

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

١. Teaching Institution	University of Anbar
٢. University Department/Centre	College of Islamic Sciences
٣. Programme Title	General English
٤. Title of Final Award	PhD
٥. Modes of Attendance offered	Presences
٦. Accreditation	
٧. Other external influences	
٨. Date of production/revision of this specification	٢٠٢٤/١١/١
٩. Aims of the Programme	
To graduate academicians and teachers enjoying high-profile skills in their language of specialization and to enhance the relations between the department and the society.	

١٠. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A١. A variety of English structures that help students to understand and use the language correctly with confidence in everyday situations.

A٢. Various activities related to learning English pronunciation.

A٣.

A٤.

A٥.

A٦.

B. Subject-specific skills

B١. Reading

B٢. Writing

B٣. Speaking

Teaching and Learning Methods

Explanation of important aspects of English Language , giving examples on the board and PowerPoint. This is coupled with laboratory practice.

Assessment methods

١. Continuous assessment mark: ٣٠٪

٢. Final exam : ٦٠٪

C. Thinking Skills

C١.

C٢.

C٣.

C٤.

Teaching and Learning Methods

Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

Teaching and Learning Methods

Assessment Methods

11. Programme Structure

11. Programme Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
				Bachelor Degree Requires (x) credits

١٢. Personal Development Planning

١٣. Admission criteria .

١٤. Key sources of information about the programme

1. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Knowledge and Understanding

- A₁.
- A₂.
- A₃.
- A₄.
- A₅.
- A₆.

B. Subject-specific skills

- B₁.
- B₂.
- B₃.

Teaching and Learning Methods

Assessment methods

C. Thinking Skills

- C₁.
- C₂.
- C₃.
- C₄.

Teaching and Learning Methods

Assessment methods

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1.
- D2.
- D3.
- D4.

11. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1-2	ε		Education and Learning /innovation in health	Knowledge and Understanding	Exam
3-4	ε		Urban planning / water, food, energy	=	=
5-6	ε		Free Trade / Conserving the past	=	=
7-8	ε		Wonders of the Modern world / Olympic Business	=	=
9	υ		Trend		
10	υ		Communication and Technology	=	=

12. Infrastructure

Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	-
Special requirements (include for example workshops, periodicals, IT software, websites)	-
Community-based facilities (include for example, guest Lectures , internship , field studies)	

13. Admissions

Pre-requisites	
Minimum number of students	
Maximum number of students	

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

Anbar University/College of Islamic Sciences	Educational institution .١
Interpretation and sciences of the Qur'an	Scientific .٢ department/center
Studies in the science of Quranic miracles	Name of the academic .٣ or professional program
Masters	Name of the final .٤ certificate
courses	Academic system: .٥ Annual/courses/other s
	Accredited .٦ accreditation program
	Other external .٧ influences
٢٠٢٤/١١/١ م	Date the description .٨ was prepared
Objectives of the academic program .٩	
<p>Introducing the student to the concept of miraculousness and the types of Quranic miracles, such as linguistic, declarative, legislative, and scientific miracles, and the necessary controls to achieve a miracle, and how to differentiate between what is a miracle and what is not a miracle, and an explanation of the challenges in the Holy Qur'an, and knowledge of the literature in this section, with an applied study.</p>	

Required program outcomes and teaching, learning and evaluation methods. \ .

Cognitive goals - \

A \ - Providing the student with a number of facts related to the concept of miracles, its . \ subject, and its aspects.

A \ - Training the student to know the aspects of miracles learned from the Qur'anic text.

A \ - To become acquainted with the sayings of ancient and modern scholars regarding miracles

A \ - That the student gets used to contemplating the verses of the Qur'an related to miracles

A \ - To learn how to use miraculous facts in calling to God.

A \ -

B - The program's skill objectives

B \ - To be able to deduce images of miracles from texts.

B \ - To differentiate between what is miraculous and what is not miraculous in words and deeds.

B \ - To be able to write scientific research on various aspects of miracles.

Teaching and learning methods

Lectures, practical training, group discussion, working groups, presentations
Such as (using technological educational aids as teaching aids (listening to lessons via YouTube, using Data Show Projector).

Evaluation methods

Class activities: daily quizzes, class interaction, extracurricular assignments, and other activities
Scientific research
Exams: semester and final.

<p style="text-align: right;">C- Emotional and value goals.</p> <p>C\)- Adhering to the truths of the Qur'an learned from the miracles of the Qur'an</p> <p>CΥ- The ability to repel doubts about the Qur'an and its revelation by using miraculous facts</p> <p>CΨ- Promoting taste and developing conscience with the aesthetics of the Qur'an's style and the masterpieces of expression.</p> <p>Cξ- Getting used to contemplating the Qur'an and adhering to its ethics and values.</p>
Teaching and learning methods
Lectures, practical training, presentations.
Evaluation methods
Tests, reports. Class activities.

<p style="text-align: center;">D - General and qualifying transferable skills (other skills related to employability and personal development).</p> <p>D\)- The ability to analyze and understand verses related to miracles.</p> <p>DΥ- Being able to transfer knowledge of miracles to the field of education and teaching.</p> <p>DΨ- The student employs the comprehensive knowledge reserve of miracles in the field of interpretation and societal guidance.</p> <p>Dξ- To distinguish between the mechanisms for applying the concepts of miracles.</p> <p style="text-align: center;">Dο- Being able to employ this knowledge in serving society.</p>
Teaching and learning methods
Lectures, practical training, presentations. Solve problems.

Evaluation methods				
Exams, assignments, theoretical and practical reports.				
Program structure .\ \				
Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	۲	Studies in the science of Quranic miracles		Masters

Planning for personal development. \ \
<p>\ - Continuing in-depth scientific research into the miracle and its many faces to identify what the research reveals about the hidden secrets of the Qur'an.</p> <p>۲ - Follow up on modern scientific research and studies in the field of miracles, transfer them to the lecture hall, and benefit from them in the cognitive and practical aspects.</p> <p>۳- Benefiting from the Internet and modern research methods in this context.</p>

Admission standard (establishing regulations related to admission to the college .\۲
or institute)

The most important sources of information about the program.\۴

Three treatises on the miracle of the Qur'an – (by Al-Rummani, Al-Khattabi, and Al-Jurjani).

The Miracle of the Qur'an – by Al-Baqalani.

The Battle of Peers in the Miracle of the Qur'an – by Al-Suyuti.

Explaining the miracle of the Qur'an – by Al-Khattabi.

Evidence of the Miracle – by Abdul Qaher Al-Jurjani.

The Miracle of the Qur'an – Mustafa Sadiq Al-Rafi'i.

From the eloquence of the Qur'an – Dr. Muhammad Badawi.

Artistic depiction in the Qur'an – Martyr Sayyid Qutb.

Miracles in the Studies of the Forerunners – Abdul Karim Al-Khatib.

The statement in the miracle of the Qur'an – Dr. Salah Abdel Fattah Al-Khalidi.

graphic miracle in the arrangement of the verses of the Holy Qur'an –

Dr. Muhammad Ahmed Youssef Al-Qasim.

ence of Quranic miracles between art and history – Professor Dr. Khalil

Rajab Hamdan Al-Kubaisi.

Numerical miracle: Abdul Razzaq Nofal.
Scientific miracles in heaven, on earth, and in man. Dr.. Zaghloul El-Naggar.

Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Learning outcomes required from the programme																Basic Or optional	Course Name	Course Code	Year
General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				

Course description form

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. It must be linked to the program description.

	Educational institution .١
	Scientific .٢ department/center
	Course name/code .٣
	Available attendance .٤ forms
	Semester/year .٥
	Number of study hours .٦ (total)
	Date this description was .٧ prepared
	Course objectives .٨

Course outcomes and teaching, learning and evaluation methods. ١٠	
A- Cognitive objectives	A1- A2- A3- A4- A5- A6-
B - The skills objectives of the course.	B 1 - B2 - B3 - B4-
Teaching and learning methods	
Evaluation methods	
C- Emotional and value goals	C1- c2- C3- C4-
Teaching and learning methods	

Evaluation methods
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- d2- D3- D4-

Course structure. ١١					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week

Infrastructure .١٢	
	1- Required prescribed books
	2- Main references (sources)
	Recommended books and references (scientific journals, reports,...)

	B - Electronic references, Internet sites...
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Course development plan .۱۳	

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program

Anbar University / College of Islamic Sciences	Educational institution .١
Interpretation and sciences of the Qur'an	Scientific .٢ department/center
Analytical Interpretation / Master's Level / First Semester	Name of the academic .٣ or professional program
	Name of the final .٤ certificate
regulation	Academic system: .٥ Annual/courses/other s
	Accredited .٦ accreditation program
	Other external .٧ influences
٢٠٢٤/١١/١ م	Date the description .٨ was prepared
Objectives of the academic program .٩	
Highlighting the importance, merit and interpretation of the Holy Qur'an.	
Understanding the meanings of the Holy Qur'an in order to achieve complete guidance and act upon it.	
Preparing the student scientifically to understand the Book of God Almighty according to the correct and correct method.	
Preparing the student for scientific research in the Holy Qur'an according to the method of analytical interpretation steps.	

Required program outcomes and teaching, learning and evaluation methods. \ .

Cognitive goals - \
<p>C1- Reception and acceptance: The student must</p> <p style="padding-left: 40px;">Listens to the lecture effectively <input type="checkbox"/></p> <p>Pays attention to the sequence of ideas within each topic and <input type="checkbox"/></p> <p style="padding-left: 80px;">interacts with them</p> <p style="padding-left: 40px;">Asks about the various ways to use different expressions <input type="checkbox"/></p> <p>C2-Response: The student must</p> <p style="padding-left: 40px;">Answers various questions on the topic <input type="checkbox"/></p> <p>The student feels pleasure in reading and listening to lectures <input type="checkbox"/></p> <p style="padding-left: 40px;">The student participates in explaining each topic. <input type="checkbox"/></p> <p>C3- Value judgment: The student must</p> <p>Appreciates the importance of each topic and its interconnection <input type="checkbox"/></p> <p style="padding-left: 80px;">with other topics</p> <p style="padding-left: 40px;">Suggests different uses of expressions for each topic <input type="checkbox"/></p> <p>C4- Value organization: The student must</p> <p>Combines ideas from different topics to formulate new topics. <input type="checkbox"/></p> <p style="padding-left: 40px;">Appreciates the value of learning the skill of the given lesson</p>

B - The program's skill objectives
<p>B1 - Creating a theoretical background through explanation, examples, questions and answers.</p> <p>B2 - Discussion in the hall and allowing students to express their opinions and suggestions.</p> <p>B3 - Providing students with exercises inside the hall and encouraging them to ask questions and answers.</p> <p>B4- Providing students with home exercises and discussing mistakes and weaknesses for each topic until the best result is reached collectively.</p>

Teaching and learning methods

<p>1- The method of giving the lecture</p> <p>2- Guidance</p> <p>3- Interventions</p> <p>4- Use of computers and data displays</p>
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Evaluation methods
Through participation and questions related to and outside the topic
<p>C- Emotional and value goals. C\)- C- Emotional and value goals</p> <p>C1- Reception and acceptance: The student must</p> <ul style="list-style-type: none"> Listens to the lecture effectively <input type="checkbox"/> Pays attention to the sequence of ideas within each topic and <input type="checkbox"/> interacts with them Asks about the various ways to use different expressions <input type="checkbox"/> <p>C2-Response: The student must</p> <ul style="list-style-type: none"> Answers various questions on the topic <input type="checkbox"/> The student feels pleasure in reading and listening to lectures <input type="checkbox"/> The student participates in explaining each topic. <input type="checkbox"/> <p>C3- Value judgment: The student must</p> <ul style="list-style-type: none"> Appreciates the importance of each topic and its interconnection <input type="checkbox"/> with other topics Suggests different uses of expressions for each topic <input type="checkbox"/> <p>C4- Value organization: The student must</p> <ul style="list-style-type: none"> Combines ideas from different topics to formulate new topics. <input type="checkbox"/> Appreciates the value of learning the skill of the given lesson. <input type="checkbox"/>
Teaching and learning methods
<p>1- The method of giving the lecture</p> <p>2- Guidance</p> <p>3- Interventions</p> <p>4- Use of computers and data displays</p>
Evaluation methods

Written tests, oral tests, daily contributions, and completing assignments

D - General and qualifying transferable skills (other skills related to employability and personal development).

