

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation
&
Assessment

Course Specification

Institution: **University of Dammam**

College/Department: **College of Sciences /Department of Mathematics**

A. Course Identification and General Information

1. Course title and code: Principle of algebra, Math 231N
2. Credit hours: 3
3. Program(s) in which the course is offered: Mathematics program
4. Name of faculty member responsible for the course: A specific team from the mathematics department
5. Level/year at which this course is offered: 3th level/2rd year
6. Pre-requisites for this course (if any): Math 103 and Math 126
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus: College of Sciences – Girls Campus – Rayan City

9. Mode of Instruction (mark all that apply)

a. traditional classroom	X	What percentage?	75%
b. blended (traditional and online)		What percentage?	
c. e-learning	X	What percentage?	25%
d. correspondence		What percentage?	
f. other		What percentage?	

Comments: **The e-learning concerns the use of blackboard, flip teaching, online assessment, ect.**

B Objectives

1. What is the main purpose for this course?

On successful completion of this course students will be

able to: Know binary operations, groups and subgroups.

Discuss different type of groups (cyclic groups, permutations groups, alternating groups).

Know Cayley's theorem and Lagrange

Theorem. Know homomorphism and

isomorphism theorems.

Study direct product of groups, finitely generated subgroups and factor groups.

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)

- **Create, improve and complete (beamer or power point) presentations.**
- **Update the course by comparing to the contents at other universities.**
- **Follow up on the latest books to select the most appropriate to update the contents.**
- **Create a question bank.**
- **Find web sites related to the topic.**

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
Binary operations.	1	4
Groupes.	1	4
Subgroups.	1	4
Cyclic groups and Generators	2	8
Groups of permutations and Cayley's theorem.	2	8
Alternating groups.	1	4
Cosets and Lagrange theorem.	1	1
Direct product and finitely generated subgroups.	2	8
Homomorphisms.	1	4
Factor groups.	1	4
Isomorphism theorems.	2	4

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other : Office hours	Total
Contact Hours	2*15=30	0	0	2*15=30	4*15=60	120
Credit	2*15	0	0	1*15	0	45

3. Additional private study/learning hours expected for students per week.
60

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 And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
	Identify notions of binary operations, groups and subgroups. Identify notions of cyclic groups, permutations groups, alternating groups. Recall Cayley's theorem and Lagrange Theorem. Know homomorphism and isomorphism theorems. Study direct product of groups, finitely generated subgroups and factor groups.	Interactive learning process through questions and answers in class. Worked examples through a sequential delivery of surveying lectures. Homework consisting in solving selected exercises.	Exams and homework are used to assess the acquired knowledge on the subject.
2.0	Cognitive Skills		

	To use properties of binary operations, groups and subgroups. To discuss nature of groups (cyclic groups, permutations groups, alternating groups). To give and apply Cayley's theorem and Lagrange Theorem. To use the concept homomorphism (isomorphism theorems). To discuss and use direct product of groups, finitely generated subgroups and factor groups. To use mathematical formulations, definitions and theorems in mathematical construction of proofs and reasoning procedures.	Lectures are covered by different worked examples. Engage students in discussions with questions and answers. Homework consisting in solving selected exercises. Encourage and develop self education.	Homework include problems, solution of which requires scientific thinking, and applications of essential theorems and results of the course Oral and written tests. Explain and communicate the corrected answers of the exams and quizzes. Research projects.
3.0	Interpersonal Skills & Responsibility		

	<p>Punctual attendance of classes is required.</p> <p>Students should demonstrate their sense of responsibility for learning by completing both reading and writing assignments in due time.</p> <p>Students learn to manage their time.</p> <p>Accustom students to take responsibility of self learning</p> <p>Students should act responsibly and ethically in carrying out individual as well as group projects.</p>	<p>Discussion.</p> <p>Explanation.</p> <p>Guidance and supervision of the group assignments for research projects.</p> <p>Assignments are given to the students at regular intervals for them to solve and submit on time.</p>	<p>Class attendance of students at the beginning of the lecture is recorded.</p> <p>Recording of submission of assignment</p> <p>Observations, interviews, and peer evaluations.</p>
4.0	Communication, Information Technology, Numerical		
	<p>Ability to communicate in written and in oral. Ability to write reports in English</p> <p>Ability to explain each step in the problem solving process.</p> <p>Ability to apply course concepts to mathematical problem solving model.</p> <p>Ability to use information technology in communication and research projects.</p> <p>Interact with life problems using different methods of thinking and problem solving.</p>	<p>Research projects.</p> <p>Oral presentations.</p>	<p>Periodic written and oral tests.</p> <p>Discussion.</p> <p>Observation.</p>
5.0	Psychomotor		

	N/A	N/A	N/A

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)

Continuity	Uniform continuity	Differentiable functions	Taylor formulas	Sequences of functions	Series of functions	Riemann integrals
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Knowle dge	Reca ll	Rec all	Reca ll	Reme mber	Reca ll	Reca ll	Reca ll
Comprehe nsion	Discu ss	Disc uss	Disc uss	Summ arize	Discu ss	Disc uss	Expla in
Applica tion	Asse ss	Asse ss	Asse ss	Use	Asse ss	Asse ss	Asse ss
Analy sis	Concl ude	Concl ude	Concl ude	Concl ude	Concl ude	Concl ude	Concl ude
Synthe sis	Catego rize	Catego rize	Catego rize	Valid ate	Catego rize	Catego rize	Catego rize
Evaluat ion	Jud ge	Jud ge	Jud ge	Jud ge	Judg e	Jud ge	Judg e

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	Quizz1	4	5%
2	Mid-term1	6	15%
3	Quizz2	8	5%
4	Mid-term2	11	15%
5	Homework	Every week	5%

6	Research project	15	5%
7	Final exam	As scheduled	50%

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)

4 hrs/week for students' consultation and academic advice.

E Learning Resources

1. List Required Textbooks J.B. Fraleigh, A First Course In Abstract Algebra, Addison Wesley company (2002)
2. List Essential References Materials (Journals, Reports, etc.) N. Jacobson, Basic Algebra, Freeman and company USA (1980). J. Gallian, Contemporary Abstract Algebra (1994).
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) I.N. Herstein, Topics in Algebra, John Wiley and sons (1975).

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
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.) Lecture room with 20 seats. Smart class.
2. Computing resources (AV, data show, Smart Board, software, etc.) Computer room with at least 10 systems Computer room with 20 seats
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Student course evaluation at the conclusion of the course. Sample of assignments and tests. Observations and discussions during the semester.

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

Faculty assessment of the course and effectiveness of teaching delivery. Periodic self-assessment of the program.

3 Processes for Improvement of Teaching

Participate to workshops on evaluation approaches and effective teaching methods to enable instructors to improve their teaching skill. Teaching method will focus on students' learning and on course learning outcomes.

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)

A committee reviews samples of student work in this course to check on the standard of grades and achievements.

An external faculty member evaluates the course material and the students' work to compare the standard of grades and achievements with those at his university.

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

Carry out self- assessment at every two years and external assessment invited faculty members every four years. The feedback received from these assessments will be used to plan for further improvement in the course syllabus, teaching method, and delivery of course materials.