ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

Course Specifications

Institution: : Dammam University Date: 1435

College/Department: Collegeof Sciences – Girls Campus – Dammam/ Biology department

A. Course Identification and General Information

1. Course title and code: general Biology / BIOL 101 N
2. Credit hours: : 3 theoretical+1practical/Total(4)credit hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Biology department
4. Name of faculty member responsible for the course: **A specific team from the Biology department**
5. Level/year at which this course is offered: First level of the academic year 1434-1435
6. Pre-requisites for this course (if any): ـــــ
7. Co-requisites for this course (if any) ـــــ

8. Location if not on main campus
- Science college in Dammam.

9. Mode of Instruction (mark all that apply)

a. traditional classroom What percentage? b. blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage? f. other What percentage? Comments:

B Objectives

1. What is the main purpose for this course?
The aim of this course is to :

To provide the student with information about the origins and history of biology.

- Identify the most important characteristics of living organisms and life manifestations.

- Definition of animal cell and components and identify the different types of animal tissues

- Definition of physiology in the animal's body.

- Definition of the environment in general and on zoology in particular.

- Identify the scientific basis for the classification of organisms.

- Identify plant morphology so that describe different plant roots and stems and leaves.

- To provide the student with information on plant cell and components, as well as to identify the various plant tissues.

- Definition of vital processes taking place in the main plant so: the absorption and transport of water in the plant. the photosynthesis and respiration.

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2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

• Update learning resources on a regular basis through sites available on the electronic network.
• New teaching methods and the use of presentations
• Adoption of the students themselves growing in the study
• The use of library resources
• Periodic review of the decision by the Committee on Course Description
• update content on a regular basis to keep up with modern developments
• Review the characterization by professors in different universities
• promote self-learning among students
• Convert decisions to decision-mail (Web City)

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Cytology: Definition of Zoology - the characteristics of life - the chemical structure of protoplasm - Animal cell - the cell membrane and the plasma membrane	1	3
Organic and inorganic compounds – The cell (organelles – inclusions- cytoskelton) The nucleus- Cell division (Mitosis-Meiosis)	2	3
Animal tissue: epithelial tissue - the connective tissues	3	3
Muscle tissue - nerve tissue – Introduction to Physiology - Introduction to Ecology	4	2 1
Taxonomy : Kingdom Protista - sub Kingdom Protozoa- PhyluM:Sarcomastigophora –Class:Phytomastigophora- Class:Zoomastigophora- Class:Sarcodina- Phylum:Ciliphora.	5	3
Subkingdom:Metazoa(Phylum:Proifera) Subkingdom:Eumetazoa (Phylum:Cnidaria,Platyhelminthes,Nematoda)	6	3
Phylum:Annelida , Arthropoda , Echinodermata , Chordata - Review	7	2 1
- About Biology - Classification of Kingdoms, especially the plant kingdom	8	3
- Morphology of the plant (roots - stalk - leaves	9	3
- Plant cell the living and non-living components	10	3
- Plant tissue types	11	3
- Some metabolic processes in plants (photosynthesis - absorption - transpiration - breathing	12	3

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	3 x 12 H		1X10	-		46H
Credit						

3. Additional private study/learning hours expected for students per week.
3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and
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On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		

1.1	1-Definition of the origins and evolution of biology and its impact on human life. 2 - Understand the structure of a living cell and all the organelles and functional roles. 3 - Knowledge of the various animal tissues and can distinguish between them and recognize the locations of it in the animal's body. 4 - To identify and distinguish between the samples and the microscopic slides and comment. 5 - Know the proper scientific classification of samples. 6-- Knowledge of biological processes and physiology enzymes in the animal's body. 7 - to identify the different plant kingdoms . 8 - to identify the different plant kingdoms with study examples. 9 - to identify roots and stems and leaves of plant.	1 - lecture using PowerPoint presentations that contain many illustrations that help students to understand information . 2 - listed the main points of the lecture in the arrangement allows the student to focus and follow-up without dispersion , which does not prevent the use of PowerPoint to use the whiteboard to illustrate many of the details. And to accustom the students	1 - tests weekly, med term and final illustrating understod this knowledge and be mostly in the form of objective tests and oral and written questions. 2 - reports on some of the topics the curriculum. 3 - assignments and projects.

	10. The multiplicity of parts of plant . . 11-To identify the types of plant tissue. 13 - To identify the biological processes in the plant. 14 To identify how the absorption and transport of water in the plant. 15 - To identify the process of photosynthesis and respiration	doing some activities, such as getting some movies 3 - enrich the lecture with discussion questions and motivational for students. 4 - To provide students with samples to see it , examine and draw. 5 - the students collect samples of various plant in order to identify them and apply what has been studied in the lecture.	
1.2			
2.0	**Cognitive Skills**		

