture and discussion	Renaissance in Germany	Skill, cognitive, and emotional domain	2	eighth week
Oral questions	Lecture and discussion	The Hundred Years' War	Skill, cognitive, and emotional domain	2	ninth week
Oral questions	Lecture and discussion	War of the Austrian Successions	Skill, cognitive, and emotional domain	2	tenth week
Oral questions	Lecture and discussion	Internal conflicts in Europe	Skill, cognitive, and emotional domain	2	eleventh week
Oral questions	Lecture and discussion	Second month test	Skill, cognitive, and emotional domain	2	The twelfth week
Oral questions	Lecture and discussion	Spanish Succession War	Skill, cognitive, and emotional domain	2	thirteenth week
Oral questions	Lecture and discussion	Revision	Skill, cognitive, and emotional domain	2	Fourteenth week
Oral questions	Lecture and discussion	Final Test	Skill, cognitive, and emotional domain	2	Fifteenth week

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.

12. Learning and Teaching Resources

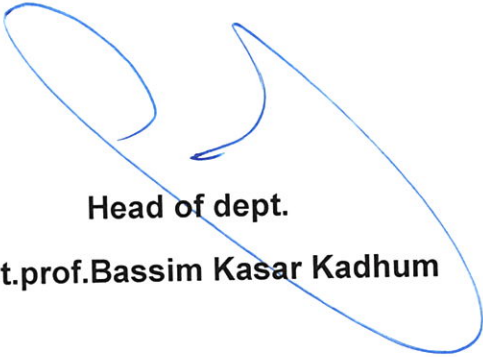
Required textbooks	A book of the history of Europe in the Renaissance A book of the history of Europe in modern ages
Main references (sources)	




Recommended books and references (scientific journals, reports...)

Electronic References, Websites




Head of dept.
Asst.prof.Bassim Kasar Kadhum


Lecturer
Assistant Instructor
Habib Umran Jader

Al-Muthanna University.
 College of Basic Education.
 Department of History.
 The second stage.

The lecturer: Adnan Matar

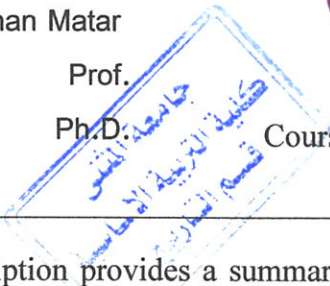
Prof.

Ph.D.



Ministry of Higher Education and
 Scientific Research
 Scientific supervision and
 evaluation device

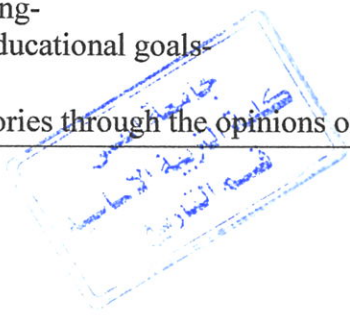
Course description



This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she .has made the most of the learning opportunities available

Al-Muthanna University/ College of Basic Education	Educational -1 institution
Dr. adnan Matar Nassir: adnannaser900@edu.mu.iq	Name of the lecturer -2
History Educational institution	Scientific -3 department
Educational psychology	name/code-4
My presence	Available attendance-5 forms
Second semester	Season - year-6
30 theoretical hours	Number hours -7 theoretical
2024-2023	Date the description -8 was prepared
2024 / 1 / 10	Course objectives -9
Introducing the student to educational psychology, the importance of researching the educational process, identifying and classifying educational goals and their role in the educational process, behavioral goals in the cognitive field, the emotional field, and the psychomotor field, the concept of motivation in learning, theories of motivation in learning, the educational functions of motivation and learning and its conditions, and theories of the ability to apply learning theories in the classroom and its importance. Studying memory, theories of memory, forms of the process of remembering and forgetting, its causes and theories, and for the student to recognize the importance of transferring the impact of learning as a result of the learning process and problem .solving, and programs for teaching problem solving	
Cognitive objectives: Identifying the goals of educational psychology Learning about the topics of educational psychology- Comparison between learning and teaching- Developing capabilities in formulating educational goals- Identify different learning models - Defines the theory and compares the theories through the opinions of -	-10 Course outcomes and teaching, learning and evaluation methods

