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Guide Academic program and course description

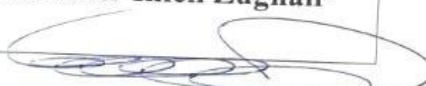
Arabic Language Department

2025-2026

Academic Program Description – Arabic Language Department 2025–
2026

University Name: University of Wasit
College/ Institute: College of Education for Humanities
Scientific Department: Arabic Language Department
Academic or professional program name: Arabic
Final Degree Name: PhD / Literature
School System:
Date of preparation of the description: 1/10/2025

Signature: 
Name of Scientific Associate:
Prof. Dr. Nasser Wali Freih
Date: Nasser Wali Faryeh

Signature: 
Name of Head of Department:
Prof. Dr. Jabbar Ihleil Zughair
Date:

Date the file was filled out: 8/10/2025

The file was reviewed by:

Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance

Division:

Date:

Signature:

17/6/2026
السيد ضامن الجودة والاداء العالي

Prof. Dr.
Mahmoud Hammoud Arrak Al-Quraishi
Dean of the College of Education
for Humanities

Dean's Approval

Prof. Dr. Mahmoud Hammoud Arrak

2026/6/17

1. Program Vision

The department's vision is based on developing a scientific foundation for understanding language and literature in a way that is consistent with contemporary philosophies.,And guiding it in a way that reveals the unique characteristics of the Arabic language and its workings in the field of critical and stylistic studies, phonetics, grammar, modern linguistics and related fields. This vision assumes that these studies consolidate the values of virtue in society and broaden the intellectual horizons of the student..

2. Program message

The department qualifies an educated cadre who are aware of the importance of the Arabic language and its uniqueness among the world's languages, and opens up avenues for interaction with society, conveying the noble values that the language carries, and consolidating the concepts of integration with scientific and humanistic disciplines.

3. Program objectives

- 1- Preparing a promising generation that is aware of the importance of educational, human and scientific values and their effective impact on building society.
- 2- Extending the means of cooperation between the College of Education for Human Sciences and the Directorates of Education and preparing Arabic language teachers scientifically and professionally.
- 3- Promoting the Arabic language as the language of the Holy Quran and working diligently to preserve it.
- 4- Demonstrating the humanistic scope of this language among contemporary world languages
- 5- Working to develop the student's linguistic and literary skills in a manner commensurate with the scope of the assigned task.To him.

4. Program accreditation

The Arabic Language Department is seeking program accreditation.

5. Other external influences

The department's outputs are based on the needs of public and private schools.

* The notes may include whether the course is core or elective..

6. Expected learning outcomes of the program	
Knowledge	
<u>Key cognitive learning outcomes:</u> 1 Knowledge and understanding: . 2-Mastering reading and writing skills: 2. Practical Skills: 3-Writing various types of Arabic texts: 4-Speaking in Modern Standard Arabic:	<u>Key cognitive learning outcomes:</u> A thorough understanding of Arabic grammar rules and principles Mastering the science of grammar, morphology, and rhetoric. Understanding the characteristics and features of the Arabic language. Understanding the history of the Arabic language and its development throughout the ages. Identifying different types of Arabic texts: Understanding the characteristics of each type of text (poetry, prose, oratory, ...). Analysis and interpretation of Arabic texts. Linking Arabic texts to their historical and cultural context Reading Arabic texts of all kinds with understanding and awareness. Writing correct Arabic texts in terms of language and style. Expressing thoughts and feelings clearly and accurately. Analysis of Arabic texts: Identifying the elements of the text (topic, ideas, style, ...). Interpreting the text and understanding its meanings. Linking the text to its historical and cultural context.

	Writing articles, reports, and scientific research. Writing creative texts (poetry, stories, ...). Writing advertising and marketing copy. Speaking Arabic fluently and clearly. Using the Arabic language in various situations and fields. Expressing thoughts and feelings effectively.
Skills	
<u>Language skills:</u> 1-The correct application of grammar and morphology rules in writing and speaking. 2-Analyze the sentences and identify their components. 3-Using rhetorical techniques in writing and speaking. 4-Analyzing rhetorical texts and identifying their characteristics. 5-Getting acquainted with the different types of literature (poetry, short story, novel, etc.).	<u>Professional skills:</u> 1- Teaching at various educational levels. 2- Working in the field of media and journalism. 3- Working in the field of translation and linguistic communication. 4- Working in the field of authorship and publishing.
<u>Academic skills:</u> 1- Scientific research in the field of Arabic language and literature. 2- Writing scientific research papers and studies. 3- Using various scientific research tools. 4- Mastering presentation skills.	<u>Technical skills:</u> 1-Mastering the use of Microsoft Office programs (Word, Excel, PowerPoint) and its application in the fields of scientific research. 2- MasteryUseInternet in the field-learning. 3-Effective communication with students and parents. 4- Using an international system in libraries to access the main books in the department and college library

Values	
<u>Islamic values:</u> 1-Developing a deep understanding of IslamFrom itSpreading awareness of the true culture of Islam and its rich history. 2-Instilling noble morals in the students, such as: honesty, trustworthiness, justice, mercy, and tolerance. 3-Adopting moderation and centrismKSpreading a culture of tolerance, acceptance of differences, and respect for other opinions.and the warningFrom extremism and excess in any matter.	<u>Professional values:</u> 1- An individual should adhere to ethical principles at work such as integrity, objectivity, responsibility, respect, honesty, and justice. 2Mastering teamwork skillsSuch as cooperation, professionalism, and effective communication. 3-Striving for excellence and creativity at work: such as seeking opportunities for development, innovation, initiative, perseverance, and passion.
<u>Human values:</u> 1-Respect for human rights and freedoms:yourPreserving human dignity, andEnsuring equality for all people, andProtecting fundamental human freedoms such as freedom of expression and freedom of belief, andCombating all forms of discrimination and violence against any individual or group. 2. Spreading a culture of tolerance and peaceful coexistence:KAccepting differences between individuals and societies, andRespecting others, their beliefs, and their opinions, andResolving conflicts in peaceful and rational ways.andSpreading a culture of peace in societies through education and awareness. 3. Instilling the values of social responsibility in the hearts of future generationsthroughPositive participation in building and developing	<u>National values:</u> 1-Instilling national values such as justice and equality, freedom, tolerance, cooperation and solidarity, integrity and responsibility, creativity and innovation, and environmental conservation, to build any strong and prosperous society. 2-AnoAdherence to laws and regulations, awareness of their importance, spreading a culture of respect for the law among members of society, and reporting any violations of the law. 3-Working to serve the community through volunteering to serve those in need, participating in community activities and events, spreading awareness among community members, and working to solve community problems.

societyAndWorking to solve societal problems and contributing to achieving the common good.andHelping the needy and vulnerable in society.andProtecting the environment and preserving natural resources.	
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7. Teaching and learning strategies

Ano/Traditional methods:

- **Lecture:** The lecture method is one of the most common traditional methods of teaching, where the professor explains Course content for students.
- **Discussion:** Discussions are organized between students on specific topics from the course.
- **Reports and research:** Students are required to write reports or research papers on specific topics from the course.
- **Tests:** Students' level is assessed through tests.
- **Active learning:** This approach focuses on students' active participation in the learning process through activities and projects.

