



Course Specifications

Course Title:	Medical Biology-1
Course Code:	370111-4
Program:	Bachelor in Physical Therapy Program (372000)
Department:	Department of Physical Therapy
College:	College of Applied Medical Sciences
Institution:	Taif University

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A. Course Identification

1. Credit hours:	4 hours (3T +1P)
2. Course type	
a.	University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	1st Level/ 1st Year
4. Pre-requisites for this course (if any):	None
5. Co-requisites for this course (if any):	None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	6 hours /week= 60 hours/semester	100%
2	Blended	--	--
3	E-learning	--	--
4	Correspondence	--	--
5	Other	--	--

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	40
2	Laboratory/Studio	20
3	Tutorial	--
4	Others (specify)	--
	Total	60 Hours
Other Learning Hours*		
1	Study	52
2	Assignments	45
3	Library	30
4	Projects/Research Essays/Theses	40
5	Others(specify)	-
	Total	167 hours

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

The Medical Biology (1) course provides an overview of terms, subjects and skills related to cell and tissue Biology that prepares students to understand the fundamental principles of living organisms. Students will explore biological science as a process, cell and tissue types, cell and tissue characters, ultrastructure and function.

2. Course Main Objective

At the end of this course, student should have perception of the inseparability of structure and function in living organisms, understand how do Eukaryotic cells accomplish all their functions. In addition, they should know the membranous and non-membranous organelles and the specific function of each specific subtype and the basic tissue types, recognize the tissue type on micrograph and able to predict their related function.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Define the structures and functions of nuclear and cytoplasmic components.	K1
1.2	Identify the cellular organelles.	K1
1.3	Define the four basic tissue types (epithelia, muscles, connective and nervous tissue)	K1
1.4	Identify the structure of the different types of tissues.	K1
2	Skills:	
2.1	Recognize a cell's cytoplasmic components on a micrographic pictures.	S1
2.2	Recognize the different types of tissue structure on a micrographic pictures.	S1
3	Competence:	
None		

C (a) Course Content(Theory)

No	List of Topics	Contact Hours
1	Introduction to cell biology (Goals and Methods) (Presentation)	4
2	Essential characteristics of the cell (Presentation) <ul style="list-style-type: none"> • Eukaryotic and prokaryotic cells • Cellular organization and functions 	4
3	Cell membrane structure and function (Presentation)	4

4	Membrane organelles (Types and Functions) (Presentation)	4
5	Non-membranous organelles (Types and Functions) (Presentation)	4
6	Nuclear structure and dynamics (Presentation)	4
7	Cell Division (Types and significance) and Cell Cycle (Presentation) <ul style="list-style-type: none"> • Phases of cell cycle • Checkpoints of cell cycle 	4
8	Basic body tissues (Presentation) Epithelial Tissue (General features and Classification)	4
9	Connective tissue (CT) (General features and Classification) (Presentation) <ul style="list-style-type: none"> • Embryonic CT • Adult CT The Special connective tissue	4
10	The muscular and nervous tissue (General features and Classification) (Presentation)	4
Total		40

(b) Course Content (Practical)

No	List of Topics	Contact Hours
1	Introduction to cell biology (Practical applications) (Presentation)	2
2	Microscopes: (Presentation) Basic principles of light Microscope <ul style="list-style-type: none"> • Fluorescence microscope Electron microscope	2
3	Ultra-structure of Cell membrane (Presentation)	2
4	Structure and ultra-structure of Membrane organelles (Presentation)	2
5	Structure and ultra-structure Non-membranous organelles (Presentation)	2
6	Nucleus structure (General features) ((Presentation)	2
7	Cell Division (Presentation)	2
8	Basic body tissue (Presentation) Structural Types of Epithelial Tissue (General features and Classification)	2