2.1	1 - the ability to observe the Evolution in animal and plant kingdom. 2 - the ability to observe the evolution of the animal organs and the suitability of the place of living, nutrition and movement. 3 - Ability to Comparison the different types of tissues of the organism. 4 - The ability to distinguish between samples . 5 - Ability to make some of the plant physiological experiments.	1 - Comparison between different samples of different families and orderes of the animal kingdom. 2 - Comparison of various tissues to see Histological any organs of the organisms. 3 - split students into teams of work during the lecture, individual assignments, group assignments. 4 – Presentations . 5 - laboratory experiments 6 - live specimens that are brought from the environment	A - verbal and written tests to assess cognitive skills by using pictures and powerpoint. B - laboratory tests to identify the different types of tissue samples and animal and plant. C - weekly, med term and final tests 50% of which to measure thinking skills.
3.0	**Interpersonal Skills & Responsibility**		
3.1	1 - the ability to lead the team. 2 - The ability to judge people . 3 work effectively in a group. 4 - the ability to take responsibility for self-learning.	A - involve students in discussions group. B - assigning students joint action. C - the distribution of the students groups and the appointment of a leader. D - do not let the student absenteeism for the lecture and tests only acceptable excuse. E - the distribution of tasks to groups. F - divide students into small groups so that each group leader.	A - Evaluation of group discussions 5%. B - Evaluating the scientific analysis done by the group. C - Note the behavior of the student in the group . D - Evaluation of the study carried out by the students as self learning. E - follow the results of each group of students that show the extent of their cooperation and integration together to perform required of them.
4.0	**Communication, Information Technology, Numerical**		
4.1	• Skills, oral and written communication	Assign the student to	• Assess the students through

	• Using computer and search the Web for information sources • Use a power point for Proposals Group	presentation and lay summaries of research • assign the student to view • commissioning duties appliances rely on search in the World Wide Web • The use of modern technology in scientific research • Find information in databases and sites corresponding universities • communicate with others through the use of modern technology such as communicating with students via e-mail • The use of smart board	what is being discussed in the lecture • Assessment of individual and collective duties based on predefined criteria
5.0	**Psychomotor**		

5.1	• The use of the microscope • Drawing samples	• Assign the student using a microscope to examine samples • Assign the student draw samples	•Put 20% of the final grade on these skills. •Follow up the student in the lab during the examination and dissection and evaluation • Monitoring degrees of draw

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	**1.2**		**2.1**		**3.2**		**4.1**	
1.1									
2.1									

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Med term exam	7	20%
2	Assay and work sheet	9-11	10%
3	Lab	5-11	10%
4	Lab final exam	13	20%
5	Final exam	15	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (Include amount of time teaching staff are expected to be available each week).

• Provide faculty members for advice and guidance to the student academic 4 hours per week

• Follow up students in courses laboratories to provide the required expertise by overseeing the labs.

• scheduled office hours (4 hours) during the school week to connect with students.

• Access to e-mail and send the duties and corrected and re-sent again to the students.

• Provide advice and guidance to students at any time throughout the period of hours and through telephone calls and electronic exchange and send electronic files with students.

E Learning Resources

1. List Required Textbooks

نمحرلا دبع ديرغت /د -ىلع بواقرش ىنم /د - ىصاعلا ديعسلا ىحي /د - ىاشب ليئاخيم ىملح /د -دمحم ليعامسا دمحم /د ناويحلا ملع
-- تايساسأ

ةثلاثلا) 2010 .

ةعبطلا) نسح نايمر ةدونش ليمأ /د ىنيسحلا دامح دمحأ/د فراعملا راد – (لولأا ءزجلا)

ةيلمعلا ناويحلا ةيجولويب -
نورخآو ضيرعلا ميارباِ روتكدلل - ماعلا تابنلا 2005 .
-تايساسأ

2. List Essential References Materials (Journals, Reports, etc.)

نورخآو ىضيرعلا مياربا روتكدلل ماعلا تابنلا 2005
-- تايساسأ

نورخآو داجم دمحأ روتكدلل ماعلا 1986
تابنلا -
ىسورعلا نيسحو حاوسلا ىدجو روتكدلل تابنلا ملع 2000
تايساسأ -

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Journal of plant physiology

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Sciencedirect.com .1

Google.com .2

www.histology-world.com

5. Other learning material such as computer-based programs/CD, professional standards or
regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number
of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
1 - Buildings (lecture halls, laboratories, etc. ...):
- Lecture halls: devoted to Article classrooms (14 - 17 D) capacity of 50 students.
- Laboratory parasites: Customize to Article six plants each with a capacity plant 30 students

2. Computing resources (AV, data show, Smart Board, software, etc.)

Sources of Computer: PC is used for the course

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or
attach list)
1 - For theoretical lectures: Projector + display screen.
2 - Lab: need to the following:
Optical microscope, dissected animals, slides, chemicals, anatomy instruments,
Glassware to save the samples.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
1 - Course Evaluation Form students.
2 - Conversation and interview students during and after each lecture.
3 - Analysis of the final results of the students (Form result).

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

1 - Form report of the Rapporteur.
2 - External peer review of the survey.
3 - Internal peer reviewer for consultation and exchange of views and ideas in the course.

3 Processes for Improvement of Teaching

1 - Get an e-book and the application of electronic lab.
2 - hold regular meetings between professors scheduled to exchange experiences and views
3 - Exchange of experiences with professors from other universities
4 - abreast of the developments in the scientific material and specialization to develop decision.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)
1 - Correct sample of student work from an external reviewer.
2 - A statistical analysis of the results of evaluating students.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.