Secondly / Modern methods:

Cooperative learning: Students are divided into small groups to work together to accomplish a specific task.

Seminars and cultural events: Seminars and cultural events are organized to deepen students' understanding of the course.

Thirdly / Strategies for developing language skills:

Reading learning strategies:

1. **Intensive reading:** aims to understand the general meaning of the text, and requires fast reading with attention to the main ideas.
2. **In-depth reading:** aims to analyze and understand the text accurately, and requires slow reading with a focus on details.
3. **Accelerated reading:** aims to increase reading speed while maintaining comprehension levels, and requires the use of specialized techniques.

Strategies for learning to write:

4. **Planning:** Writing a draft of the topic before starting the final writing, and identifying the main and sub-ideas.
5. **Editing:** Reviewing the written text, correcting linguistic and spelling errors, and modifying the style and expression.
6. **Editing:** Writing the final text in a well-organized and clear manner, taking into account the rules of the Arabic language.

Strategies for learning to speak:

7. **Practice:** Talk to other people in Arabic as much as possible, and share ideas and opinions.
8. **Listening:** Listening to audio materials in Arabic, such as: Radio programs and films.
9. **Imitation:** Imitating the pronunciation of native Arabic speakers and trying to resemble them in the way they express themselves.

Listening learning strategies:

10. **Goal setting:** Determine the purpose of listening before you begin, such as: receiving information, understanding ideas, or enjoying music.
11. **Focus:** Pay attention to what is being said and avoid distractions.
12. **Note-taking:** Writing down important points or main ideas while listening.

Vocabulary learning strategies:

13. **Mind maps:** Linking the new word to other related words, and creating a mind map that represents the relationships between the words.
14. **Context:** Learn words in their natural context by reading texts or listening to audio materials.

8. Assessment methods

- **Formative assessment** (daily exams, class discussions, homework and follow-up, classroom assessment).
- Diagnostic assessment** (Semester and final exams for issuing pass/fail rulings).

9. Faculty					
Faculty members					
academic rank	Specialization		Special requirements/skills (if any)	Faculty preparation	
	general	private		Staff	lecturer
Prof. Dr. Jamil Badawi Hamad	Arabic	Literature		Staff	
Prof. Dr. Jassim Hussein Sultan	Arabic	Literature		Staff	
Prof. Dr. Majid Khairallah Rahi	Arabic	the language		Staff	
Prof. Dr. Thaer Abdul Majeed Naji	Arabic	Literature		Staff	
Prof. Dr. Raad Nasser Mayoud	Arabic	Literature		Staff	
Prof. Dr. Suad Badie Mutair	Arabic	Literature		Staff	
Prof. Dr. Karim Ajil Sahi	Arabic	Literature		Staff	
Prof. Dr. Saleh Kazem Sakban	Arabic	Literature		Staff	
Dr. Naseer Khalaf Abbas	Arabic	Literature		Staff	
Prof. Dr. Ahmed Abdel Aal Saeed	Arabic	Literature		Staff	
Dr. A.M.D. Haider Ismail Askar	Arabic	Literature		Staff	
Dr. Raad Karim Hassan	Arabic	the language		Staff	
Dr. A.M.D. Thamer Rashid Al-Zubaidi	English language	the language			lecturer

Professional Development

Orienting new faculty members

Following a meeting with members of the examination committee, the Head of the Arabic Language Department directed the new professors to follow the instructions of the Ministry of Higher Education and Scientific Research, as follows:

- 1- Paying attention to the external appearance and formal attire of the university professor.
- 2- Paying attention to the ethical aspect with the teaching staff and students.
- 3- Cooperation on the administrative side and providing assistance to examination committees and other examination committees.
- 4- Focus on scientific publishing in local, Arab, and international journals.
- 5- Encouraging them to participate in academic activities, including conferences, seminars and workshops.

Professional development of faculty members

Some of the most important areas for faculty development in our department include:

Teaching methods:

- Identifying and applying the latest teaching methods in the educational process.
- Using modern educational technologies such as e-learning and blended learning.
- Designing interactive educational materials that meet students' needs.

Evaluation:

- Using diverse assessment tools to measure student learning.
- Providing constructive feedback to students to improve their performance.

Classroom management:

- Creating a positive and effective learning environment.
- Effectively managing student behavior.

Scientific research skills:

Writing research papers:

- Learn how to write sound scientific research papers.
- Publishing research papers in peer-reviewed scientific journals.

Participation in scientific conferences:

- Presenting scientific research findings at scientific conferences.
- Communicating with other researchers in their field of specialization.

Community service skills:

Participation in community activities:

- Participating in community service activities.
- Cooperation with civil society organizations.

Spreading scientific awareness:

- Spreading scientific awareness among members of society.
- Participation in science awareness programs.

Faculty Development Programs Many educational institutions offer faculty development programs. These programs include:

workshops:

- Workshops in the fields of teaching, scientific research, and community service.

seminars:

- Scientific seminars presented by experts in various fields.

Training programs:

- Specialized training programs in various fields.

Scholarships:

- Scholarships to support faculty members in their graduate studies.

10. Admission standard

College admission is based on the central admission system adopted by the Ministry of Education and Scientific Research, according to the university and institute admission form, balancing the student's desire and overall grade. Admission to the Arabic Language Department depends on the student's desire, overall average, and grade in the Arabic language subject in the final exam for the sixth preparatory grade in its various branches.

11. Key sources of information about the program

1- Department library resources: paper and electronic books and textbooks.

2- Workshops

3- Seminars

4- Conferences

5- Websites

12. Program development plan

Academic Program Development Plan for the Arabic Language Department

the goal:

The development of the academic program for the Arabic Language Department aims to achieve the following::

- **Developing students' skills in the Arabic language in all its aspects.**
- **To enhance students' understanding of linguistic and literary culture.**
- **Preparing students for the job market And to equip them with the skills necessary to work in different fields.**
- **Keeping up with developments in the field of Arabic language:**

- **Using the latest teaching methods**
- **Educational technologies**

the components:

1-Curriculum review:

- **Review and update the current curriculum to meet the needs of students and the labor market..**
- **Adding new materials that focus on practical skills such as creative writing.**
- **Using modern educational technologies such as e-learning and blended learningc) By utilizing the equipment available in the monitors and computers section.**

2-Developing faculty members' skills:

- **Organizing workshops and seminars to develop faculty members' skills in the fields of teaching and scientific research..**
- **Sending faculty members to participate in scientific conferences.**
- **Supporting faculty members in publishing their research papers in peer-reviewed scientific journals.**