9	Structural Types of Connective tissue (General features and Components) (Presentation) <ul style="list-style-type: none"> Embryonic CT Adult CT The special connective tissue 	2
10	Structural Types of Muscular and Nervous tissue (Presentation)	2
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Define the structures and functions of nuclear and cytoplasmic components.	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Exams
1.2	Identify the cellular organelles.	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Exams
1.3	Define the four basic tissue types (epithelia, muscles, connective and nervous tissue)	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Exams
1.4	Identify the structure of the different types of tissues.	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Exams
2.0	Skills		
2.1	Recognize a cell's cytoplasmic components on micrographic pictures.	<ul style="list-style-type: none"> Lectures Practical sessions 	<ul style="list-style-type: none"> Exams
2.2	Recognize the different types of tissue structure on micrographic pictures.	<ul style="list-style-type: none"> Lectures Practical sessions 	<ul style="list-style-type: none"> Exams
3.0	Competence		
	None		



2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Term Exam	7 th Week	20 %
2	Activity (online quiz 1 & 2)	Throughout the semester	10 %
3	Final Practical Exam	11 th Week	20%
4	Final Exam	12 th /13 th Week	50%
5	Total		100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

- Course instructors are available for individual consultation in their free time. They are usually full-time permanent members present on-campus from 8:00 am to 2:30 pm on all working days. Appointments can be made in person with the instructor through email etc. Days and time availability of each instructor are posted on their doors. Course instructors provide a range of academic and course management advice including course planning and its progression.
- Each student at the department of Physical Therapy has an academic adviser who is available for individual consultation and guidance. Appointments can be made in person with the instructor through email etc. Days and time availability of each adviser are posted on their doors. The academic adviser can provide support with time management, exam preparation, clarification of subject requirements, feedback on performance and dealing with personal issues as well.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>1- Cell Biology (2017), Thomas Pollard; William Earnshaw and Jennifer Lippincott-Schwartz, International edition (3rd edition), Elsevier Publishers, ISBN Number:978-0323417402</p> <p>2- Campbell biology (2020), Kelly Reece, Jane B.; Taylor, Martha R.; Simon, Eric J.; Dickey, Jean L.; Hogan, 12th edition, Pearson Publishers, ISBN Number:978-0135188743.</p>
Essential References Materials	N/A
Electronic Materials	<p>•Essentials of Cell Biology, Nature Education (online). https://www.nature.com/scitable/ebooks/essentials-of-cell-biology-14749010/contents</p>
Other Learning Materials	NA

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms and Laboratories
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show, Blackboard and A/V
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Microscopes

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Student's feedback on effectiveness of teaching and quality of courses.	Students	Indirect: Questionnaire Survey at the end of each semester.
Alignment map of course ILOs with that of program ILOs.	Development and accreditation committee	Direct: Student's Performance.
Availability of learning resources, facilities and equipments related to each course.	Students and faculty	Indirect: Questionnaire Survey at the end of each semester.
Evaluation of teaching	Peer evaluators	Direct: Peer evaluation
Standard of student achievement	Examination Committee	Direct: Students grades
Periodical review of course effectiveness and planning for its improvement.	Teaching staff/ Development and accreditation committee	Indirect: Review by Department Committee

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)



H. Specification Approval Data

Council / Committee	Department Council
Reference No.	Meeting No.9
Date	18/5/2022





Course Specifications

Course Title:	Medical Chemistry (1)
Course Code:	370112-3
Program:	Bachelor in Physical Therapy Program (372000)
Department:	Department of Physical Therapy
College:	College of Applied Medical Sciences
Institution:	Taif University



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1. Learning Resources	7
2. Facilities Required.....	7
G. Course Quality Evaluation	8
H. Specification Approval Data	Error! Bookmark not defined.

A. Course Identification

1. Credit hours: 3 Hours (2T +1P)
2. Course type
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 1st Level /1st Year
4. Pre-requisites for this course (if any): None
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	5 hours /week= 50 hours/semester	100%
2	Blended	--	--
3	E-learning	--	--
4	Correspondence	--	--
5	Other	--	--

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	30
2	Laboratory/Studio	20
3	Tutorial	--
4	Others (specify)	--
	Total	50 hours
Other Learning Hours*		
1	Study	52
2	Assignments	45
3	Library	30
4	Projects/Research Essays/Theses	40
5	Others (specify)	-
	Total	167 hours

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course includes two main parts as detailed below:

- 1. Inorganic part** which illustrates atoms, molecules, and different chemical reactions. Types of solutions and their concentrations including molar, molecular weight, and normal solution, chemical equilibrium and different types of buffer solutions will be covered.
- 2. Organic part** covers different types of chemical bonds and nomenclature, isomerism reactions of organic compounds such as saturated and unsaturated hydrocarbons, alcohols, thiols, ethers, aldehydes, ketones in addition to carboxylic acids and their derivatives. Moreover, aromatic compounds e.g. nomenclature, aromaticity, benzene, phenol and amines and heterocyclic compounds are covered as well.

