

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

Course Specifications

Institution Najran University/Community College	Date of Report 18-4-2014
College/Department Community College / Computer Department	

A. Course Identification and General Information

1. Course title and code: Introduction to computer/ 101 CIS-2		
2. Credit hours 2 (2,2,0)		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)		
<ul style="list-style-type: none"> 1. Applied Medical Sciences 2. Administrative Sciences 3. Information System 		
4. Name of faculty member responsible for the course Hamzeh S.A. Shatnawi		
5. Level/year at which this course is offered First Level		
6. Pre-requisites for this course (if any) -		
7. Co-requisites for this course (if any) -		
8. Location if not on main campus -		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="100 %"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/> What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/> What percentage?	<input type="text"/>
Comments:		

B Objectives

<p>1. What is the main purpose for this course?</p> <p>This course introduces the basic concepts of computer and the skills for using computer at studying environment.</p>
<p>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)</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to Computer	1	1
Types of Computers	1	1
<p>Lab: Introduction to Microsoft Windows</p> <ul style="list-style-type: none"> • Starting and Closing Windows • Windows Desktop • Moving About in Windows • Changing Computer Time • Using Menus and Commands • Copying, Moving, Deleting Files • Using My Computer 	2	4

Components of a Computer Hardware: Input, System units , Storage , and Output Devices	3	3
Lab: Microsoft Word <ul style="list-style-type: none"> • Introduction • Word Screen Description • Using Word Commands • Using Office Assistant • Correcting Spelling Grammar Mistakes • Inserting Numbers, Header / Footer, Page Breaks • Tables, Pictures and Clipart • Using Charts & Graphs Paragraphs • Essays, • Letters, and • Memos 	3	6
First Exam	1	1
Components of a Computer Software: Computer Software	2	2
Lab: Microsoft Excel <ul style="list-style-type: none"> • Introduction • Excel Screen Description • Moving around in Excel • Using Numbers • Formulas and Functions • Using Formatting Tools • Formulas. • Working with Charts 	3	6
Networks and the internet	3	3
Lab: Microsoft Power Point <ul style="list-style-type: none"> • Creating Power Point Presentations • Modifying Slides. • Working with Themes • Special Effects for Slides 	3	6
Second Exam	1	1
computer viruses	2	2
Lab: Internet <ul style="list-style-type: none"> • Internet and Web Applications • What is Internet? • What are Web Applications? • HTML • Email • Searching 	2	4
Review	1	1
Lab: Final Lab Exam	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	16	-	-	26	-	42
Credit	2	-	-	1	-	3

3. Additional private study/learning hours expected for students per week.	<input type="text"/>
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe the history of computers.	<ul style="list-style-type: none"> Lecture Whole Group and small group discussion 	<ul style="list-style-type: none"> Exams Assignments
1.2	Memorize basic concepts associated with computer		
1.3	List of different types of computer		
2.0	Cognitive Skills		
2.1	Differentiate between the types of memory	<ul style="list-style-type: none"> Lecture Brainstorming Small group work Lab demonstration Project 	<ul style="list-style-type: none"> Exams Group reports Lab reports
2.2	Operate the MS office 2010		
2.3	Explain the types of software and hardware		
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate projects and assignments in team work.	<ul style="list-style-type: none"> Small group work Group presentation Projects 	<ul style="list-style-type: none"> Group reports Group presentations
4.0	Communication, Information Technology, Numerical		
4.1	Illustrate knowledge of different applications	<ul style="list-style-type: none"> Individual presentation Small group work 	<ul style="list-style-type: none"> Group reports Lab reports Assignments
5.0	Psychomotor		
5.1	-		

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize

Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. 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	Assignment	4, 7, 11	3%
2	Group report	11	7%
3	Lab report	5,8,12	5%
4	First Monthly Exam	8	15%
5	Second Monthly exam	11	15%
6	Practical exam	14	15%
7	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)

5 office hours

E. Learning Resources

1. List Required Textbooks

Gary B. shelly, Steven M. Freund, Misty E. Vermaat ,**Introduction to Computers (Shelley Cashman Series)** , 2011, ISBN-13:978-1-4390-8131-0

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

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

- 1) Yale Patt, Sanjay Patel, **Introduction to Computing Systems: From bits & gates to C & beyond** , 2004, ISBN-0-07-121503-4
- 2) Irene Joos, Ramona Nelson, Marjorie J. Smith, **Introduction To Computers For Healthcare Professionals** , 2010, ISBN-13:978-0-7637-6113-4 ISBN-10:0-7637-6113-3

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, 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.)

Classrooms with 30 chair , Labs with 30 PC

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

data show

software's (MS-office 2010, Windows 7)

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 Evaluation Questioners

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

3 Processes for Improvement of Teaching

Quality workshops in Deanship of Development and Quality

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)

Crosscheck of exam marks by committee

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

Faculty or Teaching Staff: Hamzeh .S. Shatnawi

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____