3-Promoting scientific research:

- **Encouraging students to conduct scientific research in the field of Arabic language.**
- **Providing financial and logistical support to research students.**
- **Organizing scientific conferences for student researchers.**

4.-Community service:

- **Organizing cultural events that serve the community.**
- **Cooperation with civil society organizations.**
- **Spreading linguistic awareness among members of society.**

5-Program evaluation:

- **The program is evaluated periodically to measure its effectiveness and achievement of its objectives..**
- **Conducting surveys for students and faculty members.**
- **Holding meetings with employers to identify labor market needs.**

Program Skills Plan														
Year / Level	Course code	Course Name	Essential or optional	Learning outcomes required from the program										
				Knowledge				Skills				Values		
				A1	A2	A3	A4	B1	B2	B3	B4	Part 1	Part 2	Part 3
PhD in Literature / First Semester		Critical terms	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Cases Rhetoric and Stylistics	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Analysis of literary texts	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Issues in the novel	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Modern Literary Theory	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Language applications	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		english language	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year / Level	Course code	Course Name	Essential or optional	Learning outcomes required from the program										

			optional	Knowledge				Skills				Values			
				A1	A2	A3	A4	B1	B2	B3	B4	Part 1	Part 2	Part 3	Q4
PhD in Literature / Second Semester		Issues in ancient Arabic prose	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Issues in Comparative Literature	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Aesthetics	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Issues of Poetics	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		QReading in an old literary book	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		english language	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course description template

1. Course name:	
Critical terms	
2. Course code:	
UWA26-CEH-ARB-B601	
3. Chapter/Year:	
PhD in Literature Chapter One2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
Number of hours30/ Number of units: 2	
7. Name of course coordinator	
Mr. Dr Karim Ajil, email address: Kalmyahi@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1. Providing a comprehensive analysis of contemporary critical issues: This module aims to introduce students to the debates and trends prevalent in the field of literary criticism, and to encourage them to think critically about these issues. 2. Exploring basic and new critical concepts: This section will highlight the most important terms and concepts that have developed in literary criticism, and clarify their dimensions and impact on literary analysis. 3. Monitoring artistic and stylistic developments in literary works: This axis aims to trace the changes that have occurred in literary works throughout the ages, and how these changes have been reflected in literary criticism. 4. Analyzing the development paths of creative generations: This axis will study the contributions of different generations of creators to the development of the literary movement, and how these contributions affected literary criticism. 5. Achieving comprehensiveness in dealing with the

	critical text: This axis aims to emphasize the importance of comprehensiveness in analyzing the literary text, i.e., looking at it from multiple angles (psychological, social, historical, etc.). 6. Tracing the development of literary criticism at the Arab and Western levels: The stages of development of literary criticism in the Arab and Western civilizations will be compared and contrasted, and the factors that influenced this development will be highlighted. 7. Reviewing the most important achievements of critics in the development of modern criticism: This section aims to identify the contributions of prominent critics in the development of literary criticism, and how their theories and writings have influenced the field of criticism. 8. Analysis of the most important contemporary critical trends: This section will study the currently prevalent critical trends, such as feminist criticism, cultural criticism, and postmodern criticism, and their impact on literary analysis.
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9. Teaching and learning strategies					
strategy		1. Discussion (opening the door to individual and group discussions asking and answering questions). 2. interrogation 3. Explanation through storytelling 4. Critical thinking (creating a spirit of critical thinking in the student, especially at the doctoral level, so that he has his own opinion).			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first			The concept of the critical term	Presentation and discussion	TestOral and written
the second			Structuralist criticism axis	Presentation and discussion	TestOral and written

the third			The paradox	Presentation and discussion	Test Oral and written
Fourth			Cultural criticism	Presentation and discussion	Test Oral and written
Fifth			Self and Other	Presentation and discussion	Test Oral and written
Sixth			intertextuality	Presentation and discussion	Test Oral and written
Seventh			Realism and magical realism	Presentation and discussion	Test Oral and written
Eighth			Textual thresholds	Presentation and discussion	Test Oral and written
Ninth			Feminism	Presentation and discussion	Test Oral and written
tenth			The intellectual	Presentation and discussion	Test Oral and written
eleventh			Ethnography	Presentation and discussion	Test Oral and written
twelfth			Intermingling of literary genres	Presentation and discussion	Test Oral and written
thirteenth			Thematic	Presentation and discussion	Test Oral and written
fourteenth			Discussion of research papers	Presentation and discussion	Test Oral and written

fifteenth			exam	Presentation and discussion	Test Oral and written
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (30) points, divided into (20) points, and (10) points for research, reports and daily participation. 2- The final written exam grade is (70) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Paradox and its characteristics, Mewik The critical term Yusuf Waghli		
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).					
Electronic references, website			ebooksPDF		

Course description template

1. Course name:	Rhetorical and stylistic issues
2. Course code:	UWA26-CEH-ARB-B602
1. Chapter/Year:	PhD in Literature Chapter One 2025-2026
2. Date this description was prepared:	1/9/2025
3. Available attendance formats:	My presence
4. Number of study hours / Number of units:	Number of hours 30/ Number of units: 2
3. Name of course coordinator	Prof. Dr. Suad Badie Mutair Email: sbadiee@uowasit.edu.iq

4. Course Objectives					
Course Objectives		1- Developing students' literary taste as they read literary works, and ensuring the correctness and soundness of the structure. 2- Keeping up with scientific developments and the evolution of Arabic and Western rhetoric. 3- Preparing students who can understand the secrets of the Qur'anic miracle, and developing their critical thinking skills. 4- Analysis of the methodology and style used by Arab and Western rhetoricians.			
5. Teaching and learning strategies					
strategy		1- Interactive lectures and group discussions. 2- Using old and modern Arabic and Western rhetorical sources and references to enrich the lecture. 3- Using a detailed explanation and application method for the lecture topics. 4- Writing reports and research papers.			
6. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	1- What is the new rhetoric? 2- What is ancient rhetoric? Do you mean the eloquence of Abd al-Qahir? Or the eloquence of al-Sakkaki? Or the eloquence of...? Ibn Wahb?	New rhetoric	Lecture	classroom performance and exams
the second	2	1- What are the foundations of Richards' rhetorical thought? 2- What is Richards' concept of metaphor?	Richards' New Rhetoric	Lecture	Classroom performance and exams

the third	2	1- linguistic argumentation 2- Rhetorical argumentation	Two articles on Hajjaj	Lecture	Classroom performance and exams
Fourth	2	1- Perelman's book has two titles: (A Treatise on Argumentation) And the new rhetoric Is there a relationship between rhetoric Hajjaj is a synonymous relationship	Argumentation from Aristotle's rhetoric to Perelman's eloquence	Lecture	Classroom performance and exams
Fifth	2	1- Linguistic trends 2- The trend of rhetorical poetry	New trends in rhetoric	Lecture	Classroom performance and exams
Sixth	2	1- Visual rhetoric 2- Comparison 3- Digital	New rhetoric is rhetoric	Lecture	Classroom performance and exams
Seventh	2	1- Public rhetoric 2- Narrative eloquence	New rhetoric is rhetoric	paper exam	
Eighth	2	1- Facts 2- Assumptions 3- Values 4- Facts	Argumentative premises	Lecture	Classroom performance and exams
Ninth	2	1- Arguments based on connection 2- Arguments based on separation	Argumentative techniques	Lecture	Classroom performance and participation
tenth	2	1- Argument and conclusion 2- The Argumentative Ladder 3- Hajj link	Argumentative mechanisms	Lecture	Classroom performance and exams

