

# 'AL-KIRAAT AL MASHOUR'S INFLUENCE IN TAFSIR

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| 1    | Course Title:   | 'AL-KIRAAT AL MASHOUR'S INFLUENCE IN TAFSIR  |   |
| 2    | Course Code:  | TIB6165  |   |
| 3    | Type of Course:   | Optional   |   |
| 4    | Level of Course:  | Third Cycle  |   |
| 5    | Year of Study:  | 1  |   |
| 6    | Semester:   | 1  |   |
| 7    | ECTS Credits Allocated:                                 | 7.00   |   |
| 8    | Theoretical (hour/week):                                | 3.00   |   |
| 9    | Practice (hour/week):                                   | 0.00   |   |
| 10   | Laboratory (hour/week):                                 | 0  |   |
| 11   | Prerequisites:  |  |   |
| 12   | Language:   | Turkish  |   |
| 13   | Mode of Delivery:                                       | Face to face   |   |
| 14   | Course Coordinator:                                     | Dr. Öğr. Üyesi MEHMET EFE  |   |
| 15   | Course Lecturers:                                       |  |   |
| 16   | Contact information of the Course Coordinator:          | Dr. Öğr. Üyesi Mehmet EFE<br>mehmetefe@uludag.edu.tr   |   |
| 17   | Website:  |  |   |
| 18   | Objective of the Course:                                | To contribute to the literature on the subject at the level of doctorate by showing the Ferchi differences in the science of recitation and the effect of famous recitations on exegesis.  |   |
| 19   | Contribution of the Course to Professional Development: | Thanks to this course, the student gains scientific competence and analytical thinking ability at the doctorate level about the literature on the subject, by showing the effects of Ferchi (Ferşi) differences in the science of recitation and the effect of famous recitations on some suras. |   |
| 20   | Learning Outcomes:                                      |  |   |
|      |   | 1  | Usuli and Ferşi Kiraat differences  |
|      |   | 2  | Origin and history of recitations   |
|      |   | 3  | Exegesis sources containing the effects of recitation differences on tafsr                  |
|      |   | 4  | Saz Recitations in terms of the effect of tafsir  |
|      |   | 5  | Famous Recitations in terms of their effect on tafsir: Examples of suras                    |
|      |   | 6  | Quran differences in Surah Hadid Effects on Tafsir  |
|      |   | 7  | Quran differences in Surah Furkan   |
|      |   | 8  | The differences in recitation in the İnsan Surah Its effect on Tafsir                       |
|      |   | 9  | Quran differences in Surah Nebe 'Its effect on Tafsir                                       |
|      |   | 10   | The difference in recitation in the Naziat and Abese Surah Its effect on the interpretation |
| 21   | Course Content:   |  |   |
|      |   | <b>Course Content:</b>   |   |
| Week | Theoretical   | Practice   |   |
| 1    | Usuli and Ferşi Kiraat differences                      |  |   |
| 2    | Origin and history of recitations                       |  |   |

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| 3  | Imams of Qiraah and their narrators   |  |
| 4  | Exegesis sources containing the effects of recitation differences on tafsir                 |  |
| 5  | Opinions on the seven letters   |  |
| 6  | Saz Recitations in terms of the effect of tafsir  |  |
| 7  | Famous Recitations in terms of their effect on tafsir: Examples of suras                    |  |
| 8  | The difference in recitation in Surah Vakia Its effect on Tafsir                            |  |
| 9  | Quran differences in Surah Hadid Effects on Tafsir  |  |
| 10 | Quran differences in Surah Furkan   |  |
| 11 | The difference in recitation in Surah Haşr Its effect on Tafsir                             |  |
| 12 | The differences in recitation in the İnsan Surah Its effect on Tafsir                       |  |
| 13 | Quran differences in Surah Nebe 'Its effect on Tafsir                                       |  |
| 14 | The difference in recitation in the Naziat and Abese Surah Its effect on the interpretation |  |

