

Course Specifications

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

**Course Specifications
(CS)**

Course Specifications

Institution: University of Dammam

Date: 1/ 11/1435 H

A. Course Identification and General Information

1. Course title and code: Plant Ecology BIOL. 111N		
2. Credit hours: 3 Units (2 Lit. + 2 Practical)		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor of Science degree in Biology		
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: 4 th year- 8 th level		
6. Pre-requisites for this course (if any) General Botany, BIOL. 101 & General Ecology, Biol. 152		
7. Post-requisites for this course (if any) Boil. 223 + Biol. 201 + Biol. 447		
8. Location if not on main campus Faculty of Science At Dammam		
9. Mode of Instruction (mark all that apply)		
a. traditional classroom	<input type="checkbox"/> ✓	What percentage?
40 b. blended (traditional and online)	<input type="checkbox"/> ✓	What percentage? <input type="text"/>
30 c. e-learning	<input type="checkbox"/> ✓	What percentage? <input type="text"/>
20 d. correspondence	<input type="checkbox"/> ✓	What percentage? <input type="text"/>
10	<input type="checkbox"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>

B Objectives

1. What is the main purpose for this course?

By the end of the this course the student will be able to:

- 1- Know and understand the concept of plant ecology.
 - 2- Know and understand the principles and classification of environmental factors.
 - 3- Comparing the effects of climatic factors on plant life.
 - 4- Analyze and understand the importance of the physiographic factors.
 - 5- Analysis and Comparing between the biotic factors
 - 6- Discussing the soil factors and its effects on plant growth.
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).
 1. Course contents compared with similar course of other universities.
 2. The use of the Internet access to information relating to the themes of the study.
 3. The use of computers in the presentation of scientific material in the lecture halls.
 4. Encourage self-education.
 5. Updating learning resources, including emerging periodically using modern references via the Internet and modern research and books in the field of study.
 6. Develop different ways to assess student for the development of different skills to have.
 7. Distribution of the students into groups to increase the interaction of the students work as a team

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

Course Description:

Plant ecology course deals with the study of the main environmental factors affecting the Earth's major vegetation types: tropical forests, tropical savannas, arid regions (deserts), Mediterranean ecosystems, temperate forest ecosystems, temperate grasslands, coniferous forests, tundra. Also give brief account about plant adaptations.

1. Topics to be Covered		
List of Topics	No. of Week	Contact hours
Introduction of plant ecology	1	2
Concept of environmental factors & its classification	1	2
Contents and stratification of atmosphere	1	2
Environmental factors, -1- Light factor	1	2
2- temperature factor	1	2
3 – Air as an environmental factor 4- wind factor	1	2
5- water as environmental factor	1	2
= Hydrophytes - Plant succession - xerophytic plants - mesophytic plants	1	2
The biotic factors	2	4
Edaphic factors	2	4
Humus	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	2	--	--	2		4
Credit	2	--	--	1		3
3. Additional private study/learning hours expected for students per week.						<input type="text"/>

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

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	Course Teaching	Course Assessment Method
1.0	Knowledge		
1.1	Identification concept of plant ecology	= Lecture using PowerPoint presentations that contain a lot of illustrations and drawings. = Use the blackboard to illustrate key points of the lecture. = Questions and discussion during the lecture. = Divide the	= Quarterly and final tests (objective tests and essay and oral). = Reports. = Projects. = Debates and questions
1.2	Discuss and analysis the effective environmental factors on plants life.		
1.3	Understanding the interrelation ship between plants and climatic factors		
1.4	Comparing the effects of physiographic factors on plant growth.		
1.5	Conclude the role of biotic factors in plant growth and productivity.		
1.6	Discuss and analysis the action of edaphic factors on plant life.		
2.0	Cognitive Skills		
2.1	Conclude the importance of	• Write a short	= Quarterly periodic