		4- Hajj worker			
eleventh	2	Quotations from texts Quranic	The argumentative power of images rhetorical eloquence (application)	Lecture	Classroom performance and exams
twelfth	2	Quotations from literary texts (poetry)	application	Lecture	Classroom performance and exams
thirteenth	2	Quotations from texts Literature (Prose)	application	Lecture	Classroom performance and exams
fourteenth	2	Literary citations	application	Lecture	Classroom performance and exams
fifteenth	2		First semester final exams	Lecture	paper exam
7. Course evaluation:					
The grade out of 100 is distributed as follows:					
1- The annual coursework grade is out of (30) marks, divided into (20) marks for a written exam, and (10) marks at Daily research, reports, and posts.					
2- Final written exam grade (70)					
8. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			- Argumentation: Its Concept and Fields: Theoretical and Applied Studies in New Rhetoric, Perelman and Titka, supervised by Hafez Esmaili. - Towards a New Rhetoric, Muhammad Abdul-Mun'im Khafaji - The New Rhetoric: Between Imagination and Circulation, by Muhammad al-Amri - From Hajjaj to the New Rhetoric, by Dr. Jamil Hamdawi		

Main references (if any)	- Arabic Rhetoric in Light of New Rhetoric, by Muhammad Abdul Razzaq Buafia - Arabic rhetoric: its origins and extensions, by Muhammad al-Amr - Contemporary Western Rhetoric, Imad Abdel Latif
Recommended supporting books and references (scientific journals, reports,).	- Decro's important article, "Rhetoric Argumentation and Linguistic Argumentation" - Rhetorical Argumentation: An Article by Mark Bonhomme
Electronic references, website	ebookspdfps:L journals.iu.edu.saLALSIMainL Article.5603

Course description template

1. Course name:	
Analysis of literary texts / PhD in Literature	
2. Course code:	
UWA26-CEH-ARB-B603	
3. Chapter/Year:	
20252026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
30 hours / 2 units	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Dr. Naseer Khalaf Abbas	Email: naseer.abbas@uowasit.edu.iq
8. Course Objectives	
Teaching students and introducing them to modern critical approaches and the development of modern critical studies, and familiarizing them with the approaches and theories that have emerged in the Arab and international critical scene, which have taken ancient Arabic poetry as their basic material	Course Objectives
9. Teaching and learning strategies	
Lecture Discussions Reports	strategy

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	The concept of analysis			
the second	2	Critical readings of Imru al-Qais's Mu'allqa			
the third	2	Metaphorical intensification in the Mu'allqat			
Fourth	2	Movement and stillness Labid's Mu'allqa			
Fifth	2	The paradox in Tarafa ibn al-Abd's Mu'allqa			
Sixth	2	The authority of knowledge and the pilgrims of the times in the Fadak sermon			
Seventh	2	The overall metaphor in the Lamiyyat al-Arab			
Eighth	2	The new ana in the Mu'allqa of Amr ibn Kulthum			
Ninth	2	Semiotics of the tools of determination in the sermon of Al-Qasi'ah			
tenth	2	A rhetorical comparison between Zuhair's Mu'allqa and Amr ibn Kulthum's Mu'allqa			
eleventh	2	The language of liberation between Tarafa and Al-A'sha			
twelfth	2	The drawing of the rui between Antarah's Mu'allqa and Labid's			

		Mu'allaqa			
thirteenth	2	The poet's anxiety between the Mu'allaqa Imru' al-Qais and the Mu'allaqa of al-Nabigha al-Dhubyani			
fourteenth	2	30% assessment exam			
fifteenth	2	Despair and nihilism in the love poetry of Imru' al-Qays and Tarafa ibn al-'Abd			
11. Course evaluation:					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			1- The linguistic approach in poetry criticism: structuralist reading by Mustafa Al-Saadani 2 - The Pre-Islamic Poem: A Reading in Structure and Meaning by Saeed Al-Anbaki 3- The Text and the Problem of Meaning by Abdullah Al-Adhaibi 4- The structure of pre-Islamic poetic discourse by Muhammad Balouhi 5 - Studies in Pre-Islamic Poetry by Anwar Abu Suwailim		
Main references (if any)			1- A contemporary reading of texts from the poetic heritage of Mahmoud Al-Jader		
Recommended supporting books and references (scientific journals, reports,).			1- How to study classical Arabic poetry / Dr. Abdul Sattar Jabr		
Electronic references, website			ebooksPDF Noor LibraryPDF Internet archive		

Course description template

1. Course Name:					
Issues in the novel					
2. Course code:					
UWA26-CEH-ARB-B604					
3. Chapter/Year:					
PhD in Literature Chapter One2025-2026					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
My presence					
6. Number of study hours / Number of units:					
Number of hours30/ Number of units: 2					
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)					
Prof. Dr. Thaer Abdul Majeed Naji Al-Adhari					Email:
alethary@uowasit.edu.iq					
8. Course Objectives					
Course Objectives			Developing the researcher's ability to professionally delve into novelistic issu		
9. Teaching and learning strategies					
		The strategy involves revealing the stages of narrative development through practical application to texts.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2		History of long narrativ texts	Preparing research and raising questions	Discussions and tests
the second	2		One Thousand and One Nights	Preparing research and raising	Discussions and tests

				questions	
the third	2		Kalila wa Dimna	Preparing research and raising questions	Discussions and tests
Fourth	2		Maqamat al-Hamadhar	Preparing research and raising questions	Discussions and tests
Fifth	2		The Decameron	Preparing research and raising questions	Discussions and tests
Sixth	2		Don Quixote	Preparing research and raising questions	Discussions and tests
Seventh	2		Narrator patterns	Preparing research and raising questions	Discussions and tests
Eighth	2		The narrator and other characters	Preparing research and raising questions	Discussions and tests
Ninth	2		Narrator and place	Preparing research and raising questions	Discussions and tests
tenth	2		Narrator and author	Preparing research and raising questions	Discussions and tests
eleventh	2		Point of view and angle of view	Preparing research and raising questions	Discussions and tests
twelfth	2		Description: A narrative tool	Preparing research and raising questions	Discussions and tests

thirteenth	2		Arabic novel	Preparing research and raising questions	Discussions and tests
fourteenth	2		Contemporary Iraqi Novel	Preparing research and raising questions	Discussions and tests
fifteenth	2		First semester final exams		
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- The annual effort grade is out of (30) points, divided into (20) points, and (10) points for research, reports and daily participation. 2- The final written exam grade is (70) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)					
Main references (if any)			The new novel Novel theory The narrator in Arabic narrative Encyclopedia of Arabic Narrative		
Recommended supporting books and references (scientific journals, reports,).			The thief and the dogs Frankenstein in Baghdad Tashari War in the East Asyut Lion of Qasr El Nil		
Electronic references, website			ebooksPDF		