2. Course Main Objective

The main objective of this course is to provide students with fundamentals of inorganic and organic chemistry. This includes symbols, molecular atoms, different types of chemical reactions, units of concentrations, chemical bonds, chemical equilibrium and different types of buffer solutions. Students will be able to know general rules for IUPAC/common nomenclature and classification of organic compounds, predict different methods used for preparation and reaction of alkanes, alkenes, alkynes and different types of organic reactions such as addition, elimination and substitution reactions.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Describe atoms, molecules and different types of chemical bonds, chemical reactions, solutions and buffers	K1
1.2	Identify organic compounds, their derivatives, functional groups and isomerism.	K1
1.3	Identify basic principles and instruments used in chemistry laboratory tests.	K1
2	Skills :	
	None	
3	Competence:	
	None	

C (a) Course Content (Theory)

No	List of Topics	Contact Hours
General chemistry		
1	Atoms, molecules and modern periodic table, orbital and electronic configuration (Presentation)	3
2	Chemical bonds (Presentation)	3
3	Types of chemical reactions (Presentation)	3
4	Solution (molarity, molality, normality) and chemical equilibrium (Presentation)	3
Organic chemistry		
5	Functional groups and nomenclature of organic compound (Presentation)	3
6	Alcohols and ethers (Presentation)	3
7	Aldehydes and ketones (Presentation)	3
8	Carboxylic acids, esters and amides (Presentation)	3
9	Aromatic compounds (Presentation)	3
10	Isomerism in organic chemistry (Presentation)	3
Total		30

(b) Course Content (Practical)

No	List of Topics	Contact Hours
General chemistry		
1	Introduction, safety and glassware (Lab Manual)	2
2	Identification of acidic radicals (Lab Manual)	
3	Identification of basic radicals (Lab Manual)	2
4	Neutralization reactions -standardization of HCl against Na ₂ CO ₃ Titration of HCl against NaOH (Lab Manual)	2
Organic chemistry		
5	Identification of alcohols (Lab Manual)	2
6	Identification of aldehydes and ketones (Lab Manual)	2
7	Identification of carboxylic acids (Lab Manual)	2
8	Identification of salts of aromatic acids (Lab Manual)	2
9	General scheme for identification of inorganic compounds (Lab Manual)	2
10	General scheme for identification of organic compounds (Lab Manual)	2
11	General scheme for identification of inorganic and organic compounds (Lab Manual)	2
Total		20

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Describe atoms, molecules and different types of chemical bonds, chemical reactions, solutions and buffers	<ul style="list-style-type: none">Lectures	<ul style="list-style-type: none">Exams
1.2	Identify organic compounds, their derivatives, functional groups and isomerism.	<ul style="list-style-type: none">Lectures	<ul style="list-style-type: none">Exams
1.3	Identify basic principles and instruments used in chemistry laboratory tests.	<ul style="list-style-type: none">LecturesPractical sessions	<ul style="list-style-type: none">ExamsLab reports
2.0	Skills		
	None		
3.0	Competence		
	None		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Periodic exam 1	3 rd week	10%
2	Mid-Term Exam	5 th week	30%
3	Periodic exam 2	8 th week	10%
4	Final Exam	12th/13th week	50%
	Total		100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

- Course instructors are available for individual consultation in their free time. They are usually full-time permanent members present on-campus from 8:00 am to 2:30 pm on all working days. Appointments can be made in person with the instructor through email etc. Days and time availability of each instructor are posted on their doors. Course instructors provide a range of academic and course management advice including course planning and its progression.