D1- Mastering the use of the English language through the four skills of speaking, listening, reading and writing.

D2- Mastering the use of different grammatical rules in course topics

D3-We know a lot of vocabulary in addition to using different dictionaries to arrive at the correct meanings.

D4- Developing the student's skills by focusing on some external influences that help in developing himself

Teaching and learning methods

. Giving lectures (explanation and clarification).

2. Using technological educational aids as teaching aids (listening to lessons via YouTube, using Data Show Projector).

3. Trying to give the student a keen interest in accuracy and scientific honesty in conveying the spirit of the text and finding the correct and acceptable equivalent in the target language without acting in adding an addition or amputating the original meaning in the sentence in the original language..

4. Urging the student to use some educational discs and use the library as one of the learning methods

Evaluation methods

Evaluation is through daily tests, and a final exam at the end of the scheduled semester

Program structure .\ \					
		Credit hours	Name of the course or course	Course or course code	Educational level
practical		theoretical			
Written tests	Presentat ion and discussio n		Definition of analytical interpretation, notes on definitions And an explanation of the steps in which work begins		Masters
Written tests	Presentatio n and discussion		Studying selected passages from the Meccan and Medinan surahs, through their interpretation, the student learns about the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson in terms of how to deal with the Qur'anic verses, the aspects of connection and occasions, linking them with the incidents of the reasons for the revelation, and analyzing their vocabulary from the point of view of language. And learning about the origins of the structures between sentences, the aspects of parsing, the differences in Qur'anic readings, the rhetorical and graphic arts, extracting rulings and rulings, and the method of referring to books of interpretation in this regard, while noting the sayings of the interpreters and the reason for their differences, and introducing students to authentic sources and how to benefit from them.		Masters
	Presentat		Studying selected passages		Masters

	ion and discussion	from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		
	Presentat ion and discussion	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters
		Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters
	Presentat ion and discussion	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters
	Presentat ion and discussion	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters
	Presentat ion and discussion	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters

	n	interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		
	Presentat ion and discussio n	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters
	Presentat ion and discussio n	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters
	Presentat ion and discussio n	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters
	Presentat ion and discussio n	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters
	Presentat ion and discussio n	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters

		analytical approach in the applied lesson.		
	Presentat ion and discussio n	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters
	Presentat ion and discussio n	Studying selected passages from the Meccan and Medinan surahs, the student learns, through their interpretation, the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson.		Masters
	Presentat ion and discussio n	Monthly exam		Masters

Planning for personal development. ١٢
Admission standard (establishing regulations related to admission to the college . ١٣ or institute)

The most important sources of information about the program. ١٤

Interpretation of the Holy Qur'an (Bahr Al-Ulum) - Imam Al-Samarkandi.

Zad Al-Masir in the Science of Interpretation - Imam Ibn Al-Jawzi.

Interpretation of the Great Qur'an - Imam Al-Hafiz Abu Al-Fida Ismail bin Kathir.

Al-Jami` fi Ahkam al-Qur'an - Imam Abu Abdullah Muhammad bin Ahmed al-Qurtubi.

Fath Al-Mighty, combining the art of narration and knowledge of the science of interpretation - Imam Al-Shawkani.

Liberation and Enlightenment - Sheikh Muhammad Al-Tahir bin Ashour.

Adwaa Al-Bayan - Al-Shanqeeti Al-Jakni.

Gardens of the Spirit and Basil in the Rawabi of Qur'anic Sciences - Sheikh Muhammad Al-Amin Al-Harari.

Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Learning outcomes required from the programme																Basic Or optional	Course Name	Course Code	Year
General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
																basic	Analytical interpretation		20

Course description form

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. It must be linked to the program description.

Anbar University / College of Islamic Sciences	Educational institution .١
Interpretation and sciences of the Qur'an	Scientific .٢ department/center
	Course name/code .٣
Attendance in classrooms	Available attendance .٤ forms
2023 - 2024 first semester	Semester/year .٥
32 hours	Number of study hours .٦ (total)
10 / 10/ 2023	Date this description was .٧ prepared
Course objectives .٨	
Highlighting the importance, merit and interpretation of the Holy Qur'an.	
Understanding the meanings of the Holy Qur'an in order to achieve complete guidance and act upon it.	
Preparing the student scientifically to understand the Book of God Almighty	

according to the correct and correct method.
Preparing the student for scientific research in the Holy Qur'an according to the method of analytical interpretation steps.

Course outcomes and teaching, learning and evaluation methods.) •
<p style="text-align: right;">A- Cognitive objectives</p> <p>C1- Reception and acceptance: The student must</p> <p style="padding-left: 40px;">Listens to the lecture effectively <input type="checkbox"/></p> <p>Pays attention to the sequence of ideas within each topic and <input type="checkbox"/></p> <p style="padding-left: 80px;">interacts with them</p> <p style="padding-left: 40px;">Asks about the various ways to use different expressions <input type="checkbox"/></p> <p style="text-align: right;">C2-Response: The student must</p> <p style="padding-left: 40px;">Answers various questions on the topic <input type="checkbox"/></p> <p>The student feels pleasure in reading and listening to lectures <input type="checkbox"/></p> <p style="padding-left: 40px;">The student participates in explaining each topic. <input type="checkbox"/></p> <p style="text-align: right;">C3- Value judgment: The student must</p> <p>Appreciates the importance of each topic and its interconnection <input type="checkbox"/></p> <p style="padding-left: 80px;">with other topics</p> <p style="padding-left: 40px;">Suggests different uses of expressions for each topic <input type="checkbox"/></p> <p style="text-align: right;">C4- Value organization: The student must</p> <p>Combines ideas from different topics to formulate new topics. <input type="checkbox"/></p> <p style="padding-left: 40px;">Appreciates the value of learning the skill of the given lesson</p>
<p style="text-align: right;">B - The skills objectives of the course.</p> <p>B1 - Creating a theoretical background through explanation, examples, questions and answers.</p> <p>B2 - Discussion in the hall and allowing students to express their opinions and suggestions.</p> <p>B3 - Providing students with exercises inside the hall and encouraging them to ask questions and answers.</p> <p>B4- Providing students with home exercises and discussing mistakes and</p>

weaknesses for each topic until the best result is reached collectively.	-
Teaching and learning methods	
1- The method of giving the lecture 2- Guidance 3- Interventions 4- Use of computers and data displays	
Evaluation methods	
Through participation and questions related to and outside the topic	
C- Emotional and value goals. C\ - C- Emotional and value goals C1- Reception and acceptance: The student must Listens to the lecture effectively <input type="checkbox"/> Pays attention to the sequence of ideas within each topic and <input type="checkbox"/> interacts with them Asks about the various ways to use different expressions <input type="checkbox"/> C2-Response: The student must Answers various questions on the topic <input type="checkbox"/> The student feels pleasure in reading and listening to lectures <input type="checkbox"/> The student participates in explaining each topic. <input type="checkbox"/> C3- Value judgment: The student must Appreciates the importance of each topic and its interconnection <input type="checkbox"/> with other topics Suggests different uses of expressions for each topic <input type="checkbox"/> C4- Value organization: The student must Combines ideas from different topics to formulate new topics. <input type="checkbox"/> Appreciates the value of learning the skill of the given lesson. <input type="checkbox"/>	

Teaching and learning methods
1- The method of giving the lecture 2- Guidance 3- Interventions 4- Use of computers and data displays
Evaluation methods
Written tests, oral tests, daily contributions, and completing assignments
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Mastering the use of the English language through the four skills of speaking, listening, reading and writing. D2- Mastering the use of different grammatical rules in course topics D3-We know a lot of vocabulary in addition to using different dictionaries to arrive at the correct meanings. D4- Developing the student's skills by focusing on some external influences that help in developing himself -

Course structure. ١١					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Written tests	Presentation and discuss	Studying selected passages from the Meccan	Analytical interpretation	٢	١

	<p>sion</p>	<p>and Medinan surahs, through their interpretation, the student learns about the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson in terms of how to deal with the Qur'anic verses, the aspects of connection and occasions, linking them with the incidents of the reasons for the revelation, and analyzing their vocabulary from the point of view of language. And learning about the origins of the structures between sentences, the aspects of parsing, the</p>			
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		<p>differences in Qur'anic readings, the rhetorical and graphic arts, extracting rulings and rulings, and the method of referring to books of interpretation in this regard, while noting the sayings of the interpreters and the reason for their differences, and introducing students to authentic sources and how to benefit from them.</p>			
<p>Written tests</p>	<p>Presentation and discussion</p>	<p>D: Studying selected passages from the Meccan and Medinan surahs. Through their interpretation, the student becomes acquainted with the</p>	<p>Analytical interpretation</p>	<p>٢</p>	<p>١</p>

		<p>method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson in terms of how to deal with the Qur'anic verses, the aspects of connection and occasions, linking them with the incidents of the causes of revelation, and analyzing their vocabulary on the one hand. Language, identifying the origins of structures between sentences, aspects of parsing, differences in Qur'anic readings, rhetorical and graphic arts, extracting rulings and</p>			
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		<p>rulings, and the method of referring to books of interpretation in this regard, with attention to the sayings of interpreters and the reason for their differences, and introducing students to authentic sources and how to benefit from them.</p>			
<p>Written tests</p>	<p>Presentation and discussion</p>	<p>Studying selected passages from the Meccan and Medinan surahs, through their interpretation, the student learns about the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson in terms of how</p>	<p>Analytical interpretation</p>	<p>٢</p>	<p>١</p>

		<p>to deal with the Qur'anic verses, the aspects of connection and occasions, linking them with the incidents of the reasons for the revelation, and analyzing their vocabulary from the point of view of language. And learning about the origins of the structures between sentences, the aspects of parsing, the differences in Qur'anic readings, the rhetorical and graphic arts, extracting rulings and rulings, and the method of referring to books of interpretation in this regard, while noting the sayings of</p>			
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		<p>the interpreters and the reason for their differences, and introducing students to authentic sources and how to benefit from them.</p>			
<p>Written tests</p>	<p>Presentation and discussion</p>	<p>Studying selected passages from the Meccan and Medinan surahs, through their interpretation, the student learns about the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson in terms of how to deal with the Qur'anic verses, the aspects of connection and occasions, linking them with the</p>	<p>Analytical interpretation</p>	<p>٢</p>	<p>١</p>

		<p>incidents of the reasons for the revelation, and analyzing their vocabulary from the point of view of language. And learning about the origins of the structures between sentences, the aspects of parsing, the differences in Qur'anic readings, the rhetorical and graphic arts, extracting rulings and rulings, and the method of referring to books of interpretation in this regard, while noting the sayings of the interpreters and the reason for their differences, and introducing students to authentic sources and</p>			
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		how to benefit from them.			
Written tests	Presentation and discussion	Studying selected passages from the Meccan and Medinan surahs, through their interpretation, the student learns about the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson in terms of how to deal with the Qur'anic verses, the aspects of connection and occasions, linking them with the incidents of the reasons for the revelation, and analyzing their vocabulary from the point of view of language. And	Analytical interpretation	٢	١

		<p>learning about the origins of the structures between sentences, the aspects of parsing, the differences in Qur'anic readings, the rhetorical and graphic arts, extracting rulings and rulings, and the method of referring to books of interpretation in this regard, while noting the sayings of the interpreters and the reason for their differences, and introducing students to authentic sources and how to benefit from them.</p>			
<p>Written tests</p>	<p>Presentation and discussion</p>	<p>Studying selected passages from the Meccan and Medinan surahs, through</p>	<p>Analytical interpretation</p>	<p>٢</p>	<p>١</p>

		<p>their interpretation, the student learns about the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson in terms of how to deal with the Qur'anic verses, the aspects of connection and occasions, linking them with the incidents of the reasons for the revelation, and analyzing their vocabulary from the point of view of language. And learning about the origins of the structures between sentences, the aspects of parsing, the differences in Qur'anic</p>			
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		<p>readings, the rhetorical and graphic arts, extracting rulings and rulings, and the method of referring to books of interpretation in this regard, while noting the sayings of the interpreters and the reason for their differences, and introducing students to authentic sources and how to benefit from them.</p>			
<p>Written tests</p>	<p>Presentation and discussion</p>	<p>Studying selected passages from the Meccan and Medinan surahs, through their interpretation, the student learns about the method of analytical research in the Qur'an, by adopting the</p>	<p>Analytical interpretation</p>	<p>٢</p>	<p>١</p>