Name of the lecturer: **Adnan Matar.**



department chief

<p>scientists :Skill objectives Distinguishes between the concepts of educational psychology in - .situations through their connection to the teaching process .Plans to explain learning theories - Analyzes the relationships between the concepts that others follow in - learning .Emotional and value goals .It includes values, inclinations, emotions, feelings - and emotions - The level of acceptance (and reception), which is intended to develop - the ability to be interested in the subject The level of evaluation (value formation) gives an estimated value to behavior and attitudes</p>	
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Course structure - 11

Evaluation method	Teaching method	the goal	the topic	Hou rs	The Week
Duties	Lecture and discussion	Identify the nature of matter	Introducing the student to an introduction to educational psychology	2	Week1
		Understanding, studying, analyzing	Objectives, areas and topics of educational psychology	2	Week2
		Benefit theoretically and scientifically	Motives	2	Week3
		Knowing the types of memory and forgetting	Remembering and forgetting, memory and its types .Explanatory theories	2	Week4
		Explain the types of strategies	Helpful strategies for forgetting Information processing theory	2	Week5
the exam		Its types	Learning and teaching	2	Week6
Duties	lecture And discussion	Understanding its types and theories	Factors affecting learning	2	Week7
		Influencing factors	.Learning characteristics	2	Week8
		Concept, types, influencing .factors	The difference between learning .and teaching	2	Week9
		Concept and types	.Sensation, attention and perception	2	Week1 0
		Knowledge of its tools and mental .processes	Thinking	2	Week1 1
		Meaning, stages, skills	.creativity	2	Week1 2



Adnan Matar
 Name of the lecturer: **Adnan Matar.**

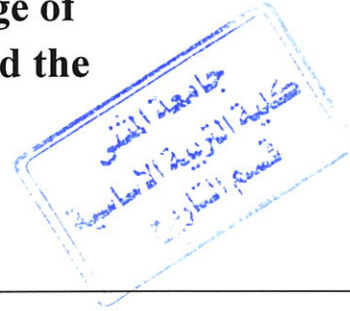
department chief

University: Al-Muthanna
College: Basic Education
Section: History
The first stage
Name of the three lecturers: Abbas Obaid
Daoud
Scientific title: Professor
Academic qualification: Master's degree
Work location: College of Basic Education



The Republic of Iraq
Ministry of Higher Education
and Scientific Research
Scientific supervision and
evaluation device

Course Description
Model: The Age of
the Message and the
Adults



This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program .description

	Educational institution . ^١
College of Basic Education/History	Scientific . ^٢ department/center
The era of the message and the Rightly Guided Caliphate	Course name/code . ^٣
Presence in classrooms	Available forms of . ^٤ attendance
Second / 2024_2025	Semester/year . ^٥
hours 30	Number of study hours . ^٦ (total)
2024/3/14	Date this description . ^٧ was prepared

Course Objectives: To introduce students to the importance of studying the history of the Islamic State in the era of the Message and the Rightly Guided Caliphate, because this era has special importance in the lives of Muslims, as it witnessed the dawn of Islam in the Arabian Peninsula and the revelation of the Holy Qur'an after the divine choice of Muhammad bin Abdullah as a prophet (PBUH) for the nation of Islam, as well as This witnessed a shift in the caliphate after the death of the Prophet (PBUH), represented by the rule of the Rightly Guided Caliphs

Course outcomes and teaching, learning and evaluation methods .1

:A- Cognitive objectives .1

- .2 Acquiring knowledge and the ability to comprehend matter
- .3 Identifying the circumstances that accompanied the dawn of the message .3
in the Arabian Peninsula
- .4 It explains the conditions that the Messenger (PBUH) lived in before and .4
after Islam until his death
- .5 He mentions the forces opposing the Islamic call .5
- .6 Distinguishing the circumstances and events that accompanied the .6
spread of the Islamic call and the establishment of the Messenger (PBUH)
of a ruling institution based on Islamic legislation
- .7 It explains the reasons for the success of the Messenger (PBUH) and his .7
victory in establishing the foundations of Islam

B - The skills objectives of the course .1

- .1 The student determines the location of the launch of the Islamic call .1
to historical photography
- .2 The student determines the system of government according to the .2
(city's constitution established by the Messenger (PBUH
- .3 The student determines the period of the Messenger's (PBUH) .3
departure by delivering a message in Mecca and then Medina
- .4 The student identifies the battles and invasions that the Messenger .4
(PBUH) fought in order to spread Islam