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| 22 | Textbooks, References and/or Other Materials: | Çetin, Abdurrahman, The Effects of Recitations on Interpretation, Ensar Publications, Istanbul 2012, 1st edition.<br>Çetin, Abdurrahman, Seven Letters and Recitations, 3. b., İstanbul Ensar Publications, 2005 |
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| Activites                  | Number | Duration (hour) | Total Work Load (hour) |
|----------------------------|--------|-----------------|------------------------|
| Theoretical                | 14     | 3.00            | 42.00                  |
| Practicals/Labs            | 0      | 0.00            | 0.00                   |
| Self study and preperation | 14     | 10.00           | 140.00                 |
| Homeworks                  | 14     | 2.00            | 28.00                  |
| Projects                   | 0      | 0.00            | 0.00                   |
| Field Studies              | 0      | 0.00            | 0.00                   |
| Midterm exams              | 0      | 0.00            | 0.00                   |
| Others                     | 0      | 0.00            | 0.00                   |
| Final Exams                | 1      | 2.00            | 2.00                   |
| Total Work Load            |        |                 | 212.00                 |
| Total work load/ 30 hr     |        |                 | 7.07                   |
| 23 Assessment              |        |                 |                        |
| ECTS Credit of the Course  |        |                 | 7.00                   |

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| Midterm Exam   | 0 | 0.00   |
| Quiz   | 0 | 0.00   |
| Home work-project  | 0 | 0.00   |
| Final Exam   | 1 | 100.00 |
| Total  | 1 | 100.00 |
| Contribution of Term (Year) Learning Activities to Success Grade |   | 0.00   |
| Contribution of Final Exam to Success Grade                      |   | 100.00 |
| Total  |   | 100.00 |

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| Measurement and Evaluation Techniques Used in the Course | The academic achievements of the students are determined by the classical exams in the form of midterm and final, which measure their level of knowledge, analysis, understanding, explanation, interpretation and scientific evaluation.. |
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| 24 | ECTS / WORK LOAD TABLE |
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| 25  | CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS |     |       |     |          |     |        |     |             |      |      |      |      |      |      |      |
|---|---|-----|-------|-----|----------|-----|--------|-----|-------------|------|------|------|------|------|------|------|
|   | PQ1   | PQ2 | PQ3   | PQ4 | PQ5      | PQ6 | PQ7    | PQ8 | PQ9         | PQ10 | PQ11 | PQ12 | PQ13 | PQ14 | PQ15 | PQ16 |
| ÖK1   | 2   | 0   | 4     | 0   | 4        | 0   | 5      | 0   | 3           | 2    | 0    | 0    | 3    | 0    | 4    | 5    |
| ÖK2   | 0   | 3   | 0     | 3   | 0        | 0   | 4      | 0   | 0           | 0    | 5    | 0    | 0    | 3    | 0    | 0    |
| ÖK3   | 3   | 0   | 3     | 0   | 5        | 4   | 0      | 5   | 0           | 0    | 0    | 3    | 0    | 0    | 2    | 0    |
| ÖK4   | 0   | 4   | 0     | 4   | 0        | 0   | 2      | 0   | 4           | 0    | 2    | 0    | 2    | 0    | 0    | 3    |
| ÖK5   | 4   | 0   | 5     | 0   | 2        | 0   | 0      | 0   | 0           | 4    | 0    | 5    | 0    | 4    | 0    | 3    |
| ÖK6   | 0   | 5   | 0     | 0   | 3        | 0   | 4      | 2   | 0           | 0    | 3    | 0    | 4    | 0    | 5    | 0    |
| ÖK7   | 5   | 0   | 2     | 0   | 0        | 5   | 0      | 0   | 0           | 3    | 0    | 4    | 0    | 0    | 3    | 0    |
| ÖK8   | 0   | 2   | 0     | 5   | 0        | 0   | 0      | 3   | 0           | 5    | 0    | 0    | 2    | 0    | 0    | 4    |
| ÖK9   | 0   | 4   | 0     | 1   | 0        | 0   | 3      | 0   | 5           | 0    | 4    | 0    | 5    | 3    | 0    | 1    |
| ÖK10  | 4   | 0   | 3     | 0   | 5        | 0   | 0      | 4   | 0           | 0    | 0    | 3    | 0    | 0    | 4    | 5    |
| LO: Learning Objectives    PQ: Program Qualifications |   |     |       |     |          |     |        |     |             |      |      |      |      |      |      |      |
| Contribution Level:                                   | 1 very low  |     | 2 low |     | 3 Medium |     | 4 High |     | 5 Very High |      |      |      |      |      |      |      |