	environmental conservation.		
2.2	Clarifying the fluency of Allah ability through atmosphere structure .	search. • Encourage teamwork by dividing students into teams. • Comparisons between economic plants in the local	tests and final. = Evaluation of short research = Evaluation of offers. = Required activities and duties
2.3	Acquire the skill to analyze the experiences of environmental factors, especially climatic .		
2.4	Comparison of biotic factors		
2.5	Training on drawing plant tissues showing adaptations		
2.6	Distinguish between different samples		
3.0	Interpersonal Skills & Responsibility		
3.1	The development of the spirit of	- M a n a g e m e n t panel discussion . - S m a l l groups - Assessment of students to each other. S e l f -	• Evaluate the group discussion. • Follow up on student behavior in the classroom. • Assignments due time. •Evaluating of presentations. • Oral tests.
3.2	Accept the responsibility of leadership hand		
3.3	The ability to group discussion.		
3.4	Expand the circle of knowledge.		
3.5	The development of self-education.		
3.6	Commitment of time.		
4.4	Expand the circle of knowledge.		
4.5	The development of self-education.		
4.6	Commitment of time.		
5.0	Psychomotor		
5.1	a. Ability to communicate effectively at oral communication.	- Directing students to provide research, reports, presentations using Information Technology - Giving students enough time to identify a research agenda for scientific discussions and presentations.	- Assess the individual and collective duties. - Assess the student's ability to purely the way of writing and directed the final image. - Assess the student's ability to gather information for
5.2	b. The ability to use information technology (the Internet) in scientific research for pictures and		
5.3	c. The ability to use technology in the preparation of written reports and presentations.		

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

Course LO'	Program Learning Outcomes (Use Program LO Code #s provided in the Program)									
	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,	Week Due	Proportion of
1	Midterm test 1	5 th	15%
2	Midterm test 2	8 th	15%
3	Group project- presentation	9 th	5%
4	Discussion, speech, assignments	continuous	5%
5	Final exam	16 th	60%

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)

= office hours

E Learning Resources

1. List Required Textbooks

Plant Ecology, Prof. Ahmed Mohammed Mujahid and others, i- 4-2006, Scientific Publishing Printing Presses - King Saud University.

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

- Introduction of plant ecology, Prof. Dr. / Mahmoud Zahran , 1998
- Plant ecology, Dr. Kamal Shaltout, 2002.
- Internet sites and search engines

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

= Journal of Ecology

= Journal of Arid Environment

=

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

1. **Sciencedirect.com**
2. **Google.com**
3. **Journal of Plant Ecology**

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

= available Data base

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.)

- Dedicated classrooms equipped traditional education lectures that allow interaction between professors and students equipped with blackboards (normal - and paper-board smart-plasma screens ... etc).
- High Projector lighting device is connected to a computer.
- = Conditioning modern and appropriate lighting system

2. Computing resources (AV, data show, Smart Board, software, etc.)
= Data Show Odzh projectors, smart blackboard.

= Computer Portable PowerPoint presentations to special lectures.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Special laboratory with appropriate tools.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Questionnaire to assess the scientific material presented by the students at the end of each semester to learn and cons scheduled avoided in the coming years.

- Evaluate the performance of a faculty member by students.
- Analysis of the results of the collection of the students to see feedback about the course .
- Meetings with the students to take their views into the course

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

Self-evaluation of the course.

- Evaluation of the results of the students by an approved committee the measure feedback.
- The completion of the teacher bag.
- Periodic review of the course by the committee course specification.
- Review of characterization by professors specialists in other universities.
- Exchange between the different descriptions of courses in universities within effective communications with the global and regional universities and educational institutions to take advantage of other experiences.
- Access to the tests in the same decision at the various universities.
- Display approach to other professors within the department for evaluation.

3 Processes for Improvement of Teaching

- The use of new references in the scientific material to get to the best.

- The use of modern references and development curriculum according to these studies.
- Benefit from the experience of others to follow the process of learning to cope with the continuous updating, and sharing experiences with professors who teach the same decision, or with experts.
- The involvement of faculty members and those in their training courses and specialized workshops for the advancement of the educational process with the best.
- Evaluation course through the distribution of questionnaires to the students at the end of the course and use it to develop decision.
- Provide a suitable atmosphere for the study and provide all the requirements to complete the educational process.

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)

Participate in the evaluation of students' presentations of research projects by an independent faculty member.

- Revision tests papers by faculty members.
- Diversity in testing methods measure different skills, so that when the student.

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

1. Review course specification and vocabulary periodically by an internal committee and then an external committee.
2. Course specification compared with similar courses in other universities.
3. The work of the self-study the course to learn and improve the points of weakness.
4. Take advantage of the statistical analysis of the results of the students in the improvement and development of weaknesses.
5. Reload private sources of learning to courses to keep up with the rapid developments in the field of science and knowledge.
6. Training and development by holding training courses and workshops on an ongoing basis to follow up on the latest scientific and educational developments.
7. Faculty members delegating to other foreign universities to acquire new skills