Teaching and learning methods

- . Asking questions, discussing, and conducting weekly tests

Evaluation methods

- .1 Conducting monthly and quarterly tests -1
- .2 Asking students to carry out social activities and write reports about -2
people's lives and the most important problems prevailing in society
- .3 Paying attention to the cultural aspect when presenting the lecture -3
- .4 Identifying the problems facing students and developing appropriate -4
solutions to them
- .5 Carefully monitoring individual differences among students and dealing -5
with them in line with current developments at the present time

C- Emotional and value goals

- Asking students to prepare a report or research on developments in the - ١
course vocabulary
.Asking a set of questions that are open to dialogue and discussion - ٢
.Conducting tests that develop students' thinking - ٣

Teaching and learning methods

- The student's interaction with the lecture and the ability to comprehend . ١
the material
.The extent to which students benefit from studying the course . ٢
.Follow the retrospective evaluation of the curriculum . ٣

Evaluation methods

- .Conducting monthly and quarterly exams - ١
.Writing reports and research related to the course - ١
.Students' interaction with the lecture - ٢
.The extent to which students benefit from studying the course - ٣
This study is for the student to understand and learn about this time period
in the era of the Message and the Rashidun era.

- D - Transferable general and qualifying skills (other skills related to
(employability and personal development
.Use the method of dialogue and discussion . ١
.Access to the most important external sources related to the course . ٢
.Prepare questions that are not typical and help thinking . ٣
Encourage students to read the latest resources and watch the latest
videos and cutting-edge presentations.

Course structure.١٠

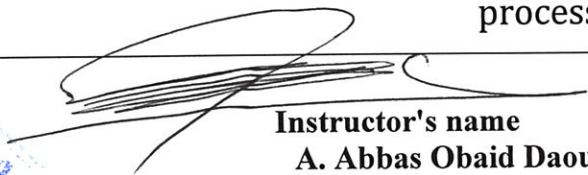
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
the test	immanence	Introduction to the sources of the Prophet's biography	Understanding the pre-Islamic era and the most important sources of the Prophet's biography	٢	the first
the test	immanence	The life of the Prophet (PBUH) before his mission: his birth, upbringing, participation in public life, work, marriage, and his decision to place the Black Stone	The role of the Messenger (PBUH) before Islam	٢	the second
Research	immanence	The spiritual life of the Prophet (PBUH) and the revelation of revelation to him, the secret of the call and the first teachings of	The impact of the Prophet (PBUH) on the nation	٢	the third

		Islam			
Reports	immanence	The motives of Muslims in converting to Islam and the factors of polytheists' resistance to them. Methods and images of resistance of polytheist leaders to the call	The impact of Islam on the cultural level in the Arabian Peninsula and the regions it reached	٢	the fourth
Articles	immanence	The migration of Muslims to Abyssinia. The social and economic boycott of Bani Hashim		٢	Fifth
the test	immanence	Searching for a new home for the call: the call of the people of Taif. Presenting Islam to the Arab tribes, winning over the people of Medina ((Yathrib		٢	Sixth
	immanence	The first and second sales of Aqaba. Migration to Medina		٢	Seventh
Articles	immanence	Organizations of the Messenger (PBUH) in Medina: reconciliation		٢	Eighth

		between the Aws and the Khazraj and the construction of mosques (Quba and the Prophet's Mosque). Fraternization			
Reports	immanence	The emergence of the political system: succession between text and appointment		٢	Ninth
the test	immanence	The movement of those who prohibit zakat and those who claim prophethood		٢	The tenth
the test	immanence	Islamic expansions A- Futouh Al-Sham B- The conquests of Iraq and the East C- Conquests of Al-Jazeera, Armenia and Azerbaijan D- Fattouh Egypt and Africa		٢	eleventh
the test	immanence	Building state institutions		٢	twelveth
the test	immanence	The financial resources of the Islamic state (spoils, tax, types of lands, tribute, trade tithes, (zakat		٢	Thirteenth
the test	immanence	Public expenses (giving, (livelihood		٢	fourteenth