		<p>analytical approach in the applied lesson in terms of how to deal with the Qur'anic verses, the aspects of connection and occasions, linking them with the incidents of the reasons for the revelation, and analyzing their vocabulary from the point of view of language. And learning about the origins of the structures between sentences, the aspects of parsing, the differences in Qur'anic readings, the rhetorical and graphic arts, extracting rulings and rulings, and the method of referring to books of</p>			
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		<p>interpretation in this regard, while noting the sayings of the interpreters and the reason for their differences, and introducing students to authentic sources and how to benefit from them.</p>			
<p>Written tests</p>	<p>Presentation and discussion</p>	<p>Studying selected passages from the Meccan and Medinan surahs, through their interpretation, the student learns about the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson in terms of how to deal with the Qur'anic verses, the aspects of connection and occasions, linking them with the incidents of the reasons for the revelation, and analyzing their vocabulary from the point of view of language. And learning about the origins of the structures between sentences, the aspects of parsing, the differences in Qur'anic readings, the rhetorical and graphic arts,</p>	<p>Analytical interpretation</p>	<p>٢</p>	<p>١</p>

		<p>extracting rulings and rulings, and the method of referring to books of interpretation in this regard, while noting the sayings of the interpreters and the reason for their differences, and introducing students to authentic sources and how to benefit from them.</p>			
<p>Written tests</p>	<p>Presentation and discussion</p>	<p>Studying selected passages from the Meccan and Medinan surahs, through their interpretation, the student learns about the method of analytical research in the Qur'an, by adopting the analytical approach in the applied lesson in terms of how to deal with the Qur'anic verses, the aspects of connection and occasions, linking them with the incidents of the reasons for the revelation, and analyzing their vocabulary from the point of view of language. And learning about the origins of the structures between sentences, the aspects of parsing, the differences in Qur'anic readings, the rhetorical and graphic arts, extracting rulings and rulings, and the method of referring to books of interpretation in this</p>	<p>Analytical interpretation</p>	<p>٢</p>	<p>١</p>

		regard, while noting the sayings of the interpreters and the reason for their differences, and introducing students to authentic sources and how to benefit from them.			
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Infrastructure	
Jami' al-Bayan on the interpretation of verses of the Qur'an - Imam Muhammad bin Jarir al-Tabari.	\- Required prescribed books
<p>Interpretation of the Holy Qur'an (Bahr Al-Ulum) - Imam Al-Samarkandi.</p> <p>Zad Al-Masir in the Science of Interpretation - Imam Ibn Al-Jawzi.</p> <p>Interpretation of the Great Qur'an - Imam Al-Hafiz Abu Al-Fida Ismail bin Kathir.</p> <p>Al-Jami` fi Ahkam al-Qur'an - Imam Abu Abdullah Muhammad bin Ahmed al-Qurtubi.</p> <p>Fath Al-Mighty, combining the art of narration and knowledge of the science of interpretation - Imam Al-Shawkani.</p> <p>Liberation and Enlightenment - Sheikh Muhammad Al-Tahir bin Ashour.</p> <p>Adwaa Al-Bayan - Al-Shanqeeti Al-Jakni.</p> <p>Gardens of the Spirit and Basil in the Rawabi of Qur'anic Sciences - Sheikh Muhammad Al-Amin Al-Harari.</p> <p>The chapter on interpretation in the meanings of revelation - Imam Al-Khazen</p> <p>Milestones of Revelation - Imam Muhyi al-Sunnah al-Baghawi al-Farra'</p> <p>Al-Tasheel for the Sciences of Revelation - Imam Ibn Juza'.</p> <p>Lights of Revelation and Secrets of Interpretation - Al-Qadi Al-Baydawi.</p> <p>Safwat Al-Tafsir - Sheikh Muhammad Ali Al-Sabouni.</p>	ʁ- Main references (sources)
The Internet	Recommended books and references (scientific journals, reports,...)

www.qurani.islamic.	B - Electronic references, Internet sites...
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Course development plan .))	
By adding materials related to actual reality.	

١. Course Name:	
Objective interpretation/fourth stage	
٢. Course Code:	
Scientific material	
٣. Semester / Year:	
First semester - academic year: ٢٠٢٤ - ٢٠٢٥	
٤. Description Preparation Date:	
1\11\2024	
٥. Available Attendance Forms:	
Basic	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
(٧) hours per week (Hadith Section)	
٧. Course administrator's name (mention all, if more than one name)	
Name Prof. Dr. Ahmed Qasim Abdel Rahman Email: isl.ahmedk@uoanbar.edu.iq	
٨. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Introducing the student to objective interpretation method • The student's knowledge of objective interpretation • The student's knowledge of historical roots of objective interpretation
٩. Teaching and Learning Strategies	
Strategy	<p>First: Knowledge and understanding: ١- Introducing the student to the science of objective interpretation. ٢- Familiarizing the student with this great art on which the science of objective interpretation depends in particular.</p> <p>Second: Skill objectives related to the subject: ١- The student learns about the principles followed in evaluating interpretive narratives. ٢- The student learns about the principles that help in interpreting the Qur'an objectively. ٣- The student learns about the eras of interpretation and the approach of each era until the present era, which is the era of objective interpretation.</p> <p>Third: Teaching and learning methods: ١- Method</p>

discussions and problem solving √- Incorporating modern teaching methods using

Course Description

Course Objectives				
Strategy				
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method
١	٢	Referred to in the previous axi each according to content	Definition of interpretation and substant interpretation, notes definitions	Questions exercises
٢	٢	Referred to in the previous axi each according to content	Types of interpretation the location of object interpretation	Questions exercises
٣	٢	Referred to in the previous axi each according to content	Objective interpretation its origins development	Questions exercises
٤	٢	Referred to in the previous axi each according to content	research into it Controls for object interpretation	Questions exercises
٥	٢	Referred to in the previous axi each according to content	Reasons for emergence of object interpretation in modern era	
٦	٢	Referred to in the previous axi each according to content	The research conditions for object interpretation. Object and analytical interpretation are	Questions exercises
٧	٢	Referred to in the previous axi each according to content	two complementary stages Colors of object interpretation	Questions exercises
٨	٢	Referred to in the previous axi each according to content	Objective interpretation a topic through the Holy Qur'an and controls on methodology of writing it Objective interpretation Surah through the Holy Quran	Questions exercises
٩	٢	Referred to in the previous axi each according to content	. Directed points to thematic unity of Qur'anic surah	Questions exercises
١٠	٢	Referred to in the previous axi each according to content	The benefits of studying one surah objectively	Questions exercises
١١	٢	Referred to in the previous axi each according to content	Supplement to the so feminine plural - defective, defective	Questions exercises
١٢	٢	Referred to in the previous axi each according to content	The importance objective interpretation and the feasibility of	Questions exercises

١٣	٢	Referred to in the previous axi each according to content	Objective interpretatio a Qur'anic	Questions exercises
١٤	٢	Referred to in the previous axi each according to content	Shortened name And the missing name	Questions exercises
١٥	٢	Referred to in the previous axi each according to content	Objective interpretatio a Qur'anic term and general interim steps Interim steps	Questions exercises

Course evaluation .\)

	final exam	Quarterly exams	Semester
	٦٠	٤٠	the second

Required textbooks (curricular books, if any) : Introduction to objective interpretation – Abdul Sattar Saeed

Main references (source): Objective interpretation between theory and practice - Dr. Salah Al-Khalidi

Recommended books and references (scientific journals, reports...): Objective interpretation is a systematic study – Dr. Ahmed Qasim Abdel Rahman

[https://www.google.com/search?q=%D9%A3%DA%AA%DA%AA+%DA%AV%D9%A9%DA%AA%D9%A1%DA%A2%D9%AA%DA%B1+%DA%AV%D9%A9%DA%A0%D9%AA%DA%B7%D9%AA%DA%B9%D9%AA&oq=%D9%A1%DA%AA%DA%AA+%DA%AV%D9%A9%DA%AA%D9%A1%DA%B7%D9%AA%DA%B1\)+&gs_lcrp=EgZjaHJvbWUAgBEAAYQxiABBiKBTIHCAAQABiPAjIMCAEQABhDGIAEGIoFMgwlAhAuGEMYgAQYigUyDAgDEAAYQxiABBiKIMCAQQABhDGIAEGIoFMgclBRAAGIAEMgwlBhAAGEMYgAQYigUyBwgHEAAYgAQyBwgIEAAYgAQyBwgJEAATSAQoxMDk0OGowajE\qAllsAIB&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=%D9%A3%DA%AA%DA%AA+%DA%AV%D9%A9%DA%AA%D9%A1%DA%A2%D9%AA%DA%B1+%DA%AV%D9%A9%DA%A0%D9%AA%DA%B7%D9%AA%DA%B9%D9%AA&oq=%D9%A1%DA%AA%DA%AA+%DA%AV%D9%A9%DA%AA%D9%A1%DA%B7%D9%AA%DA%B1)+&gs_lcrp=EgZjaHJvbWUAgBEAAYQxiABBiKBTIHCAAQABiPAjIMCAEQABhDGIAEGIoFMgwlAhAuGEMYgAQYigUyDAgDEAAYQxiABBiKIMCAQQABhDGIAEGIoFMgclBRAAGIAEMgwlBhAAGEMYgAQYigUyBwgHEAAYgAQyBwgIEAAYgAQyBwgJEAATSAQoxMDk0OGowajE\qAllsAIB&sourceid=chrome&ie=UTF-8)

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program

Anbar University / College of Islamic Sciences	Educational institution .١
Interpretation and sciences of the Qur'an	Scientific department/center .٢
Studies in Qur'anic Sciences/Master's level/first semester	Name of the academic or professional program .٣
	Name of the final certificate .٤
regulation	Academic system: Annual/courses/others .٥
	Accredited accreditation program .٦
	Other external influences .٧
٢٠٢٤/١١/١	Date the description was prepared .٨
Objectives of the academic program .٩	
Preparing a generation of believers with religious awareness that is appropriate to their stage of study	
Promoting Islamic information and ensuring its development among seekers of knowledge Striving to consolidate the basics of forensic science	
Pride in religious heritage and adherence to it	
Putting the information in its place so that the basics of this science are not mixed up	

Required program outcomes and teaching, learning and evaluation methods. ١ .	
Cognitive goals - ١	
<p>A١- Introducing the student to all the sciences of the Holy Qur'an</p> <p>A٢- The student's knowledge of this great art on which he relies</p> <p>A٣- Technical understanding of this great science and distinguishing it from the rest of the other sciences</p> <p style="text-align: right;">A٤-</p> <p style="text-align: right;">A٥-</p> <p style="text-align: right;">A٦-</p>	
B - The program's skill objectives	
<p>B١ - The student becomes familiar with the sciences that the interpreter needs in explaining the sciences of the Qur'an.</p> <p>B٢ - The student learns about the principles and principles that help in interpreting the Holy Qur'an.</p> <p>B٣ - The student learns about the eras of interpretation and the approach of each era until the present era</p>	
Teaching and learning methods	
<p style="text-align: center;">Method of discussion and problem solving. .١</p> <p style="text-align: center;">Incorporating modern teaching methods using datasho. .٢</p>	
Evaluation methods	
<p style="text-align: center;">Written tests (essay and objective) .١</p> <p style="text-align: center;">Preliminary assessment - formative .٢</p> <p style="text-align: center;">assessment - summative assessment, represented by the semester and final exams.</p>	
C- Emotional and value goals.	
<p>C١-</p> <p>C٢-</p> <p>C٣-</p> <p>C٤-</p>	

Teaching and learning methods
Evaluation methods
Written tests and observation

<p>D - General and qualifying transferable skills (other skills related to employability and personal development).</p> <p>D\ - Providing continuous learning opportunities for students and motivating them for scientific research.</p> <p>DŸ - Organized self-learning in acquiring different thinking skills.</p> <p>DƳ - Encouraging students to engage in joint education based on group learning and cooperation among them in acquiring knowledge.</p> <p style="text-align: right;">dξ-</p>				
Teaching and learning methods				
Evaluation methods				
Evaluation is through daily tests, and a final exam at the end of the scheduled semester				
Program structure .\ \				
Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			