Course description template

1. Course name:	
Literary theory Hadith	
2. Course code:	
UWA26-CEH-ARB-B605	
3. Chapter/Year:	
PhD in Literature Chapter One2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
Number of hours30/ Number of units3	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Prof. Dr. Jassim Hussein Sultan Email: jsultan@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	1- Introducing students to modern literary and critical theories 2- Introducing students to the features of literary theory among the Arabs 3- Defining understanding through modern theories reached by literary theory
9. Teaching and learning strategies	
strategy	

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	Two hours		Theory: its definition; Literature: its definition: What is literary theory? Did the Arabs have an ancient literary theory? Literary theory in modern criticism	Presentation and discussion	Oral and written test
the second	Two hours		The problem of (literary theory): from definition to analysis.	Presentation and discussion	Oral and written test
the third	Two hours		Elements of Literary Theory Literature and its History	Presentation and discussion	Oral and written test
Fourth	Two hours		Literature and its history Literary criticism Literary genres	Presentation and discussion	Oral and written test
Fifth	Two hours		Philosophy of Literary Theory	Presentation and discussion	Oral and written test
Sixth	Two hours		The nature and function of literature	Presentation and discussion	Oral and written test
Seventh	Two hours		Theories of Literature/Imitation	Presentation and discussion	Oral and written test
Eighth	Two hours		Expression theory	Presentation and discussion	Oral and written test

				discussion	
Ninth	Two hours		creation theory	Presentation and discussion	Oral and written test
tenth	Two hours		Modern critical approaches The New York dismantling	Presentation and discussion	Oral and written test
eleventh	Two hours		Reception theories and feminism Literary genres (in ancient Arabic criticism)	Presentation and discussion	Oral and written test
twelfth	Two hours		Literary genres (in modern Arabic criticism)	Presentation and discussion	Oral and written test
thirteenth	Two hours		a test	Presentation and discussion	Oral and written test
fourteenth	Two hours		Post-Genre (From Writing Open Text)	Presentation and discussion	Oral and written test
fifteenth	Two hours		prose poem	Presentation and discussion	Oral and written test

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (30) points, divided into (20) points, and (10) points for research, reports and daily participation.

2- The final written exam grade is (70) marks.

12. Learning and teaching resources:

The required textbooks (methodology, if

any) are not available.	
Main references (if any) 1-In Literary Theory: Shukri Aziz Al-Ma Dar Al-Muntakhab Al-Arabi: 1993 2- An Introduction to Literary Theory: Jonathan Culler: Translated by Mustafa Bayoumi Abdel Salam, Supreme Council Culture. 3- Contemporary Literary Theory: Ramar Selden: Translated by Saeed Al-Ghanmi: The Arab Foundation for Studies and Publishing. 4- Literary Theory: Austin Warren and René Wellek: Translated by Mohi El-Din Sobhi. Supreme Council for the Patronage of Arts and Letters. 5- Literary Theory: Terry Eagleton: Translated by Thaer Deeb: Dar Al-Mada. 6- The Roots of the Theory of Literary Genres in Ancient Arabic Criticism: Dr. Fadel Abboud Al-Tamimi: Dar Majdalaw Amman. 7- Theory of Literature: Russian Researchers: Translated by Jamil Nassif: Ministry of Culture, Baghdad.	
Recommended supporting books and references (scientific journals, reports, etc.). 8- The Formation of Theory in Islamic Thought: Nazim Awda: Dar Al- Kitab Al-Jadeed. 9- A guide for literary critics: Mejana Ruwaili and Saad Al-Bazai.	
Electronic references, website	ebooksPDF

Course description template

1. Course name:	
Language applications	
2. Course code:	
UWA26-CEH-ARB-B606	
3. Chapter/Year:	
PhD in Literature the chapterthe second/2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
Number of hours30/ Number of units: 2	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Dr. Raad Karim Hassan	Email:uowasit.edu.iq@ raadkareem
8. Course Objectives	
Course Objectives	Course Objectives 1- To enable students to master the rule of the Arabic language, enabling them to distinguish between right and wrong in different texts. 2- Using the methods of the Arabic language correctly and appropriately for the context of the speech. 3- Introducing students to the most prominent linguistic phenomena and styles. 4- Introducing students to subtle semantic linguistic differences. 5- Knowledge of the most important general linguistic applications.
9. Teaching and learning strategies	

strategy	The teaching and learning strategies for the subject of linguistic criticism rely on a range of methods and techniques aimed at enhancing students' understanding and comprehension of the material. These strategies include: ◦ Interactive teaching: This involves encouraging discussions and debates in the classroom, and using examples and practical applications to illustrate concepts. ◦ Cooperative learning: encourages teamwork and knowledge sharing among students through group activities and classroom projects. ◦ Using technology: Technological means such as educational software and digital applications can be used to provide an interactive and engaging learning environment. ◦ Problem-based learning: encourages students to solve practical problems related to the most prominent morphological phenomena, thus enhancing their deep understanding of the subject. ◦ Activating students' self-directed role: This involves encouraging students to conduct self-research and explore materials independently, thereby enhancing their skills in deduction and analysis.
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10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2		The method of emphasis in understanding the meaning of the Qur'anic text: Surah Yusuf	Presentation and discussion	Oral and written test
The second, the third, and the fourth	2		ALinguistic criticism in the Arab heritage	Presentation and discussion	Oral and written test
Fifth and sixth	2		The verb in contemporary Arabic	Presentation and discussion	Oral and written test
Seventh and eighth	2		Sentences that have a grammatical function and sentences that do not have a grammatical function in Surah Yusuf	Presentation and discussion	Oral and written test
The ninth, tenth, and eleventh	2		APresentation and delay among the ancients and moderns	Presentation and discussion	Oral and written test
twelfth	2		ATo carry the meaning in Arabic	Presentation and discussion	Oral and written test
thirteenth	2		review.	Presentation and discussion	Oral and written test
fourteenth	2		Research discussion	Presentation and discussion	Oral and written test

fifteenth	2		exam	Presentation and discussion	Oral and written test
11. Course evaluation:					
The grade out of 100 is distributed according to the following formula: 1- Annual effort grade out of (30). 2- The final written exam grade is (70) marks.					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)					
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).					
Electronic references, website			ebooksPDF		

Course description template

1. Course name:	
Headway - Academic Skills – Level 3 - A curriculum designed for PhD students	
2. Course code:	
UWA26-CEH-ARB-B612	
3. Chapter/Year:	
PhD literature Chapter One / 2025- 2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
Number of hours: 30 / Number of units 1	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
ADr. Thamer Rashid Al-Zubaidi	Email:
thrashid@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	The syllabus aims at improving the postgraduate students' capabilities in English language, especially reading and writing skills, as well as grammar and vocabulary development.
9. Teaching and learning strategies	
strategy	1. Employing real-life and practical exercises that develop their writing skills, eg, writing emails and paragraphs about well-known figures. 2. Improving the postgraduate students' intensive reading skills by engaging them to participate in diverse exercises depending on the reading passages in each unit. 3. Enhancing the students' knowledge in vocabulary, such as using synonyms, antonyms, parts of speech, and word derivation.