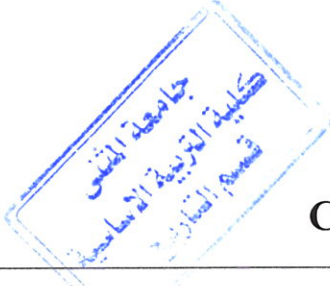
the test	immanence	Administrative organizations in the Islamic state	٢	Fifteenth
Infrastructure. ١٠				
Firas Salim Hayawi Al-Hassani: The Era of the Eternal Message			Required prescribed books - ١	
Ibn Hisham: The Prophet's Biography Ibn Ishaq: Conquests and biographies Al-Waqidi: Book of Conquests Al-Suyuti History of the Caliphs			(Main references (sources - ٢	
Theses, dissertations, and research published in respected scientific journals			A -Recommended books and references (scientific journals, reports,..)	
The electronic library of the Hussein and Abbasid shrines Global electronic libraries www.islamichistory.net www.almeshkat			B - Electronic references, Internet sites....	

Course development plan. ١١
<p>Relying on the comprehensive evaluation of the course to show the extent to which students benefit from the usefulness of studying it. ١</p> <p>Forming specialized committees to carry out the curriculum evaluation process. ٢</p>



Instructor's name
A. Abbas Obaid Daoud





Course Description Form

1. Course Name

Measurement and evaluation

2. Course Code :

3. Semester / Year

Second semester 2023/2024

4. Description Preparation Date:

2024/2/7

5. Available Attendance Forms:

Attendance in classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)

30hours/30 units

4. Course administrator's name (mention all, if more than one name)

The name: M. Dr. Kawthar Abdul Hassan Abdullah

Email: Kawther.abdulhasan@mu.edu.iq

8. Course Objectives

- Understanding the general meaning of the concept of measurement and evaluation and the difference between them.
- 2- Identify the calendar and its most important fields and types.
- 3- Providing students with the most important skills in preparing various tests.
- 4- Providing students with the applied skill of the basics of statistics in educational measurement and evaluation.
- 5- Students are familiar with the types of assessment and using them to suit the different aspects of the learner.
- 6- Enabling students to gain an understanding of the concept of oral and written tests.
- 7- Special skills in distinguishing between the concepts of measurement and evaluation
-

9. Teaching and Learning Strategies

- the explanation
- Brainstorming
- Dialogue and discussion
- Use references and sources



- Using modern teaching means
- Assigning students to research papers

10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Daily participation	Lecture and discussion	Evaluation, its concept, types, and fields, and measurement. its concept, characteristics, and the relationship between them.	The cognitive, skill and emotional domain.	2	First Week
Daily participation	Lecture and discussion	Types of educational tests and standards, and steps for constructing achievement tests	The cognitive, skill and emotional domain	2	Second Week
Quiz	Lecture and discussion	The foundations of determining the test steps, distributing the test items in light of the weights of the objectives	The cognitive, skill and emotional domain.	2	Third Week
Daily participation	Lecture and discussion	Types of test items, their characteristics and the foundations of their formulation	The cognitive, skill and emotional domain	2	Fourth week
Daily participation	Lecture and discussion	Formulating test items and their types	The cognitive, skill and emotional domain.	2	Fifth week
		First month test		2	Sixth week
Quiz	Lecture and discussion	Extracting honesty mechanisms Reliability, its definition and characteristics	The cognitive, skill and emotional domain.	2	seventh week
Daily participation	Lecture and discussion	Oral exams	The cognitive, skill and emotional domain	2	eighth week
Daily participation	Lecture and discussion	Intelligence tests definition	The cognitive, skill and emotional domain.	2	ninth week
Quiz	Lecture and discussion	Measures of personality and tendencies	The cognitive, skill and emotional domain	2	tenth week
Daily participation	Lecture and discussion	Non-test measurement tools	The cognitive, skill and emotional domain.	2	eleventh week
Daily participation	Lecture and discussion	Application tests	The cognitive, skill and emotional domain	2	The twelfth week



		Second month test		2	thirteenth week
Daily participation	Lecture and discussion	Review lectures	The cognitive, skill and emotional domain.	2	Fourteenth week
		The final test		2	Fifteenth week

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, monthly, written exams, reports, etc.

12. Learning and Teaching Resources

Required textbooks	Measurement and evaluation for university students Abdul Hussein Razouki and Dr. Yassin Hamid Ayal
Main references (sources)	Measurement and evaluation lectures Dr.. Adnan Matar Nasser
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	---



Head of dept.

Asst.Prof. Bassem Kassar Kazer

Lecturer

D. Kawthar Abdel Hassan