- Each student at the department of Physical Therapy has an academic adviser who is available for individual consultation and guidance. Appointments can be made in person with the instructor through email etc. Days and time availability of each adviser are posted on their doors. The academic adviser can provide support with time management, exam preparation, clarification of subject requirements, feedback on performance and dealing with personal issues as well.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> • William H.; Foote, Christopher S.; Iverson, Brent L.; Anslyn, Eric V. Brown, Organic Chemistry, 2008, 4th Edition, CENGAGE Learning, ISBN: 978-1-305-58035-0. • Kenneth W. Whitten and Kenneth D. Gailey, General Chemistry with Qualitative Analysis, 2000, 6th edition, SAUNDERS COLLEGE PUBLISHING, ISBN: 0030212170.
Essential References Materials	N/A
Electronic Materials	SDL: https://sdl.edu.sa/SDLPortal/en/Publishers.aspx Chemistry Online: http://askthenerd.com/chemistryonline/index.html
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms and Laboratories
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show, Blackboard and A/V
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> - Laboratory should be stocked with all necessary consumable materials (chemicals, reagents, kits, gloves etc). - All safety materials, tools, and regulations must be available and applied appropriately. - Necessary laboratory equipment should be available such as fridge, spectrophotometry, pipettes, pH meter glassware etc.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Student's feedback on effectiveness of teaching and quality of courses.	Students	Indirect: Questionnaire Survey at the end of each semester.
Alignment map of course ILOs with that of program ILOs.	Development and accreditation committee	Direct: Student's Performance.
Availability of learning resources, facilities and equipments related to each course.	Students and faculty	Indirect: Questionnaire Survey at the end of each semester.
Evaluation of teaching	Peer evaluators	Direct: Peer evaluation
Standard of student achievement	Examination Committee	Direct: Students grades
Periodical review of course effectiveness and planning for its improvement.	Teaching staff/ Development and accreditation committee	Indirect: Review by Department Committee

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department Council
Reference No.	Meeting No.9
Date	18/5/2022



Course Specifications

Course Title:	<i>Intensive English for Academic Purposes-1</i>
Course Code:	<i>999805-2</i>
Program:	<i>English for Academic Purposes across different streams</i>
Department:	<i>English Language Center</i>
College:	<i>Health/Engineering/Computer and IT/Medicines/Pharmacy</i>
Institution:	<i>Taif University</i>

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1. Learning Resources	
2. Facilities Required.....	
G. Course Quality Evaluation	
H. Specification Approval Data	

A. Course Identification

1. Credit hours: 2 Hours
2. Course type
a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Semester 1 2018/19
4. Pre-requisites for this course (if any): None
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	180	80%
2	Blended	-	-
3	E-learning	42	20%
4	Correspondence	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	180
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	180
Other Learning Hours*		
1	Study	42
2	Assignments	15
3	Library	-
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	Total	57

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course builds on the basics of English and further consolidate learners' grasp of basic structures while introducing them to further vocabulary, grammatical structures so that they develop in them an ability to deal with simple, straightforward information and begin to express themselves in familiar contexts.

2. Course Main Objective

This course helps learners to achieve CEFR goal near to A2 level

3. Course Learning Outcomes

CLOs		Taif University Graduate Attributes (TUGA)
1	Knowledge:	
1.1	<p>Knowledge of Vocabulary</p> <p>develop a repertoire of essential words and phrases to describe topics related people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</p>	-
1.2	<p>Knowledge of Grammar</p> <p>demonstrate knowledge of simple A1/A2 CEFR grammatical structures including comparatives, superlatives, prepositions of time and place, adverbs of frequency, singular and plural nouns, articles, use of future tense such as <i>be going to, present perfect verbs, present progressive have got etc.</i></p>	-
2	Skills:	
2.1	<p>Listening Comprehension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate understanding of phrases and expressions related to people, weather, places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology. <input type="checkbox"/> extract essential information from short podcasts, lectures, discussions, radio and news programs, and presentations people, weather, places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology. <input type="checkbox"/> identify main ideas, details, and reasons in listening passages on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology. 	1.1, 1.3, 3.2, 3.5. 2.2