Written tests	Presentati on and discussion	Introducing the sciences of the Qur'an, when it arose and how it developed		Masters
Written tests	Presentati on and discussion	Knowing how the Qur'an was revealed and the opinions of scholars regarding its revelations		Masters
Written tests	Presentati on and discussion	Know the reasons for decline		Masters
Written tests	Presentati on and discussion	Knowing the wisdom behind the revelation of the Qur'an as an astrologer		Masters
Written tests	Presentati on and discussion	Getting to know Meccan and Medina		Masters
Written tests	Presentati on and discussion	Learn how to write the Qur'an		Masters
Written tests	Presentati on and discussion	Knowledge of collecting the Qur'an		Masters
Written tests	Presentati on and discussion	Knowing the first plural during the era of the Messenger, may God bless him and grant him peace		Masters
Written tests	Presentati on and discussion	Knowing the second plural of the Qur'an during the era of Abu Bakr Al-Siddiq		Masters

Written tests	Presentati on and discussion	Knowing the third plural of the Qur'an during the reign of Othman bin Affan		
Written tests	Presentati on and discussion	Know the difference between the second and third addition in terms of how		
Written tests	Presentati on and discussion	Know the difference between the second and third addition in terms of the motive		
Written tests	Presentati on and discussion	Knowing how to copy the Qur'an		
Written tests	Presentati on and discussion	Knowledge of drawing the Qur'an		
Written tests	Presentati on and discussion	Knowing the order of verses in Quranic surahs		
Written tests	Presentati on and discussion	Knowing the order of the surahs in the Holy Quran		

Planning for personal development. ۱۲

Admission standard (establishing regulations related to admission to the college .١٣
or institute)

The most important sources of information about the program. ١٤

Perfection in the Sciences of the Qur'an: by Al-Suyuti

Al-Burhan fi Ulum al-Qur'an by Al-Suyuti

Manahil Al-Irfan in the Sciences of the Qur'an by Al-Zarqani

Studies on the style of the Holy Qur'an: Abdul Khaleq Azim

Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Learning outcomes required from the programme																Basic Or optional	Course Name	Course Code	Year
General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
																Basic	Studies in the sciences of the Qur'an		20

Course description form

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. It must be linked to the program description.

Anbar University / College of Islamic Sciences	Educational institution .١
Interpretation and sciences of the Qur'an	Scientific .٢ department/center
	Course name/code .٣
Attendance in classrooms	Available attendance .٤ forms
2023 - 2024 first semester	Semester/year .٥
32 hours	Number of study hours .٦ (total)
11 / 9/ 2024	Date this description was .٧ prepared
	Course objectives: .٨ -

Course outcomes and teaching, learning and evaluation methods. ١٠	
<p>a- . Introducing the student to all the sciences of the Holy Qur'an</p> <p>A٢- The student's knowledge of this great art on which he relies</p> <p>A٣- Technical understanding of this great science and distinguishing it from the rest of the other sciences</p>	<p>A4-</p> <p>A5-</p> <p>A6-</p>
B - The skills objectives of the course.	
<p>B1 – The student is introduced to the study of all types of Qur'anic sciences, which the interpreter will benefit from in explaining the Qur'anic miracle.</p> <p>B٢ - The student learns about the principles and principles that help in interpreting the Holy Qur'an.</p> <p>B٣ - The student learns about the eras of interpretation and the approach of each era until the present era</p>	
Teaching and learning methods	
<p>Method of discussion and problem solving. -١</p> <p>Incorporating modern teaching methods using data shows. -٢</p>	
Evaluation methods	
<p>Written tests (essay and objective). -١</p> <p>Self-evaluation - formative evaluation - summative evaluation, -٢</p> <p>represented in the semester and final tests.</p>	

C- Emotional and value goals C1- c2- C3- C4-
Teaching and learning methods
Evaluation methods
Written tests and observation.
D - Transferable general and qualifying skills (other skills related to employability and personal development). d1- D2- D3- d4-

Course structure. ١١					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
		Introducing the sciences of the Qur'an, when it arose and how it developed			The first week
		Knowing how the Qur'an was revealed and the opinions of scholars regarding its revelations			second week

		Know the reasons for decline			the third week
		Knowing the wisdom behind the revelation of the Qur'an as an astrologer			fourth week
		Getting to know Meccan and Medina			The fifth week
		Learn how to write the Qur'an			the sixth week
		Knowledge of collecting the Qur'an			Seventh week
		Knowing the first plural during the era of the Messenger, may God bless him and grant him peace			The eighth week
		Knowing the second plural of the Qur'an during the era of Abu Bakr Al-Siddiq			Week nine
		Knowing the third plural of the Qur'an during the reign of Othman bin Affan			
		Know the			

		difference between the second and third addition in terms of how			
		Know the difference between the second and third addition in terms of the motive			
		Knowing how to copy the Qur'an			
		Knowledge of drawing the Qur'an			
		Knowing the order of verses in Quranic surahs			
		Knowing the order of the surahs in the Holy Quran			

Infrastructure .١٢	
	1- Required prescribed books
Proof in the Sciences of the Qur'an - Al-Razkashi	2- Main references (sources)
Perfection in the Sciences of the Qur'an: by Al-Suyuti Manahil Al-Irfan in the Sciences of the Qur'an by Al-Zarqani	Recommended books and references (scientific journals, reports,...)

<p>Studies on the style of the Holy Qur'an: Abdul Khaleq Azim</p>	
<p>Some research in the sciences of the Qur'an</p>	<p>B - Electronic references, Internet sites...</p>

<p>Course development plan .١٣</p>	
<p>The development plan includes reviewing all studies and literature on the course and the latest research in this field.</p>	

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program

Ministry of Higher Education and Scientific Research	Educational institution .١
Anbar	Scientific .٢ department/center
Studies in the methods of interpreters	Name of the academic .٣ or professional program
Master's	Name of the final .٤ certificate
regulation	Academic system: .٥ Annual/courses/other s
Theoretical lectures	Accredited .٦ accreditation program
Modern education	Other external .٧ influences
٢٠٢٤/١١/١ م	Date the description .٨ was prepared
Objectives of the academic program .٩	
Introducing the student to the classes of interpreters, their approaches and trends in interpreting the Holy Qur'an, and knowing the characteristics of each approach	
Every interpreter and his dealings with the tools of Qur'anic sciences, and knowing the approach of each interpreter and how he deals with Qur'anic verses... and his style.	
In understanding those verses and arriving at the intent of God Almighty, then knowing the interpretive rules adopted by the interpreter.	
In order to achieve this, what are the most important factors that influenced the interpreter in his interpretation?	
Required program outcomes and teaching, learning and evaluation methods.١٠	

Cognitive goals - \
<p>A \) - The learning outcomes of the main course must be consistent with the course's mission, objectives and outcomes.</p> <p>A \) -: To learn about the student's future work options, which helps determine the purposes served by each individual director.</p> <p>A \) - Strengthening the student's cognitive ownership</p> <p>A \) - Access to the nation's heritage and its scientific treasures.</p>
B - The program's skill objectives
<p>B \) - Establishing a theoretical background through explanation, examples, questions and answers.</p> <p>B \) - Discussion in the hall and allowing students to express their opinions and suggestions.</p> <p>B \) - Providing students with exercises inside the hall and encouraging them to ask questions and answers.</p> <p>B \) - Providing students with home exercises and discussing mistakes and weaknesses for each topic until the best result is reached collectively.</p>
Teaching and learning methods
<p>Teaching and learning methods: lecturing method \ -</p> <p>Guidance \) -</p> <p>Interventions \) -</p> <p>Using computers and data \) -</p>
Evaluation methods
<p>To share and ask questions related to the topic and outside it.</p> <p>Daily and periodic tests</p> <p>The final test</p>
C - Emotional and value goals.
<p>C \) - Reception and acceptance: The student must</p> <ul style="list-style-type: none"> ☐ Listens to the lecture effectively ☐ Pays attention to the sequence of ideas within each topic and interacts with them ☐ Asks about the various ways to use different expressions <p>C \) - Response: The student must</p> <ul style="list-style-type: none"> ☐ Answers various questions on the topic ☐ The student feels pleasure in reading and listening to lectures ☐ The student participates in explaining each topic.

- Cϣ- Value judgment: The student must
- ☐ Appreciates the importance of each topic and its interconnection with other topics
 - ☐ Suggests different uses of expressions for each topic
- Cξ- Value organization: The student must
- ☐ Combines ideas from different topics to formulate new topics.
 - ☐ Estimates the value of learning the skill of the given lesson.

D - General and qualifying transferable skills (other skills related to employability and personal development) D\ - Mastering the use of the English language through the four skills of speaking, listening, reading and writing.

DΥ- Mastering the use of different grammatical rules in course topics

DΥ-We know a lot of vocabulary in addition to using different dictionaries to arrive at the correct meanings.

Dξ- Developing the student’s skills by focusing on some external influences that help in developing himself

Program structure .\ \

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	Υ	The methods of commentators, their definition and the importance of knowing them:		The first week
	Υ	The difference in interpretation, its causes and methods		Week/Υ
	Υ	The intruder in interpretation		Week/Υ
	Υ	:- Israeli women and topics in interpretation		Week/ξ
	Υ	Al-Tabari and his approach to interpretation		Week/ο

	٢	Ibn Abi Hatim and his method of interpreting the hadiths		Week/٦
	٢	Semester test		Week/٧
	٢	Imam Al-Mawardi and his approach to interpretation		Week/٨
	٢	: Al-Farra and his approach to interpretation		Week/٩
	٢	Al-Zamakhshari and his approach to interpretation		Week/١٠
	٢	Periodic testing		Week/١١
	٢	Glass and its approach to linguistic interpretation		Week/١٢
	٢	Ibn Kathir and his approach to interpretation		Week/١٣
	٢	Al-Razi and his approach to interpretation by opinion		Week/١٤
	٢	Al-Qurtubi and his approach to interpretation		Week/١٥

Planning for personal development. ١٢

Strengthening the student's scientific ability... and acquainting him with the nation's heritage in the most important sciences of the world, which is knowledge of the Book of God Almighty, and learning about the approaches of the interpreters in reaching the goal of God Almighty, and knowing the paths taken by the scholars of interpretation and the approach of each interpreter and his preferences.

Evaluating the admission standard (setting regulations related to admission to . ١٣ the college or institute)

Complete the legal papers for admission
Obtaining admission tests for English language and computers
Pledges for postgraduate studies
Security clearances
The integrity of the applicant's position from a legal standpoint

The most important sources of information about the program. ١٤

- Introductions to interpretation books.
Interpretation and interpreters - the late Sheikh Dr. Muhammad Hussein Al-Dhahabi.
The impact of intellectual development on interpretation in the Abbasid era - Dr. Musaed Muslim Abdullah Al Jaafar.
Interpretation trends in the fourteenth century - Fahd bin Abdul Rahman bin Suleiman Al Rumi
The rational school approach to interpretation - Fahd bin Abdul Rahman bin Suleiman Al Rumi.
The Andalusian School's approach to interpretation - Fahd bin Abdul Rahman bin Suleiman Al Rumi.
Research on the origins of interpretation and its methods - Fahd bin Abdul Rahman bin Suleiman Al Rumi.
Methods of commentators - Dr. Mani' Abdel Halim Mahmoud.
Methods of commentators from the first era to the modern era - Dr. Mahmoud Al-Nakrashi Al-Sayyid Ali.
Interpretation trends in the modern era in Egypt - Dr. Effat Al-Sharqawi.
The development of interpretation of the Qur'an - Professor Dr. Mohsen Abdel Hamid Ahmed.
Methods of commentators - Professor Dr. Khalil Rajab Hamdan Al-Kubaisi.
Interpretation, its basics and trends - Professor Dr. Fadl Hassan Abbas.
Interpretation and interpreters - Dr. Fatima Muhammad Mardini.
Interpretation and its men - Muhammad Al-Fadil bin Ashour.
Methods of commentators - Professor Dr. Mustafa Muslim.
Methods in interpretation - Dr. Mustafa Al-Sawy Al-Juwayni.
Interpretation and interpreters in its new guise - Dr. Abdul Ghafour Mahmoud Mustafa,
Studies in the approaches of commentators - Dr. Ibrahim Khalifa.
Methods of commentators - Dr. Musaed Muslim Al Jaafar and Dr. Muhyi Hilal Al-Sarhan

Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Learning outcomes required from the programme																Basic Or optional	Course Name	Course Code	Year
General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
			/				/				/			/		basic	Studies in the methods of interprete rs		202

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program

Anbar University/College of Islamic Sciences	Educational institution .١
Interpretation and sciences of the Qur'an	Scientific .٢ department/center
Foreign studies in the Qur'an	Name of the academic .٣ or professional program
Master of Interpretation and Sciences of the Qur'an	Name of the final .٤ certificate
quarterly	Academic system: .٥ Annual/courses/other s
	Accredited .٦ accreditation program
Nothing	Other external .٧ influences
٢٠٢٦/١/١٩	Date the description .٨ was prepared
Objectives of the academic program .٩	
Introducing the student to the concept of Orientalism, its origins and methods, and the efforts of Orientalists in Quranic studies and their motivations.	

