

# 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"> <li><input checked="" type="checkbox"/> Theory</li> <li><input checked="" type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Lab</li> <li><input type="checkbox"/> Tutorial</li> <li><input type="checkbox"/> Practical</li> <li><input checked="" type="checkbox"/> Seminar</li> </ul>
Module Code	URARA		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	2	Semester of Delivery	
Administering Department	Forensic Science	College	College of science
Module Leader	Rana Majed Hamed	e-mail	<a href="mailto:Rana.Majid@nahrainuniv.edu.iq">Rana.Majid@nahrainuniv.edu.iq</a>
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	<a href="mailto:fadhel.subhi@nahrainuniv.edu.iq">fadhel.subhi@nahrainuniv.edu.iq</a>
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	

<b>Module Aims, Learning Outcomes and Indicative Contents</b> <b>أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية</b>	
<b>Module Aims</b> <b>أهداف المادة الدراسية</b>	<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"> <li>1.Acquiring knowledge skills about linguistic concepts</li> <li>2.Keep the tongue from falling into the word's pronunciation error</li> <li>3.Developing the student's expressive abilities</li> <li>4.Teaching students to analyze the speech system</li> <li>5.Teach students to distinguish between the origins of the word or increase .and what it does in increasing meaning</li> <li>6.Teaching students on methods and rules of control and drafting of .vocabulary</li> <li>7.Enabling the student to use the language vocabulary in the proper location</li> <li>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</li> <li>9.Enabling students to read and analyze literary texts, understand them and be .able to save them</li> </ol> <p>Teaching students to read properly the words of the Holy Quran, learn .its meaning and develop students' ability to keep and pronounce</p>
<b>Module Learning Outcomes</b> <b>مخرجات التعلم للمادة الدراسية</b>	<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>
<b>Indicative Contents</b> <b>المحتويات الإرشادية</b>	<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)		

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

<b>Learning and Teaching Resources</b> <b>مصادر التعلم والتدريس</b>		
	Text	Available in the Library?
<b>Required Texts</b>	Expression, creation, written drawing and written dictation/a. d. Abdulrahman Matlak al-Jabouri	لا
<b>Recommended Texts</b>	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.	لا
<b>Websites</b>	Adequate Grammar / Abbas Hassan.	

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