

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

| Module Information | | | |
|------------------------------------|-------------------------|-------------------------------|---|
| معلومات المادة الدراسية | | | |
| Module Title | Arabic language | | Module Delivery |
| Module Type | Basic | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input checked="" type="checkbox"/> Seminar |
| Module Code | URARA | | |
| ECTS Credits | 2 | | |
| SWL (hr/sem) | 50 | | |
| Module Level | 2 | Semester of Delivery | 4 |
| Administering Department | Forensic Science | College | College of science |
| Module Leader | Rana Majed Hamed | e-mail | Rana.Majid@nahrainuniv.edu.iq |
| Module Leader's Acad. Title | Lecturer | Module Leader's Qualification | M.D. |
| Module Tutor | None | e-mail | E-mail |
| Peer Reviewer Name | Dr. Fadhel Subhi Fadhel | e-mail | fadhel.subhi@nahrainuniv.edu.iq |
| Scientific Committee Approval Date | 2025 | Version Number | 1.0 |

| Relation with other Modules | | | |
|-----------------------------------|---------|----------|--|
| العلاقة مع المواد الدراسية الأخرى | | | |
| Prerequisite module | لا يوجد | Semester | |
| Co-requisites module | لا يوجد | Semester | |

| Module Aims, Learning Outcomes and Indicative Contents أهداف المادة الدراسية ونتائج التعلم والمحفويات الإرشادية | |
|--|---|
| Module Aims أهداف المادة الدراسية | <p>The main objective of this semester is to strengthen the Queen of First Graders and develop their linguistic abilities and focus on</p> <ol style="list-style-type: none"> 1.Acquiring knowledge skills about linguistic concepts 2.Keep the tongue from falling into the word's pronunciation error 3.Developing the student's expressive abilities 4.Teaching students to analyze the speech system 5.Teach students to distinguish between the origins of the word or increase .and what it does in increasing meaning 6.Teaching students on methods and rules of control and drafting of .vocabulary 7.Enabling the student to use the language vocabulary in the proper location 8.Provide trainings to strengthen the student's queen and develop his ability in language practice and influential rhetoric, taking advantage of experiences and .training 9.Enabling students to read and analyze literary texts, understand them and be .able to save them <p>Teaching students to read properly the words of the Holy Quran, learn .its meaning and develop students' ability to keep and pronounce</p> |
| Module Learning Outcomes مخرجات التعلم للمادة الدراسية | <p>The University of Nahrin works by teaching Arabic to strengthen the student's linguistic queen.</p> <p>By adjusting and perfecting the rules of Arabic, introducing students to speech systems and the possibility of contributing to the teaching and refinement of writing and damaged times, and being able to know the divisions of actions. This develops students' ability to understand the subject. and have the ability to detect language errors.</p> <p>Teaching the right reading and understanding of educational grammatical systems and developing the skill in addressing the problems faced by students .in teaching Arabic and directing it correctly</p> |
| Indicative Contents المحفويات الإرشادية | <p>Students should be able to understand the basic principles of Arabi by studying the sections of speech (name, verb and letter) and describing the definition of each .of them and what their connotation is</p> <p>Innovative knowledge, experience and detailed knowledge of its types with representation</p> <p>The study was made by her sisters, her sisters, the statement of her meaning, her work, what changes occurred in the sentence when she entered it, how to write the number, numbering marks, tied and open tags, and other topics of .interest to the student in learning the principles of Arabic</p> |

| Learning and Teaching Strategies استراتيجيات التعلم والتعليم | | | |
|--|---|---|-----|
| Strategies | 1. POWERPOINT DISPLAY 2. Writing Reports 3. Quarterly Tests 4. Discussing and Solving Questions 5. Homework | | |
| Student Workload (SWL) الحمل الدراسي للطالب | | | |
| Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل | 33 | Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا | 2.2 |
| Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل | 17 | Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا | 1.1 |
| Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل | 50 | | |

| Module Evaluation تقييم المادة الدراسية | | | | | |
|--|--------------------|--------------------|-----------------------|-----------------|----------------------------------|
| | | Time/Number | Weight (Marks) | Week Due | Relevant Learning Outcome |
| Formative assessment | Quizzes | 2 | 10% (10) | 5, 10 | LO #1, 2, 10 and 11 |
| | Assignments | 2 | 10% (10) | 2, 12 | LO # 3, 4, 6 and 7 |
| | Seminar | 1 | 10% (10) | 13 | LO # 5, 8 and 10 |

| | | | | | |
|-----------------------------|---------------------|------|------------------|----|----------|
| Summative assessment | Midterm Exam | 2 hr | 20% (20) | 7 | LO # 1-7 |
| | Final Exam | 2hr | 50% (50) | 16 | All |
| Total assessment | | | 100% (100 Marks) | | |

| Delivery Plan (Weekly Syllabus) المنهاج الأسبوعي النظري | |
|--|--|
| | Material Covered |
| Week 1 | Grammar - Speech Section (Name, verb, letter), beginner, types, news and types |
| Week 2 | It was her sisters, her sisters. |
| Week 3 | Muthanna and his attachment, the collection of the peaceful masculine and his attachment, the collection of the peaceful feminine and his attachment, the five names |
| Week 4 | Building the past act, building the act. |
| Week 5 | The tense act of building and godmother |
| Week 6 | Assigned names (effect - absolute effect - effect - effect - effect - effect) |
| Week 7 | Hair - Nazik Angels |
| Week 8 | Poetry - Mohammed Mahdi Al Jawahiri |
| Week 9 | Dictatorship - Writing the Shame (Connecting and Cutting) |
| Week 10 | Intermediate and Extreme Shaking |
| Week 11 | Writing Antidote and Adversity |
| Week 12 | Writing short and long diversion |
| Week 13 | Punctuation -The rule of a thousand paradoxes |
| Week 14 | Writing Number |
| Week 15 | The Holy Quran |

| Learning and Teaching Resources مصادر التعلم والتدریس | | |
|--|---|----------------------------------|
| | Text | Available in the Library? |
| Required Texts | Expression, creation, written drawing and written dictation/a. d. Abdulrahman Matlak al-Jabouri | ل |
| Recommended Texts | Clarify the trajectory of the millennium of the son of Malik/Ibn Hisham. Qatar al-Nada and Bel al-Echo of Hisham's son. The hummus of the Sooty, as adequate as Abbas Hassan, is a shrewd custom in the art of drainage, polite in drainage. | ل |
| Websites | Adequate Grammar / Abbas Hassan. | |

| Grading Scheme مخطط الدرجات | | | | |
|--------------------------------|------------------|------------------------|-----------|---------------------------------------|
| Group | Grade | التقدير | Marks (%) | Definition |
| Success Group (50 - 100) | A - Excellent | امتياز | 90 - 100 | Outstanding Performance |
| | B - Very Good | جيد جدا | 80 - 89 | Above average with some errors |
| | C - Good | جيد | 70 - 79 | Sound work with notable errors |
| | D - Satisfactory | متوسط | 60 - 69 | Fair but with major shortcomings |
| | E - Sufficient | مقبول | 50 - 59 | Work meets minimum criteria |
| Fail Group (0 - 49) | FX – Fail | راسب (قيد المعالجة) | (45-49) | More work required but credit awarded |
| | F – Fail | راسب | (0-44) | Considerable amount of work required |
| | | | | |

Note: Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.