Required program outcomes and teaching, learning and evaluation methods. ١٠	
Cognitive goals -١	
<p>A١- That the student becomes acquainted with the most important approaches of the Orientalists in their studies of the Holy Qur'an.</p> <p>A٢- That the student gets to know the most important Orientalist schools according to the geographical affiliations of the Orientalists.</p> <p>A٣- That the student studies examples of Qur'anic topics that Orientalists dealt with in their studies and their opinions on them.</p> <p style="text-align: right;">A٤-</p> <p style="text-align: right;">A٥-</p> <p style="text-align: right;">A٦-</p>	
B - The program's skill objectives	
<p>B١ - That the student be able to extract the opinions of the Orientalists and their suspicions about the Qur'an from their books.</p> <p>B٢ - That the student is able to respond to the suspicions of Orientalists objectively.</p> <p>B٣ - That the student becomes familiar with the sources of study of Orientalists and their opinions.</p>	
Teaching and learning methods	
<p>Teaching and learning methods: lecturing method -١</p> <p style="text-align: right;">Guidance -٢</p> <p style="text-align: right;">Interventions -٣</p> <p style="text-align: right;">Using computers and data -٤</p>	
Evaluation methods	
<p>١- Assigning students to conduct research and reports on specific topics in the scientific subject.</p> <p style="text-align: right;">٢- Daily participation of students.</p> <p style="text-align: right;">٣- The written exam.</p>	
C- Emotional and value goals.	
<p>C١- Reception and acceptance: The student must</p> <p style="text-align: right;">Listens to the lecture effectively ❖</p> <p style="text-align: right;">Pays attention to the sequence of ideas within each topic and ❖</p> <p style="text-align: right;">interacts with them</p>	

Asks about the various ways to use different expressions ❖

c٢- Response: The student must

Answers various questions on the topic ❖

The student feels pleasure in reading and listening to lectures ❖

The student participates in explaining each topic. ❖

C٣- Value judgment: The student must

Appreciates the importance of each topic and its interconnection with other topics ❖

Suggests different uses of expressions for each topic ❖

C4- Value organization: The student must...

Combines ideas from different topics to formulate new topics. ❖

Appreciates the value of learning the skill of the given lesson. ❖

Teaching and learning methods

١- Lecture delivery method.

٢- Involve students by presenting part of the scientific material.

٣- Question and answer method.

Evaluation methods

Through participation and questions related to and outside the topic.

D - General and qualifying transferable skills (other skills related to employability and personal development).

D1- Mastering the use of the English language through the four skills of speaking, listening, reading and writing.

D2- Mastering the use of different grammatical rules in course topics

D3- We know a lot of vocabulary in addition to using different dictionaries to arrive at the correct meanings.

D4- Developing the student's skills by focusing on some external influences that help in developing himself

Teaching and learning methods

\- Lecture delivery method.
 ʁ- Guidance.
 ʓ- Interventions.
 ξ- Use of computers and data displays.

Evaluation methods

Written tests, oral tests, daily contributions, and completing assignments.

Program structure .\ \

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			

Planning for personal development. \ʔ

Admission standard (establishing regulations related to admission to the college .\ʔ or institute)

The most important sources of information about the program. ١٤

The Holy Qur'an in Orientalist Studies: by Dr. Mushtaq Bashir .١

Al-Ghazali.

Orientalists: Najeeb Al-Aqqi. .٢

Orientalists' opinions about the Holy Qur'an and its .٣
interpretation, study and criticism: by Dr. Omar Ibrahim

Radwan.

Orientalists and the Qur'an: by Omar Lutfi the scholar. .٤

Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Learning outcomes required from the programme																Basic Or optional	Course Name	Course Code	Year
General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				

Course structure.١٠					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Written examination and preparation of a report	Lecture and discussion	The concept of Orientalism	Foreign studies in the Holy Quran	2	1
Written examination and preparation of a report	Lecture and discussion	The history of Orientalism and its motives	Foreign studies in the Holy Quran	2	2
Written examination and preparation of a report	Lecture and discussion	Orientalist schools: German school French school British School	Foreign studies in the Holy Quran	2	3
Written examination and preparation of a report	Lecture and discussion	Orientalist approaches to studying the Qur'an: The approach of questioning what	Foreign studies in the Holy Quran	2	4

		is definitive			
Written examination and preparation of a report	Lecture and discussion	Orientalist approaches to studying the Qur'an: The method of selecting from sources	Foreign studies in the Holy Quran	2	5
Written examination and preparation of a report	Lecture and discussion	Orientalist approaches to studying the Qur'an: Impact and influence approach – The default curriculum	Foreign studies in the Holy Quran	2	6
Written examination and preparation of a report	Lecture and discussion	Orientalist approaches to studying the Qur'an: Focusing on the foundational stage of the Qur'anic field The method of	Foreign studies in the Holy Quran	2	7

		denial			
Written examination and preparation of a report	Lecture and discussion	The Orientalist approach to studying the Qur'an	Foreign studies in the Holy Quran	2	8
Written examination and preparation of a report	Lecture and discussion	Orientalists and the names of the Qur'an	Foreign studies in the Holy Quran	2	9
Written examination and preparation of a report	Lecture and discussion	Orientalists and translation of the Qur'an	Foreign studies in the Holy Quran	2	10
Written examination and preparation of a report	Lecture and discussion	Orientalists and revelation	Foreign studies in the Holy Quran	2	11
Written examination and	Lecture and discussion	Orientalists' suspicions about revelation	Foreign studies in the Holy Quran	2	12

preparation of a report					
Written examination and preparation of a report	Lecture and discussion	Orientalists and the collection of the Qur'an	Foreign studies in the Holy Quran	2	13
Written examination and preparation of a report	Lecture and discussion	Orientalists and Quranic readings	Foreign studies in the Holy Quran	2	14
Written examination and preparation of a report	Lecture and discussion	The Holy Qur'an and Western encyclopedias	Foreign studies in the Holy Quran	2	15

Infrastructure .))	
Nothing	1- Required prescribed books
١- The Holy Qur'an in Orientalist Studies: by Dr. Mushtaq Bashir Al-Ghazali. ٢- Orientalists: Najib Al-Aqiqi. ٣- Orientalists' opinions about the Holy Qur'an and its interpretation, study and criticism: by Dr. Omar Ibrahim Radwan.	2- Main references (sources)

<p>ξ- Orientalists and the Qur'an: by Omar Lutfi the scholar.</p>	
	<p>Recommended books and references (scientific journals, reports,...)</p>
	<p>B - Electronic references, Internet sites...</p>

<p>Course development plan .١٢</p>

Course Description Form

١. Course Name:					
Scientific research method					
٢. Course Code:					
nothing					
٣. Semester / Year:					
the second					
٤. Description Preparation Date:					
٢٠٢٦/١/١٩					
٥. Available Attendance Forms:					
Basic					
٦. Number of Credit Hours (Total) / Number of Units (Total)					
٢ hours/٣ units					
٧. Course administrator's name (mention all, if more than one name)					
Name: Atheer Tareq Noaman Email: isl.atheert.n@uoanbar.edu.iq					
٨. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> Introducing students to scientific research, its methods, and the importance of each Developing students' skills in scientific research Introducing students to the importance of publishing in reputable scientific journals and training them on it 			
٩. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> Practice problem solving and decision making. Teach students to respect different opinions and appreciate others. Benefit from other people's ideas and information 			
١٠. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Referred to in the previous axis, each according to	Scientific research: its definition, importance, types, objectives and characteristics	Presentation and discussion	the exams

		content			
٢	٢	Referred to in the previous axis, each according to content	Types of scientific research	Presentation and discussion	the exams
٣	٢	Referred to in the previous axis, each according to content	Objectives of scientific research	Presentation and discussion	the exams
٤	٢	Referred to in the previous axis, each according to content	Characteristics of scientific research	Presentation and discussion	the exams
٥	٢	Referred to in the previous axis, each according to content	Characteristics of the researcher	Presentation and discussion	the exams
٦	٢	Referred to in the previous axis, each according to content	Scientific research method, its definition, importance, types, and the relationship between them	Presentation and discussion	the exams
٧	٢	Referred to in the previous axis, each according to content	The importance of the scientific research method	Presentation and discussion	the exams
٨	٢	Referred to in the previous axis, each according to content	Uses of each scientific research method	Presentation and discussion	the exams
٩	٢	Referred to in the previous axis, each according to content	The overall relationship between research methods	Presentation and discussion	the exams
١٠	٢	Referred to in the previous	Elements of scientific research and its common steps	Presentation and discussion	the exams

		axis, each according to content			
١١	٢	Referred to in the previous axis, each according to content	Library and research information sources	Presentation and discussion	the exams
١٢	٢	Referred to in the previous axis, each according to content	Using the Internet in scientific research	Presentation and discussion	the exams
١٣	٢	Referred to in the previous axis, each according to content	Plagiarism: its concept, types, causes, and how to avoid it	Presentation and discussion	the exams
١٤	٢	Referred to in the previous axis, each according to content	Publishing in reputable scientific journals	Presentation and discussion	the exams
١٥	٢	Referred to in the previous axis, each according to content	How do I publish research? Practical training	Presentation and discussion	the exams

١١. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٢٠ marks for preliminary exam, ١٠ for homework, ٧٠ marks final exam

١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	Lectures prepared by the scientific committee in the department
Recommended books and references (scientific journals, reports...)	Various sources in scientific research
Electronic References, Websites	https://scholar.google.com/schhp?hl=ar

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

Ministry of Higher Education and Scientific Research	Educational institution .١
Anbar	Scientific .٢ department/center
Master's	Name of the academic .٣ or professional program
Master's	Name of the final .٤ certificate
courses	Academic system: .٥ Annual/courses/other s
	Accredited .٦ accreditation program
	Other external .٧ influences
٢٠٢٦/١/١٩ م	Date the description .٨ was prepared
Objectives of the academic program .٩	
The student learns about interpretive trends in the modern era, their developments, aspects, styles and methods, the phenomenon of innovation and stagnation in interpretation, the factors influencing that, and opening research horizons for students to acquire research skills within this trend.	

