



## **ATTACHMENT 2 (e)**

### **Course Specifications**

**Kingdom of Saudi Arabia**

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

**Course Specifications  
(CS)**



## Course Specifications

Institution	King Saud University	Date of Report: 15 November 2015
College/Department	Science (Botany and Microbiology)	

### A. Course Identification and General Information

1. Course title and code: BOT 222	
2. Credit hours 3(2+1)	
3. Program(s) in which the course is offered. Botany program (If general elective available in many programs indicate this rather than list programs)	
4. Name of faculty member responsible for the course Dr. Mona Soliman Alwahaibi	
5. Level/year at which this course is offered Level5	
6. Pre-requisites for this course (if any) BOT 102	
7. Co-requisites for this course (if any) There are no	
8. Location if not on main campus Science College	
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

<p>1. What is the main purpose for this course?</p> <ol style="list-style-type: none"> <li>1. A brief description of the main learning outcomes for students enrolled in the course.</li> <li>2. Provide the student with the basic concepts of science in the classification of plant.</li> </ol>
<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
Study the history of Taxonomy	1	2
Scientific naming	1	2
The classic Classification - vegetative and floral traits	5	2
Characteristics of fruit and seed	1	2
Modules taxonomy key	2	2
Fertilization and seed formation	2	2
Types of fruits	2	2
Sex distribution in flowers	1	2
	15	15

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	15	0	0	30		45
Credit						

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

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

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.

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identify the basic knowledge for the classification of the plant, and study the history of this science, and scientists who know Sahmu in its development	Lectures,	
1.2	Scientific naming, rules and how to launch a scientific name on the object	Lectures	
1.3	Identify the parts of the flower and the vital structures and their parts, pollination, fertilization, embryo formation.	Lectures and Practical	
1.4	A review of some plant species per monocots and animate animate Filqtin	Lectures and Practical	
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Definition of types of flowers, inflorescences, sex in the flower and Aestivation.	Lectures and Practical	
2.2	Drawing Floral diagram and Longitudinal section	Lectures and Practical	
2.3	Conclusion Floral formula	Lectures and Practical	
2.4	Dissection the flower and know their parts by it terms. then make segments of Gynaecium to find out Piacentation.	Practical	
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Communication skills with colleagues parameter, the performance of duties, sense of responsibility	Lectures and Practical	
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write	Lectures and Practical	
4.2	calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize	Lectures and Practical	
<b>5.0</b>	<b>Psychomotor</b>		
5.1	operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment and reconstruct	Lectures and Practical	
5.2			

#### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

<b>NQF Learning Domains</b>	<b>Suggested Verbs</b>
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	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
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

### 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	1 <sup>st</sup> midterm	5 Weeks	15%
2	Participation and presentations	All along	Bonus or improvement
3	Brainstorming	All along	Bonus or improvement
4	2 <sup>nd</sup> midterm	10 Weeks	15%
5	final practical exam	14 Weeks	30%
6	final exam	16 Weeks	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)

1 hour per course per week

#### E. Learning Resources

1. List Required Textbooks

1. Plant Taxonomy, The Systematic Evaluation of Comparative Data  
<http://www.amazon.com/Plant-Taxonomy-Systematic-Evaluation-Comparative/dp/0231147120>

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

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

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

1. <http://herbarium.usu.edu/K-12/Classification/plant%20classification.htm>
2. <http://theseedsite.co.uk/class.html>

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.)

The building is new and the classrooms can accommodate highest of 45 students





2. Computing resources (AV, data show, Smart Board, software, etc.) <a href="#">Desktop computer - projector system</a>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <a href="#">Data show to facilitate going over student papers in class</a>

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ol style="list-style-type: none"><li>1. <a href="#">Teaching evaluation form to be filled out by each student for the course to increase instructor's awareness of the weak and strong points of the class.</a></li><li>2. <a href="#">End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.</a></li></ol>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <a href="#">Class supervision by the department chair.</a>
3 Processes for Improvement of Teaching <ol style="list-style-type: none"><li>1. <a href="#">Regular meetings where problems are discussed and solutions are given</a></li><li>2. <a href="#">Discussion of challenges in the classroom with colleagues and supervisors</a></li><li>3. <a href="#">Encouragement of faculty members to attend professional development conferences</a></li></ol>
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) <ol style="list-style-type: none"><li>1. <a href="#">Check marking of a sample of examination papers either by a resident or visiting faculty member</a></li><li>2. <a href="#">Students who believe they are under graded can have their papers checked by a second reader</a></li></ol>



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

1. Compare syllabi and course description with other universities.
2. Biannual meetings of faculty members to discuss improvement.
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements.

**Faculty or Teaching Staff:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_