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	Unit One	Education & learning	In- person	Oral Discussion
the second	2	Unit One	Education & learning	In- person	Oral Discussion
the third	2	Unit One	Education & learning	In- person	Oral Discussion
Fourth	2	Unit Two	Innovations in health and medicine	In- person	Oral Discussion
Fifth	2	Unit Two	Innovations in health and medicine	In- person	Oral Discussion
Sixth	2	Unit Two	Innovations in health and medicine	In- person	Oral Discussion
Seventh	2	Unit Three	Urban Planning	In- person	Daily Exam
Eighth	2	Unit Three	Urban Planning	In- person	Oral Discussion
Ninth	2	Unit Four	Water, food, and energy	In- person	Oral Discussion
tenth	2		Mid-terms Exam	In- person	Written Exam
eleventh	2	Unit Four	Water, food, and energy	In- person	Oral Discussion
twelfth	2	Unit Four	Water, food, and energy	In- person	Oral Discussion
thirteenth	2	Unit Five	Free trade & fair trade	In- person	Daily Exam
fourteenth	2	Unit Five	Free trade & fair trade	In- person	Oral discussion

fifteenth	2		General Revision	In- person	Oral discussion
11. Course evaluation:					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Headway -Academic Skills – Level 3		
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).					
Electronic references, website			ebooksPDF		

Course description template

1. Course name:	
Issues in ancient Arabic prose	
2. Course code:	
UWA26-CEH-ARB-B607	
3. Chapter/Year:	
PhD in Literature Chapter One2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
Number of hours30/ Number of units3	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Prof. Dr. Jamil Badawi Hamad Email: jbadawi@uowasit.edu.iq	
8. Course Objectives	
This study examines the prose heritage of the Arabs, focusing on the most important artistic, thematic, and critical issues pertaining to ancient Arabic prose, along with an analysis of examples from ancient Arabic prose and...andAncient prose scrolls.	Course Objectives
9. Teaching and learning strategies	
1. In-person discussions 2. Simple tests 3. Method of searching for terms and vocabulary 4. Submitting a research paper on topicsIssues in ancient Arabic proseBy attempting to apply it through the analysis of literary texts. 5. Opening the doorAQuestions raised through in-person discussions 6. Assigning students research activities (work paper).	strategy

10. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Test Oral and written	Presentation and discussion	Issues concerning the origins of ancient Arabic prose.		Two hours	1
Test Oral and written	Presentation and discussion	Issues of Arabic prose in the pre-Islamic era		Two hours	2
Test Oral and written	Presentation and discussion	Issues of Arabic prose in the Islamic era		Two hours	3
Test Oral and written	Presentation and discussion	Issues of the origins of artistic prose		Two hours	4
Test Oral and written	Presentation and discussion	Issues of prose in the Abbasid era		Two hours	5
Test Oral and written	Presentation and discussion	Publishing issues in later periods		Two hours	6
Test Oral and written	Presentation and discussion	Issues of development and renewal in prose styles		Two hours	7
Test Oral and written	Presentation and discussion	Issues in the art of letters		Two hours	8
Test Oral and written	Presentation and discussion	Issues in Al-Jahiz's Letters		Two hours	9
Test Oral and written	Presentation and discussion	The issues of Abu Hayyan al-Tawhidi		Two hours	10
Test Oral and written	Presentation and discussion	Issues in the art of storytelling among the Arabs		Two hours	11

TestOral and written	Presentation and discussi	Issues in Ibn al-Muqaffa's prose (with a detailed study of the tales of Kalila wa Dimna).		Two hours	12
TestOral and written	Presentation and discussi	Issues in the art of Maqamat (with a detailed study of the Maqamat of Badi' al-Zamakhshari and the Maqamat of al-Hariri)		Two hours	13
TestOral and written	Presentation and discussi	Issues of biographies and biographies, with a detailed study of one of the books of biographies.		Two hours	14
TestOral and written	Presentation and discussi	Issues of the art of news and its artistic construction		Two hours	15

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (30) points, divided into (20) points, and (10) points for research, reports and daily participation.

2- The final written exam grade is (70) marks.

12. Learning and teaching resources:

	Required textbooks (methodology, if applicable)
	Main references (if any)
	Recommended supporting books and references (scientific journals, reports,).
ebooksPDF	Electronic references, website

Course description template

1. Course name:	
Issues in Comparative Literature	
2. Course code:	
UWA26-CEH-ARB-B608	
3. Chapter/Year:	
PhD in Literature the chapterSecond/ 2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
Number of hours30/ Number of units: 2	
7. Name of course coordinator	
Mr. Dr Raad Nasser Mayoud ralwaili@uowasit.edu.iq Email:	
8. Course Objectives	
Course Objective	
9. Teaching and learning strategies	
strategy	Perhaps the most important strategies we follow in teaching this subject are based on: Critical analysis, cultural criticism, and understanding terminology enhance the understanding of the historical and cultural contexts of Orientalism. * Comparison and discussion to encourage students to compare their findings with what is written in the references This helps them understand the extent to which Orientalism has had a positive or negative impact on Arabs. * Students were encouraged to envision the future through a practical lecture delivered by the student to his peers. Without relying on references, that is, attempting to provoke and utilize his intellectual resources.