Required program outcomes and teaching, learning and evaluation methods. ١٠

Cognitive goals -\
<p>A\ - Trying to bring the meaning of the Qur’anic text closer to the student’s mind with easy words and a distinct style.</p> <p>Aʁ - Contemplate the Qur’anic text and extract the secrets, expressive connotations, and signs that lead the student to benefit from the gifts and miracles of the Qur’an.</p> <p>Aʓ - Benefiting from the meanings of the Qur’anic text in correcting behaviors and trying to correct the imbalance between individuals and groups.</p> <p>Aξ - Emphasizing the educational aspect as guided by the Qur’anic verses and explaining the Qur’anic approach to the education of the individual and the group.</p> <p>Aº - Focus on the doctrinal verses that indicate the attributes of the Creator and his creativity in creating the world and all beings.</p>
B - The program’s skill objectives
<p>B\ - Creating a theoretical background through explanation, examples, questions and answers.</p> <p>Bʁ - Discussion in the hall and allowing students to express their opinions and suggestions.</p> <p>Bʓ - Providing students with exercises inside the hall and encouraging them to ask questions and answers.</p> <p>Bξ - Providing students with home exercises and discussing mistakes and weaknesses for each topic until the best result is reached collectively.</p>
Teaching and learning methods
<p>Teaching and learning methods: lecturing method -\</p> <p style="text-align: right;">Guidance -ʁ</p> <p style="text-align: right;">Interventions -ʓ</p> <p style="text-align: right;">Using computers and data -ξ</p>
Evaluation methods
<p>Through participation and questions related to and outside the topic. -\</p> <p>Written tests, oral tests, daily contributions, and completing assignments. -ʁ</p>
C- Emotional and value goals.
C\ - C- Emotional and value goals
C\ - Reception and acceptance: The student must
Listens to the lecture effectively ❖
Pays attention to the sequence of ideas within each topic and interacts ❖
with them
Asks about the various ways to use different expressions ❖

<p style="text-align: right;">CΥ-Response: The student must</p> <p style="text-align: center;">Answers various questions on the topic ❖</p> <p style="text-align: center;">The student feels pleasure in reading and listening to lectures ❖</p> <p style="text-align: center;">The student participates in explaining each topic. ❖</p> <p style="text-align: right;">CΥ- Value judgment: The student must</p> <p style="text-align: center;">Appreciates the importance of each topic and its interconnection with ❖ other topics</p> <p style="text-align: center;">Suggests different uses of expressions for each topic ❖</p> <p style="text-align: right;">Cξ- Value organization: The student must</p> <p style="text-align: center;">Combines ideas from different topics to formulate new topics. ❖</p> <p style="text-align: center;">Appreciates the value of learning the skill of the given lesson.</p>
Teaching and learning methods
<p style="text-align: center;">\). Giving lectures (explanation and clarification).</p> <p style="text-align: center;">Υ. Using technological educational aids as teaching aids (listening to lessons via YouTube, using Data Show Projector).</p> <p style="text-align: center;">Υ. Trying to give the student extreme care for accuracy and scientific honesty in conveying the spirit of the text and finding the correct and acceptable equivalent in the target language without acting in adding an addition or amputating the original meaning in the sentence in the original language..</p> <p style="text-align: center;">ξ. Urging the student to use some educational discs and use the library as one of the learning methods.</p>
Evaluation methods
<p style="text-align: center;">Through participation and questions related to and outside the topic. \)-</p> <p style="text-align: center;">Written tests, oral tests, daily contributions, and completing assignments. Υ-</p>

<p style="text-align: center;">D - General and qualifying transferable skills (other skills related to employability and personal development).</p> <p style="text-align: center;">D1- Mastering the use of the English language through the four skills of speaking, listening, reading and writing.</p> <p style="text-align: center;">D2- Mastering the use of different grammatical rules in course topics</p> <p style="text-align: center;">D3-We know a lot of vocabulary in addition to using different dictionaries to arrive at the correct meanings.</p> <p style="text-align: center;">D4- Developing the student's skills by focusing on some external influences that help in developing himself</p>
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Teaching and learning methods					
Teaching and learning methods: lecturing method -١ Guidance -٢ Interventions -٣ Using computers and data.					
Evaluation methods					
Through participation and questions related to and outside the topic. ١- Written tests, oral tests, daily contributions, and completing assignments. ٢-					
Program structure .١١					
		Credit hours	Name of the course or course	Course or course code	Educational level
practical	theoretical				
	theoretical		Modern trends in interpretation		Master's

Planning for personal development. ١٢
Admission standard (establishing regulations related to admission to the college .١٣ or institute)

The most important sources of information about the program. \xi

Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Learning outcomes required from the programme																Basic Or optional	Course Name	Course Code	Year
General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				

Course description form

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. It must be linked to the program description.

Ministry of Higher Education and Scientific Research	Educational institution .١
Anbar	Scientific department/center .٢
Modern trends in interpretation	Course name/code .٣
Weekly - Postgraduate Master's	Available attendance forms .٤
Courses - ٢٠٢٣-٢٠٢٤ AD	Semester/year .٥
30 hours	Number of study hours (total) .٦
٢٦/١/٢٠٢٤	Date this description was prepared .٧
Course objectives .٨	
<p>The student learns about interpretive trends in the modern era, their developments, aspects, styles and methods, the phenomenon of innovation and stagnation in interpretation, the factors influencing that, and opening research horizons for students to acquire research skills within this trend.</p>	

Required program outcomes and teaching, learning and evaluation methods.) .
<p>The learning outcomes of the main course must be consistent with the course's mission, objectives, and outcomes.</p> <p>What is expected from the course: To learn about the student's future work options, which helps determine the purposes that each individual director serves.</p>
<p>B - The skills objectives of the course.</p> <p>B1 - Creating a theoretical background through explanation, examples, questions and answers.</p> <p>B2 - Discussion in the hall and allowing students to express their opinions and suggestions.</p> <p>B3 - Providing students with exercises inside the hall and encouraging them to ask questions and answers.</p> <p>B4- Providing students with home exercises and discussing mistakes and weaknesses for each topic until the best result is reached collectively.</p>
Teaching and learning methods
<p>Teaching and learning methods: lecturing method -ξ</p> <p>Guidance -ο</p> <p>Interventions -γ</p> <p>Using computers and data -ν</p>
Evaluation methods:
<p>Through participation and questions related to and outside the topic.</p> <p>Written tests, oral tests, daily contributions, and completing assignments</p>
<p>C- Emotional and value goals.</p> <p>C\)- C- Emotional and value goals</p> <p>C1- Reception and acceptance: The student must</p> <p>Listens to the lecture effectively ❖</p> <p>Pays attention to the sequence of ideas within each topic and interacts with them ❖</p> <p>Asks about the various ways to use different expressions ❖</p> <p>C2-Response: The student must</p> <p>Answers various questions on the topic ❖</p> <p>The student feels pleasure in reading and listening to lectures ❖</p>

<p>The student participates in explaining each topic. ❖ C3- Value judgment: The student must Appreciates the importance of each topic and its interconnection ❖ with other topics Suggests different uses of expressions for each topic ❖ C4- Value organization: The student must Combines ideas from different topics to formulate new topics. ❖ Appreciates the value of learning the skill of the given lesson. ❖</p>
<p>1. Giving lectures (explanation and clarification). 2. Using technological educational aids as teaching aids (listening to lessons via YouTube, using Data Show Projector). 3. Trying to give the student a keen interest in accuracy and scientific honesty in conveying the spirit of the text and finding the correct and acceptable equivalent in the target language without acting in adding an addition or amputating the original meaning in the sentence in the original language.. 4. Urging the student to use some educational discs and use the library as one of the learning methods</p>
<p>D - General and qualifying transferable skills (other skills related to employability and personal development). D1- Mastering the use of the English language through the four skills of speaking, listening, reading and writing. D2- Mastering the use of different grammatical rules in course topics D3-We know a lot of vocabulary in addition to using different dictionaries to arrive at the correct meanings. D4- Developing the student's skills by focusing on some external influences that help in developing himself</p>

Course structure. \ \					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Written tests	Presentation and discussion	the week The first:	Interpretation trends	2	1

		<p>important definitions, trend, approach, interpretation, the modern and contemporary era</p>			
Written tests	Presentation and discussion	<p>the week Second: Introduction to the works in this section and their methods.</p>	Interpretation trends	2	1
Written tests	Presentation and discussion	<p>the week Third: The emergence of interpretation methods and their development throughout the</p>	Interpretation trends	2	1

		ages.			
Written tests	Presentati on and discussion	Week Fourth: The development of interpretive trends and forms of variation in them in the modern era.	Interpretatio n trends	2	1
Written tests	Presentati on and discussion	the week Fifth: Nodal direction. Week Six: Scientific trend in interpretation	Interpretatio n trends	2	1
Written tests	Presentati on and discussion	the week Seventh: Jurisprudential direction (interpretation of verses of	Interpretatio n trends	2	1

		rulings)			
Written tests	Presentati on and discussion	the week Eighth: Literary and graphic direction	Interpretatio n trends	2	1
Written tests	Presentati on and discussion	the week Ninth: The advocacy and educational direction the week Tenth: Objective direction	Interpretatio n trends	2	1
Written tests	Presentati on and discussion	the week Eleventh: Social and mental orientation the week	Interpretatio n trends	2	1

		<p>Twelfth: Deviant trend</p> <p>the week</p> <p>Thirteenth: Atheistic trend</p> <p>Week ١٤:</p>			
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<p>Interpretation trends in the fourteenth century AH. a. Dr.. Fahd bin Abdul Rahman bin Suleiman Al Roumi</p>	<p>1- Required prescribed books</p>
<p>terpretation and the interpreters, its basics, trends, and methods in the modern era of etation). Professor Dr. Fadl Hassan Abbas, Interpretation and interpreters, Dr. Muhammad Hussein Al-Dhahabi</p> <p>Interpretation trends in Egypt in the modern era, by Dr. Effat Muhammad</p>	<p>2- Main references (sources)</p>

Al-Sharqawi,

(Interpretation trends in the current era), by Dr. Abdel Majeed Abdel Salam

Sources and references:

Interpretation trends in the fourteenth century – Dr. Fahd bin Abdul Rahman bin Suleiman Al Rumi.

Trends of innovation in the interpretation of the Holy Qur'an in Egypt – Professor Dr. Muhammad Ibrahim Al-Sharif.

Interpretation trends in the modern era – Dr. Abdul Majeed Abdul Salam Al-Muhtasib.

Interpretation trends in Egypt in the modern era – Dr. Effat Al-Sharqawi.

Intellectual trends in interpretation – Dr. Al-Shahat Sayed Zaghloul.

The trend of interpretation in the modern era from the time of Imam Muhammad Abduh to the intermediate interpretation project – Mustafa Al-Hadidi Al-Tair – Issue (٨٠) – Islamic Research Series ١٣٩٥ AH – Islamic Research Academy.

Interpretation and interpreters – the late
Sheikh Dr. Muhammad Hussein Al-
Dhahabi.

Interpretation, its basics and trends –
Professor Dr. Fadl Hassan Abbas.

Scientific interpretation of the Holy
Qur'an, study and evaluation – Abdullah
bin Abdullah Al-Ahdal.

Contemporary Quranic Studies –
Muhammad bin Abdul Aziz Al-Sudais.

Glimpses into the sciences of the Qur'an
and trends in interpretation – Dr.
Muhammad Lutfi Al-Sabbagh.

The impact of intellectual development on
interpretation in the Abbasid era – Dr.
Musaed Muslim Abdullah Al Jaafar.

The trend of interpretation in the era –
Modern trends in the interpretation of the
Holy Quran – Dr. Hussein Darwish
Hantoush.

The phenomenon of rationality in
interpretation in the modern era – Ghazi
Youssef Al-Youssef.

The Internet	Recommended books and references (scientific journals, reports,...)
www.qurani.islamic.	B - Electronic references, Internet sites...

Course development plan .۱۲
By adding materials related to actual reality.

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

Anbar University/College of Islamic Sciences	Educational institution .١
Interpretation and sciences of the Qur'an	Scientific .٢ department/center
Foreign studies, principles of interpretation	Name of the academic .٣ or professional program
Master of Interpretation and Sciences of the Qur'an	Name of the final .٤ certificate
quarterly	Academic system: .٥ Annual/courses/other s
	Accredited .٦ accreditation program
Nothing	Other external .٧ influences
٢٠٢٦/١/١٩	Date the description .٨ was prepared
Objectives of the academic program .٩	
Preparing a generation of believers with religious awareness that is appropriate to their stage of education	
Promoting Islamic information and ensuring its development among seekers of knowledge Striving to consolidate the basics of forensic science	
Pride in religious heritage and adherence to it	
Putting the information in its place so that the basics of this science are not mixed up	

Required program outcomes and teaching, learning and evaluation methods. \ .