10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2		Introduction to Orientalism and its basic concepts	Presentation and discussion	Oral and written test
the second	2		The development and impact of Orientalist studies	Presentation and discussion	Oral and written test
the third	2		A critical analysis of the most prominent works of Orientalists and their impact On Arabic literature	Presentation and discussion	Oral and written test
Fourth	2		Orientalism and Identity Formation	Presentation and discussion	Oral and written test
Fifth	2		The political effects of the Enlightenment.	Presentation and discussion	Oral and written test
Sixth	2		Orientalist theory and its influence on Arabic literature	Presentation and discussion	Oral and written test
Seventh	2		The most important positive Orientalist figures and their works, especially in Andalusia.	Presentation and discussion	Oral and written test
Eight h	2		The most prominent figures of negative Orientalism and their works	Presentation and discussion	Oral and written test

Ninth	2		Orientalism and Translation	Presentation and discussion	Oral and written test
tenth	2		Attempts to respond to Orientalists among the Arabs	Presentation and discussion	Oral and written test
eleventh	2		The difference between the French and American schools of thought in illumination	Presentation and discussion	Oral and written test
twelfth	2		Discussion of Edward Said's book (Orientalism)	Presentation and discussion	Oral and written test
thirteenth	2		Modern Enlightenment and Intellectual Invasion	Presentation and discussion	Oral and written test
fourteenth	2		Discussion of student research.	Presentation and discussion	Oral and written test
fifteenth	2		The exam		

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (30) points, divided into (20) points, and (10) points for research, reports and daily participation.

2- The final written exam grade is (70) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)

**Edward Said's book (Orientalism)
The Orientalist Intellectual / by
Antoine Barin
Orientalism and the Colonial Mind /
Abdullah Laroui**

	Orientalism: Its Origins and Development. By Mohammed Abed Al-Jabri
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	Journal of Islamic Studies Journal of Illumination Studies Localism in Orientalist Literature and Criticism
Electronic references, website	ebooksPDF

Course description template

1. Course name:	
Aesthetics / PhD/literature	
2. Course code:	
UWA26-CEH-ARB-B609	
3. the chapter Year:	
Chapter Two / 2025-2026	
4. Date this description was prepared:	
19/2026	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
Number of hours30/ Number of units: 2	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	
Prof. Dr. Saleh Kazem Sakban	Email: ssagban@uowasit.edu.iq
8. Course Objectives	
Course Objectives Teaching students the ability to understand aesthetics and to know its dimensions and frameworks And it created the ability to understand its methods and to extract the aesthetic aspect of the literary text.	

9. Teaching and learning strategies					
strategy		The strategy of the subject is based on establishing a mechanism for understanding the subject by presenting the theory and explaining its arguments, then working on taking theoretical applications that have the ability to teach the student about aesthetics. The strategy is based on opening the student's horizons to all the approaches that study aesthetics, such as the psychological, classical, social, and other approaches that decode and analyze the text. Therefore, the most important strategy of aesthetics of discourse is to be open to all available approaches to understand and reveal the inner meanings of the text and to fathom its implications.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	Understanding the concept and theory	Defining aesthetics and clarifying the difference between its concepts	My presence	The exam
the second	2	Knowing the fields that enter which includes aesthetics	Explanation of Greek aesthetic thought The Sophists' theory of beauty	My presence	The exam
the third	2	Knowledge of aesthetic theories	Knowledge of Aristotle and Plato's theories For beauty	My presence	The exam
Fourth	2	Knowledge of aesthetics in thought Islamic	Exploring the thought Muslim philosophers Al-Kindi, Al-Farabi, and Ibn Sina	My presence	The exam
Fifth	2	Going out to the sports rules In aesthetics	The Renaissance and the Beginnings of the Founding Hadith	My presence	The exam
Sixth	2	Studying books to differentiate between Pure beauty and other things	Immanuel Kant and Aesthetic Judgment	My presence	The exam
Seventh	2	Classifying beauty either tangible or absolute	A study of German idealism (Hegel)	My presence	The exam

Eight h	2	Evaluate acquired knowledge and theories related to beauty	Application and balance	My presence	The exam
Ninth	2	Explanation of Schopenhauer's outputs And a snatch	Schopenhauer's concept of beauty Nietzsche	My presence	The exam
tenth	2	Studying modern aesthetics	Romantic and Realist School	My presence	The exam
eleven th	2	Aesthetics and Materialism social	The impact of the psychological approach and aesthetics Marxist	My presence	The exam
twelfth		Understanding Postmodern Aesthetics	The impact of conceptual overlap in beauty	My presence	The exam
thirteenth	2	Study of reception and aesthetic appreciation	Reception and aesthetic criticism	My presence	The exam
fourteenth	2	Various applications for creating Sufficient knowledge for the student to understand Aesthetics	Applications in ancient Arabic poetry	My presence	The exam
fifteenth	2	Diverse applications in creating Sufficient knowledge to create an understanding of science beauty	Application in modern Arabic poetry	My presence	The exam

11. Course evaluation:

It creates in the student the ability to understand aesthetics, its applications and schools, and to comprehend the analysis capable of understanding its processes related to literary art and philosophy.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)

Main references (Aesthetics: Philosophy and Art (Amal Hamid Al-Sarraf) Aesthetics: Concepts, Applications, and Foundations of Beauty - Alaa Ali Al-Hatimi	
Recommended supporting books and references (scientific journals, reports, ...) Informational Aesthetics by Ezzat Elsayed Ahmed	
Electronic references, website	ebooksPDF

Course description template

1. Course name:	
Issues of Poetics	
2. Course code:	
UWA26-CEH-ARB-B610	
3. Chapter/Year:	
PhD in Literature the chapterSecond/ 2025-2026	
4. Date this description was prepared:	
1/9/2025	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
Number of hours30/ Number of units: 2	
7. Name of course coordinator	
A.m.d Haider Ismail Askar Email:haideraskar@uowasit.edu.iq	
8. Course Objectives	
Course Objectives	Teaching students modern poetry and its thematic and artistic issues, and expanding their understanding of the concept of modernist transformations in form and content that have emerged in the Arab and international critical scene.

9. Teaching and learning strategies					
strategy		The lecture included presentations, dialogue, and answering questions.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2		Modern and contemporary Arab poetry has evolved from classical textual forms.	Lecture	classroom performance and exams
the second	2		Poetic Modernity: Term, Concept and Dimensions	Lecture	classroom performance and exams
the third	2		Free verse poem / Pioneers of free verse	Lecture	classroom performance and exams
Fourth	2		prose poem	Lecture	classroom performance and exams
Fifth	2		Poem	Lecture	classroom performance and exams
Sixth	2		The artistic dimensions of modern and contemporary poetry	Lecture	classroom performance and exams
Seventh	2		Poetic rhythm (the music of poetry)	Lecture	classroom performance and exams

Eighth	2		The legend	Lecture	classroom performance and exams
Ninth	2		The symbol	Lecture	classroom performance and exams
tenth	2		The mask	Lecture	classroom performance and exams
eleventh	2		The paradox	Lecture	classroom performance and exams
twelfth	2		dramatic poem	Lecture	classroom performance and exams
thirteenth	2		Cinema and Editing	Lecture	classroom performance and exams
fourteenth	2		Intertextuality: its concept and forms	Lecture	classroom performance and exams
fifteenth	2		exam		

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- Annual effort grade out of (30).

2- The final written exam grade is (70) marks.