Cognitive goals - \

A \ - Introducing the student to the science of principles, the interpretation is generous in all

A ʔ - The student’s knowledge of this great art on which he relies

A ʔ - Technical understanding of this great science and distinguishing it from the rest of the other sciences

B - The program’s skill objectives

A \ - Introducing the student to all the sciences of the principles of Holy Interpretation

A ʔ - The student’s knowledge of this great art on which he relies

A ʔ - Technical understanding of this great science and distinguishing it from the rest of the other sciences

Teaching and learning methods

Method of discussion and problem solving. . \

Incorporating modern teaching methods using datasho. . ʔ

Evaluation methods

Written tests (essay and objective) . \

Preliminary assessment - formative . ʔ

assessment - summative assessment, represented by the semester and final

exams.
C- Emotional and value goals. C1- C2- C3- C4-
Teaching and learning methods
Evaluation methods

D - General and qualifying transferable skills (other skills related to employability and personal development). D1- D2- D3- D4-
Teaching and learning methods
Evaluation methods

Evaluation is through daily tests, and a final exam at the end of the scheduled semester

Program structure .\ \

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
Written tests	Presentati on and discussion	Introducing the science of the principles of interpretation, when it arose and how it developed		
Written tests	Presentati on and discussion	Knowing how the principles of interpretation are taught and the opinions of scholars about it		
Written tests	Presentati on and discussion	Know its rules and provisions		
Written tests	Presentati on and discussion	Know the wisdom of the applications of this science		
Written tests	Presentati on and discussion	Learn about the principles of interpretation		
Written tests	Presentati on and discussion	Learn how to learn about its science		
Written tests	Presentati on and discussion	Knowledge of collecting the Qur'an		
Written tests	Presentati on and	Studies of the first origin in it		

	discussion			
Written tests	Presentati on and discussion	Studies of the second origin in it		
Written tests	Presentati on and discussion	Studies of the third origin in it		
Written tests	Presentati on and discussion	Studies of the fourth origin in it		
Written tests	Presentati on and discussion	Studies on applications of the principles of interpretation ١		
Written tests	Presentati on and discussion	Studies on applications of the principles of interpretation ٢		
Written tests	Presentati on and discussion	Studies on applications of the principles of interpretation ٣		
Written tests	Presentati on and discussion	Studies on applications of the principles of interpretation ٤		
Written tests	Presentati on and discussion	Studies on applications of the principles of interpretation ٥		

Planning for personal development. ١٢

Admission standard (establishing regulations related to admission to the college .١٣
or institute)

The most important sources of information about the program. ١٤

Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Learning outcomes required from the programme																Basic Or optional	Course Name	Course Code	Year
General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
/				/				/				/				basic	Studies in the principles of interpretation		2023

Course description form

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. It must be linked to the program description.

Anbar University	Educational institution .١
Interpretation and sciences of the Qur'an	Scientific .٢ department/center
I studied the principles of interpretation	Course name/code .٣
	Available attendance .٤ forms
the second	Semester/year .٥
	Number of study hours .٦ (total)
10-6-2024	Date this description was .٧ prepared
Course objectives .٨	
Preparing a generation of believers with religious awareness that is appropriate to their stage of study	
Promoting Islamic information and ensuring its development among seekers of knowledge Striving to consolidate the basics of forensic science	

Pride in religious heritage and adherence to it
Putting the information in its place so that the basics of this science are not mixed up

Course outcomes and teaching, learning and evaluation methods. ١٠
<p style="text-align: right;">A- Cognitive objectives</p> <p>A١- Introducing the student to the science of principles, the interpretation is generous in all</p> <p style="padding-left: 40px;">A٢- The student's knowledge of this great art on which he relies</p> <p>A٣- Technical understanding of this great science and distinguishing it from the rest of the other sciences</p>
<p style="text-align: right;">B - The skills objectives of the course.</p> <p>A١- Introducing the student to all the sciences of the principles of Holy Interpretation</p> <p style="padding-left: 40px;">A٢- The student's knowledge of this great art on which he relies</p> <p>A٣- Technical understanding of this great science and distinguishing it from the rest of the other sciences</p>
Teaching and learning methods
Evaluation methods

C- Emotional and value goals C1- c2- C3- C4-
Teaching and learning methods
Evaluation methods
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- d2- D3- D4-

Course structure. ١١					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week

Infrastructure .١٢	
Lectures on the principles of interpretation	1- Required prescribed books

Principles and rules of interpretation	2- Main references (sources)
All specialty books	Recommended books and references (scientific journals, reports,...)
All other sites	B - Electronic references, Internet sites...

Course development plan .١٣

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Required program outcomes and teaching, learning and evaluation methods. \ .
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<p style="text-align: right;">Cognitive goals - \</p> <p>A \ - That the student becomes acquainted with the most important approaches of the Orientalists in their studies of the Holy Qur'an.</p> <p>A \ - That the student gets to know the most important Orientalist schools according to the geographical affiliations of the Orientalists.</p> <p>A \ - That the student studies examples of Qur'anic topics that Orientalists dealt with in their studies and their opinions on them.</p> <p style="text-align: right;">A \ - A \ - A \ -</p>
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<p style="text-align: right;">B - The program's skill objectives</p> <p>B \ - That the student be able to extract the opinions of the Orientalists and their suspicions about the Qur'an from their books.</p> <p>B \ - That the student is able to respond to the suspicions of Orientalists objectively.</p> <p>B \ - That the student becomes familiar with the sources of study of Orientalists and their opinions.</p>

Teaching and learning methods

<p style="text-align: right;">Teaching and learning methods: lecturing method - \</p> <p style="text-align: right;">Guidance - \</p> <p style="text-align: right;">Interventions - \</p> <p style="text-align: right;">Using computers and data - \</p>

Evaluation methods

<p>\ - Assigning students to conduct research and reports on specific topics in the scientific subject.</p> <p style="text-align: right;">\ - Daily participation of students.</p> <p style="text-align: right;">\ - The written exam.</p>
--

C- Emotional and value goals.

C\)- Reception and acceptance: The student must

Listens to the lecture effectively ❖

Pays attention to the sequence of ideas within each topic and
interacts with them ❖

Asks about the various ways to use different expressions ❖

cʁ- Response: The student must

Answers various questions on the topic ❖

The student feels pleasure in reading and listening to lectures ❖

The student participates in explaining each topic. ❖

Cʓ- Value judgment: The student must

Appreciates the importance of each topic and its interconnection
with other topics ❖

Suggests different uses of expressions for each topic ❖

C4- Value organization: The student must...

Combines ideas from different topics to formulate new topics. ❖

Appreciates the value of learning the skill of the given lesson. ❖

Teaching and learning methods

\)- Lecture delivery method.

ʁ- Involve students by presenting part of the scientific material.

ʓ- Question and answer method.

Evaluation methods

Through participation and questions related to and outside the topic.

D - General and qualifying transferable skills (other skills related to employability and personal development).

D1- Mastering the use of the English language through the four skills of speaking, listening, reading and writing.

D2- Mastering the use of different grammatical rules in course topics

D3-We know a lot of vocabulary in addition to using different dictionaries to arrive at the correct meanings.

D4- Developing the student’s skills by focusing on some external influences that help in developing himself

Teaching and learning methods

١- Lecture delivery method.

٢- Guidance.

٣- Interventions.

٤- Use of computers and data displays.

Evaluation methods

Written tests, oral tests, daily contributions, and completing assignments.

Program structure .\ \

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			

Planning for personal development. ١٢

Admission standard (establishing regulations related to admission to the college . ١٣
or institute)

The most important sources of information about the program. ١٤

The Holy Qur'an in Orientalist Studies: by Dr. Mushtaq Bashir . ١
Al-Ghazali.
Orientalists: Najeeb Al-Aqqi. . ٢
Orientalists' opinions about the Holy Qur'an and its . ٣
interpretation, study and criticism: by Dr. Omar Ibrahim
Radwan.
Orientalists and the Qur'an: by Omar Lutfi the scholar. . ٤

Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Learning outcomes required from the programme																Basic Or optional	Course Name	Course Code	Year
General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				

Course structure.١٠					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Written examination and preparation of a report	Lecture and discussion	The concept of Orientalism	Foreign studies in the Holy Quran	2	1
Written examination and preparation of a report	Lecture and discussion	The history of Orientalism and its motives	Foreign studies in the Holy Quran	2	2
Written examination and preparation of a report	Lecture and discussion	Orientalist schools: German school French school British School	Foreign studies in the Holy Quran	2	3
Written examination and preparation of a report	Lecture and discussion	Orientalist approaches to studying the Qur'an: The approach of questioning what	Foreign studies in the Holy Quran	2	4

		is definitive			
Written examination and preparation of a report	Lecture and discussion	Orientalist approaches to studying the Qur'an: The method of selecting from sources	Foreign studies in the Holy Quran	2	5
Written examination and preparation of a report	Lecture and discussion	Orientalist approaches to studying the Qur'an: Impact and influence approach – The default curriculum	Foreign studies in the Holy Quran	2	6
Written examination and preparation of a report	Lecture and discussion	Orientalist approaches to studying the Qur'an: Focusing on the foundational stage of the Qur'anic field The method of	Foreign studies in the Holy Quran	2	7

		denial			
Written examination and preparation of a report	Lecture and discussion	The Orientalist approach to studying the Qur'an	Foreign studies in the Holy Quran	2	8
Written examination and preparation of a report	Lecture and discussion	Orientalists and the names of the Qur'an	Foreign studies in the Holy Quran	2	9
Written examination and preparation of a report	Lecture and discussion	Orientalists and translation of the Qur'an	Foreign studies in the Holy Quran	2	10
Written examination and preparation of a report	Lecture and discussion	Orientalists and revelation	Foreign studies in the Holy Quran	2	11
Written examination and	Lecture and discussion	Orientalists' suspicions about revelation	Foreign studies in the Holy Quran	2	12

preparation of a report					
Written examination and preparation of a report	Lecture and discussion	Orientalists and the collection of the Qur'an	Foreign studies in the Holy Quran	2	13
Written examination and preparation of a report	Lecture and discussion	Orientalists and Quranic readings	Foreign studies in the Holy Quran	2	14
Written examination and preparation of a report	Lecture and discussion	The Holy Qur'an and Western encyclopedias	Foreign studies in the Holy Quran	2	15

Infrastructure .))	
Nothing	1- Required prescribed books
١- The Holy Qur'an in Orientalist Studies: by Dr. Mushtaq Bashir Al-Ghazali. ٢- Orientalists: Najib Al-Aqiqi. ٣- Orientalists' opinions about the Holy Qur'an and its interpretation, study and criticism: by Dr. Omar Ibrahim Radwan.	2- Main references (sources)

<p>ξ- Orientalists and the Qur'an: by Omar Lutfi the scholar.</p>	
	<p>Recommended books and references (scientific journals, reports,...)</p>
	<p>B - Electronic references, Internet sites...</p>

<p>Course development plan .١٢</p>

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program

Ministry of Higher Education and Scientific Research	Educational institution .\)
Anbar	Scientific .\۲ department/center
Studies in the science of Quranic readings	Name of the academic .\۳ or professional program
Postgraduate studies in the field of interpretation and Qur'anic sciences	Name of the final .\۴ certificate
courses	Academic system: .\۵ Annual/courses/others
Theoretical and practical	Accredited .\۶ accreditation program
	Other external .\۷ influences
۲۰۲۶/۱/۱۹	Date the description .\۸ was prepared
<p style="text-align: right;">Academic program objectives: .\۹</p> <p>Introducing the student to the types of recitations and the rulings of each type, and the extent of their influence on the interpretation of the Holy Qur'an, while gathering applied examples from the Holy Qur'an, knowing the rules governing this matter, knowing the types of recitations from irregular and frequent, and the extent of their relationship to the seven letters upon which the Qur'an was revealed, and to provide the student with the skill of research. In the science of readings.</p>	

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Required program outcomes and teaching, learning and evaluation methods: . \) .
 The learning outcomes of the main course must be consistent with the course's mission, objectives and outcomes.
 What is expected from the course: getting to know the student's future work options, which helps determine the purposes served by each individual director, in addition to the approval of the Ministry's decisions.

Cognitive goals - \)

A \ - Urging students to continue learning and not to despair due to the difficulties of this stage.
 A \ - Developing the spirit of continuing to seek knowledge and increase learning.
 A \ - Work to stimulate the spirit of discussion and learning among new students.
 A \ - Trying to raise students' morale through: Create independent personalities in dialogue and expressing opinions.

B - The program's skill objectives

B \ - Establishing a theoretical background through explanations, examples, questions and answers.
 B \ - Discussion in the hall and allowing students to express their opinions and suggestions.
 B \ - Providing students with exercises in the classroom and encouraging them to ask questions and answers.

Teaching and learning methods

Teaching and learning methods: lecturing method - \)
 Guidance - \)
 Interventions - \)
 Using computers and data - \)

Evaluation methods

Through participation and questions related to and outside the topic .

C- Emotional and value goals.