12. Learning and teaching resources:

Required textbooks (methodology applicable)

- 1- Issues in Contemporary Poetry, Nazik Al-Malaika
- 2- The Development of Modern Arabic Poetry in Iraq / Dr. Abbas Alwan

	3- An Introduction to Literary Theory: Jonathan Culler: Translated by Mustafa Bayoumi Abdel Salam, Supreme Council of Culture 4- Contemporary Literary Theory: Raman Selden: Translated by Saeed Al-Ghanmi: The Arab Foundation for Studies and Publishing.. 4 5- Modernity and Postmodernity in Contemporary Arabic Poetry / Dr. Desiree Saqqal 6- A guide for literary critics: Mejana Ruwaili and Saad Bazai. 7- Critical discourse on Al-Sayyab / Dr. Jassim Hussein Sultan 8- Monastery of the Staff / Mohsen Itimish. 9- Modern Iraqi Poetry: Stages and Development / Dr. Jalal Khayyat 10/ The Generation of Sixties Poetry / Nadia Hanawi
Main references (if any)	Monastery of the Staff / Mohsen Itimish Ashes of Poetry by Dr. Abdul Karim Radhi Jaafar
Recommended supporting books and references (scientific journals, reports,).	Al-Aqlam Al-Iraqiya Magazine, a magazine of landmarks in literary criticism
Electronic references, website	ebooksPDF

Course description template

1. Course name:	Reading an old literary book
2. Course code:	UWA26-CEH-ARB-B611
13. Chapter/Year:	PhD in Literature the chapter the second/2026-2026
14. Date this description was prepared:	1/9/2026
15. Available attendance formats:	My presence
16. Number of study hours / Number of units:	Number of hours 30/ Number of units 2
3. Name of course coordinator	Prof. Dr. Ahmed Abdel Aal Saeed, Email: asaheed@uowasit.edu.iq

4. Course Objectives					
Course Objectives	To foster a deep understanding of classical texts and to familiarize students with the writing methods and intentions of ancient authors. To develop students' abilities in literary reasoning and interpretation within diverse historical and cultural contexts.				
5. Teaching and learning strategies					
strategy	The analysis of ancient literary texts involves group discussions and students reading these texts correctly, demonstrating their awareness and knowledge of them, and exploring the relationship between traditional sources and contemporary literary innovations. Students are also tasked with preparing multiple reports on various topics within the ancient texts.				
6. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	Two hours	A reading of the semiotics of the title (The Flower Literature)		Presentation and discussion	Oral and written test
the second	Two hours	The book's characteristics, methodology, and topics		Presentation and discussion	Oral and written test
the third	Two hours	Reasons for choosing this book and what distinguishes it from others		Presentation and discussion	Oral and written test
Fourth	Two hours	Author's introduction and analysis of its contents		Presentation and discussion	Oral and written test
Fifth	Two hours	Beginning with the topics of the book the first of which is: Indeed, some eloquence is like		Presentation and discussion	Oral and written test

		magic.			
Sixth	Two hours	A book from Ibn al-Amid to some of his brothers		Presentation and discussion	Oral and written test
Seventh	Two hours	Da'bal ibn Ali laments the family of the Prophet		Presentation and discussion	Oral and written test
Eighth	Two hours	Descriptions of the nobles and the poetry of Mahmud al-Warraaq		Presentation and discussion	Oral and written test
Ninth	Two hours	Eloquence, rhetoric, and the virtues of the Quran		Presentation and discussion	Oral and written test
tenth	Two hours	The youth described in the poetry of Ibn Munadhir and Al Mutanabbi		Presentation and discussion	Oral and written test
eleventh	Two hours	Some news about Kathir 'Azza and Ibn al-Rumi		Presentation and discussion	Oral and written test
twelfth	Two hours	Ibn Sallam's critique of Kathir Azza's poetry		Presentation and discussion	Oral and written test
thirteenth	Two hours	Student test		Presentation and discussion	Oral and written test
fourteenth	Two hours	News of the Barmakids		Presentation and discussion	Oral and written test
fifteenth	Two hours	A commentary on Zuhair's poem by Qudama ibn Ja'far		Presentation and discussion	Oral and written test

7. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (30) points, divided into (20) points, and (10)

points for research, reports and daily participation.	
2- The final written exam grade is (70) marks.	
8. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	nothing
Main references (if any)	The Book of the Flower of Literature by A Husri Al-Qayrawani
Recommended supporting books and references (scientific journals, reports,).	Heritage books and dictionaries
Electronic references, website	ebooksPDF

Course description template

1. Course name:	Headway - Academic Skills – Level 3 - A curriculum designed for PhD students	
2. Course code:	UWA26-CEH-ARB-B612	
3. Chapter/Year:	PhD in Literature the chapterSecond/ 2025-2026	
4. Date this description was prepared:	1/9/2025	
5. Available attendance formats:	My presence	
6. Number of study hours / Number of units:	Number of hours30/ Number of units1	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	ADr. Thamer Rashid Al-Zubaidi, Email: thrashid@uowasit.edu.iq	
8. Course Objectives		
Course Objectives	The syllabus aims at improving the postgraduate students' capabilities in English language, especially reading and writing skills, as well as grammar and	

			vocabulary development.		
9. Teaching and learning strategies					
strategy		1. Employing real-life and practical exercises that develop their writing skills, eg, writing emails and paragraphs about well-known figures. 2. Improving the postgraduate students' intensive reading skills by engaging them to participate in diverse exercises depending on the reading passages in each unit. 3. Enhancing the students' knowledge in vocabulary, such as using synonyms, antonyms, parts of speech, and word derivation.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2		Unit Four: Water, food and energy	My presence	Daily test
the second	2		Unit Four: Water, food and energy	My presence	Daily test
the third	2		Unit Four: Water, food and energy	My presence	Daily test
Fourth	2		Unit Five: Free trade and fair trade	My presence	Daily test
Fifth	2		Unit Five: Free trade and fair trade	My presence	Daily test
Sixth	2		Unit Five: Free trade and fair trade	My presence	Daily test
Seventh	2		Unit Six: Conserving the past	My presence	Daily test
Eighth	2		Unit Six: Conserving the past	My presence	Daily test
Ninth	2		Unit Six: Conserving the past	My presence	Daily test
tenth	2		Mid-terms Exam	My presence	Written test

eleventh	2		Unit Seven: Wonder of the modern world	My presence	Daily test
twelfth	2		Unit Seven: Wonder of the modern world	My presence	Daily test
thirteenth	2		Unit Seven: Wonder of the modern world	My presence	Daily test
fourteenth	2		Unit Eight: Olympic business	My presence	Daily test
fifteenth	2		General review	My presence	Daily test

11. Course evaluation:

The grade out of 100 is distributed according to the following formula:

1- The annual effort grade is out of (30) points, divided into (20) points, and (10) points for research, reports and daily participation.

2- The final written exam grade is (70) marks.

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Headway -Academic Skills – Level 3
Main references (if any)	
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	ebooksPDF