C \ - To receive and accept: the student must
 Listens to the lecture effectively ❖
 Pays attention to the sequence of ideas within each topic and ❖
 interacts with them

<p>Asks about the various ways to use different expressions ❖ cʻ- Response: The student must Answers various questions on the topic ❖ The student feels pleasure in reading and listening to lectures ❖ The student participates in explaining each topic. ❖ Cʻ- Value judgment: The student must Appreciates the importance of each topic and its interconnection ❖ with other topics Suggests different uses of expressions for each topic. ❖ Cξ- Value organization: The student must Combines ideas from different topics to formulate new topics. ❖ Appreciates the value of learning the skill of the given lesson.</p>
Teaching and learning methods
<p>Lecture style - ١ 2- Guidance 3- Interventions 4- Use of computers and data displays</p>
Evaluation methods
Through participation and questions related to and outside the topic

<p>D - General and qualifying transferable skills (other skills related to employability and personal development). D1- Mastering the use of the English language through the four skills of speaking, listening, reading and writing. D2- Mastering the use of different grammatical rules in the course topics. D3-We know a lot of vocabulary in addition to using different dictionaries to arrive at the correct meanings. D4- Developing the student’s skills by focusing on some external influences that help in developing himself .</p>
Teaching and learning methods
<p>Lecture style - ١ Guidance - ٢ Interventions - ٣ Using computers and data - ٤</p>

Evaluation methods				
Written tests, oral tests, daily contributions, completing assignments .				
Program structure .\)				
Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
Written tests	Presentatio n and discussion	Introducing the most important sources of Qur'anic readings	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	Introducing the first principles in the science of readings	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	Invoking readings, originals and brushes	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	The meaning of the seven letters and the seven readings.	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	Correct reading and its pillars	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	Abnormal reading and protest against it	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	Readings above ten	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	The difference between readings and letters	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and	The reason for the	Studies in the	Masters

	discussion	multiple readings	science of Quranic readings	
Written tests	Presentatio n and discussion	Hadiths contained in multiple readings	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	The position of scholars on the seven readings	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	The era of blogging for the science of readings	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	Acceptance and response to readings	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	Directing readings	Studies in the science of Quranic readings	Masters
Written tests	Presentatio n and discussion	The effect of readings on multiple meanings	Studies in the science of Quranic readings	Masters

Planning for personal development. ١٢
<p>Work on adding materials related to actual reality. Developing people's skills by encouraging them to practice and familiarize themselves with readings. Do not limit yourself to one novel and try to broaden the horizons of students of knowledge.</p>
Admission standard (establishing regulations related to admission to the college . ١٣ or institute)

The Shatibiyyah system by Imam Al-Shatibi – and its explanation by
Abu Shama.

Jami' al-Bayan fi al-Saba' al-Qira'at – by Al-Dani.

Al-Taysir in the Seven Readings – by Al-Dani.

The beauty of reciters and the perfection of reciters – Imam Abu Al-
Hasan Alam Al-Din Al-Sakhawi.

Publication in the Ten Readings – Imam Ibn Al-Jazari.

Union of Virtues of Human Beings in the Fourteen Readings – Al-
Banna Al-Damietta.

Al-Kafi in the Seven Readings – Imam Muhammad bin Shurayh Al-
Ra'ini.

The Seven Readings – Ibn Mujahid.

Inscription at Al-Tayseer – Imam Ibn Al-Jazari.

Abnormal readings and their direction – Abdel Fattah Al-Qadi.

The facilitator in the fourteen readings – Muhammad Fahd Al-
Kharouf.

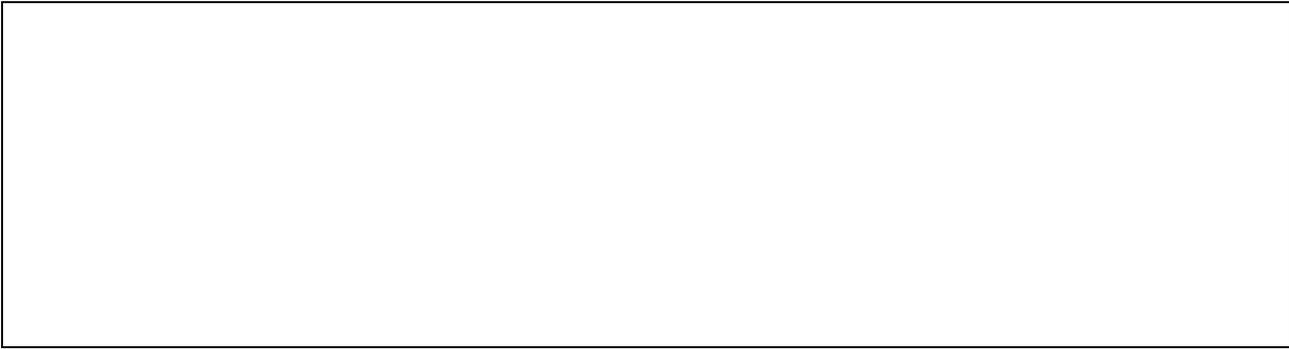
Drawing the Qur'an and using it in readings – Dr. Shalabi.

Pages on the Sciences of Recitations – Dr. Abu Taher Abdul Qayyum
Al-Sindi.

Qur'anic readings, their provisions and sources – Dr. Shaaban
Muhammad Ismail.

Qur'anic readings, history and development – Abdul Hadi Al-Fadhli.

Introduction to the Science of Readings – Professor Dr. Khalil Rajab
Hamdan Al-Kubaisi.



Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Learning outcomes required from the programme																Basic Or optional	Course Name	Course Code	Year
General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				

Course description form

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. It must be linked to the program description.

Ministry of Higher Education and Scientific Research	Educational institution .١
Anbar	Scientific .٢ department/center
Studies in the science of Quranic readings	Course name/code .٣
Postgraduate studies in the field of interpretation and Qur'anic sciences	Available attendance .٤ forms
courses	Semester/year .٥
2 hours	Number of study hours .٦ (total)
28/1/ 2024	Date this description was .٧ prepared
Course objectives: .٨ Introducing the student to the types of recitations and the rulings of each type, and the extent of their influence on the interpretation of the Holy Qur'an, while collecting applied examples from the Holy Qur'an, knowing the rules governing this matter, knowing the types of	

recitations, whether irregular or frequent, and the extent of their relationship to the seven letters upon which the Qur'an was revealed, and to provide the student with the skill of research. In the science of readings.

<p>Course outcomes, teaching, learning and evaluation methods: .\`</p> <p>The learning outcomes of the main course must be consistent with the course's mission, objectives and outcomes.</p> <p>What is expected from the course: getting to know the student's future work options, which helps determine the purposes served by each individual director, in addition to the approval of the Ministry's decisions.</p>	
<p>A- Cognitive objectives</p> <p>A\ - Urging students to continue learning and not to despair due to the difficulties of this stage.</p> <p>A\ - Developing the spirit of continuing to seek knowledge and increase learning.</p> <p>A\ - Work to stimulate the spirit of discussion and learning among new students.</p> <p>A\ - Trying to raise students' morale through: Create independent personalities in dialogue and expressing opinions.</p>	
<p>B - The skills objectives of the course.</p> <p>B \ - Establishing a theoretical background through explanations, examples, questions and answers.</p> <p>B\ - Discussion in the hall and allowing students to express their opinions and suggestions.</p> <p>B\ - Providing students with exercises in the classroom and encouraging them to ask questions and answers.</p>	
<p>Teaching and learning methods</p>	
	<p>Lecture style -\`</p> <p>Guidance -\`</p> <p>Interventions -\`</p>

Using computers and data -ξ
Evaluation methods
Through participation and questions related to and outside the topic
<p>C- Emotional and value goals</p> <p>C\)- To receive and accept: the student must</p> <p style="padding-left: 40px;">Listens to the lecture effectively ❖</p> <p style="padding-left: 20px;">Pays attention to the sequence of ideas within each topic and ❖</p> <p style="padding-left: 80px;">interacts with them</p> <p style="padding-left: 40px;">Asks about the various ways to use different expressions ❖</p> <p style="padding-left: 40px;">cʔ- Response: The student must</p> <p style="padding-left: 40px;">Answers various questions on the topic ❖</p> <p style="padding-left: 20px;">The student feels pleasure in reading and listening to lectures ❖</p> <p style="padding-left: 40px;">The student participates in explaining each topic. ❖</p> <p style="padding-left: 40px;">Cʔ- Value judgment: The student must</p> <p style="padding-left: 20px;">Appreciates the importance of each topic and its interconnection ❖</p> <p style="padding-left: 80px;">with other topics</p> <p style="padding-left: 40px;">Suggests different uses of expressions for each topic. ❖</p> <p style="padding-left: 40px;">Cξ- Value organization: The student must</p> <p style="padding-left: 20px;">Combines ideas from different topics to formulate new topics. ❖</p> <p style="padding-left: 40px;">Appreciates the value of learning the skill of the given lesson.</p>
Teaching and learning methods
<p>Lecture style -\</p> <p>Guidance -ʔ</p> <p>Interventions -ʔ</p> <p>Using computers and data -ξ</p>
Evaluation methods
Through participation and questions related to and outside the topic

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Mastering the use of the English language through the four skills of speaking, listening, reading and writing.

D2- Mastering the use of different grammatical rules in the course topics.

D3-We know a lot of vocabulary in addition to using different dictionaries to arrive at the correct meanings.

D4- Developing the student's skills by focusing on some external influences that help in developing himself .

Course structure. ١١					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Written tests	Presentation and discussion	Introducing the most important sources of Qur'anic readings and their references.	Studies in the science of Quranic readings	2	1
For written tests	Presentation and discussion	Introducing the first principles in the science of readings	Studies in the science of Quranic readings	2	1
For written tests	Presentation and discussion	Invoking readings, originals and brushes	Studies in the science of Quranic readings	2	1
For written tests	Presentation and discussion	The meaning of the seven letters and the seven	Studies in the science of	2	1

		readings.	Quranic readings		
For written tests	Presentati on and discussion	Correct reading and its pillars	Studies in the science of Quranic readings	2	1
For written tests	Presentati on and discussion	Abnormal reading and protest against it	Studies in the science of Qur'anic readings	2	1
For written tests	Presentati on and discussion	Readings above ten	Studies in the science of Quranic readings	2	1
For written tests	Presentati on and discussion	The difference between readings and letters	Studies in the science of Qur'anic readings	2	1
For written tests	Presentati on and discussion	The reason for the multiple readings	Studies in the science of Quranic readings	2	1
For written tests	Presentati on and discussion	Hadiths contained in multiple readings	Studies in the science of Quranic readings	2	1
For written tests	Presentati on and discussion	The position of scholars on the seven readings	Studies in the science of	2	1

			Quranic readings		
For written tests	Presentati on and discussion	The era of blogging for the science of readings	Studies in the science of Quranic readings	2	1
For written tests	Presentati on and discussion	Acceptance and response to readings	Studies in the science of Quranic readings	2	1
For written tests	Presentati on and discussion	Directing readings	Studies in the science of Quranic readings	2	1
For written tests	Presentati on and discussion	The effect of readings on multiple meanings	Studies in the science of Quranic readings	2	1

Infrastructure .١٢	
The book Beyond Jurisprudence by Mr. Muhammad Muhammad Sadiq al-Sadr, the Authentic Qira'at Paragraph. Qur'anic readings, history and development – Abdul Hadi Al-Fadhli. Introduction to the Science of Readings – Professor Dr. Khalil Rajab Hamdan	1- Required prescribed books

Al-Kubaisi.	
<p>Jami' al-Bayan fi al-Saba' al-Qira'at – by Al-Dani.</p> <p>Al-Taysir in the Seven Readings – by Al-Dani.</p> <p>The beauty of reciters and the perfection of reciters – Imam Abu Al- Hasan Alam Al-Din Al-Sakhawi.</p> <p>Publication in the Ten Readings – Imam Ibn Al-Jazari.</p> <p>Union of Virtues of Human Beings in the Fourteen Readings – Al-Banna Al- Damietta.</p>	2- Main references (sources)
world wide web	Recommended books and references (scientific journals, reports,...)
www.qurani.islamic.	B - Electronic references, Internet sites...

Course development plan .١٣
<p>Work on adding materials related to actual reality. Developing people's skills by encouraging them to practice and familiarize themselves with readings. Do not limit yourself to one novel and try to broaden the horizons of students of knowledge.</p>