CLOs		Taif University Graduate Attributes (TUGA)
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> locate specific information in simple written material on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology. <input type="checkbox"/> predict reading content and text type by quickly scanning the text <input type="checkbox"/> identify main ideas and details in written material on topics related to the course 	1.3, 3.2, 3.5. 2.2
2.3	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyze and evaluate ideas, examples, tables, and graphs <input type="checkbox"/> organize information using a variety of visual organizers such as T-charts, ideas maps, and wh-charts <input type="checkbox"/> identify the advantages and disadvantages of ideas and possible courses of action 	1.1, 1.2, 1.3, 3.1, 3.2,
3 Competence:		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> participate in short conversations on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology <input type="checkbox"/> justify briefly reasons and explanations for opinions <input type="checkbox"/> produce a short, basic presentation about a place, technology, and/or the results of a survey 	1.3 , 3.3
3.2	<p>Written Interaction</p> <p>produce a couple of comparative, descriptive, and/or opinion based paragraph about people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</p> <ul style="list-style-type: none"> <input type="checkbox"/> compose paragraphs that are well-organized and well-developed with topic and supporting sentences, clear organization, and appropriate reasons and examples. <input type="checkbox"/> use “because”, “so”, “and”, “also”, “too”, “but”, and “however” to link simple sentences and phrases in order to complete a paragraph or describe something as a simple list of points. <input type="checkbox"/> employ correct capitalization and punctuation and correct word order in sentences. 	1.3 , 3.3

C. Course Content

No	List of Topics	Contact Hours
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1	Orientation	12
2	Unlock 1 (Reading and Writing, Listening and Speaking) Unit 1 People	12
3	Unlock 1 (Reading and Writing, Listening and Speaking) Unit 2 Seasons	12
4	Unlock 1 (Reading and Writing, Listening and Speaking) Unit 4 Places	12
5	Unlock 1 (Reading and Writing, Listening and Speaking) Unit 5 Sport	12
6	Unlock 1 (Reading and Writing, Listening and Speaking) Unit 6 Jobs	12
7	Unlock 1 (Reading and Writing, Listening and Speaking) Unit 7 Homes and culture	12
8	Unlock 1 (Reading and Writing, Listening and Speaking) Unit 8 Food and culture	12
9	Unlock 1 (Reading and Writing, Listening and Speaking) Unit 9 Animals	12
10	Unlock 1 (Reading and Writing, Listening and Speaking) Unit 10 Transport	12
11	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 1 Places	12
12	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 2 Festivals and celebrations	12
13	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 3 School and education	12
14	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 4 The Internet and technology	12
15	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 5 Language and communication	12
Total		180

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Knowledge of Vocabulary develop a repertoire of essential words and phrases to describe topics related people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.	Pair Work Elicitation Role play. Teacher-Fronted Presentation Pre- and Post- Reading and Listening activities that focus on vocabulary Practice Activities	Mid-term Exams Final Exams Online Progress using CLMS Assignments through Blackboard Classroom Quizzes.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.2	<p>Knowledge of Grammar</p> <p>demonstrate knowledge of simple A1/A2 CEFR grammatical structures including comparatives, superlatives, prepositions of time and place, adverbs of frequency, singular and plural nouns, articles, use of future tense such as be going to, present perfect verbs, present progressive have got etc.</p>	<p>-Pair Work</p> <p>Group Work</p> <p>Teacher-Fronted Presentation</p> <p>Practice Activities</p> <p>.</p> <p>.</p>	<p>Mid-term Exams</p> <p>Final Exams</p> <p>Online Progress using CLMS</p> <p>Assignments through Blackboard</p> <p>Classroom Quizzes.</p>
2.0	Skills:		
2.1	<p>Listening Comprehension:</p> <p><input type="checkbox"/> demonstrate understanding of phrases and expressions related to people, weather, places, sports, jobs, homes and culture, food, animals, transport, festival and celebrations, internet and technology.</p> <p>.</p> <p><input type="checkbox"/> extract essential information from short podcasts, lectures, discussions, radio and news programs, and presentations people, weather, places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</p> <p>.</p> <p><input type="checkbox"/> identify main ideas, details, and reasons in listening passages on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</p>	<p>Activate Schema</p> <p>Pre-Listening Activities</p> <p>Playing recorded lectures and dialogs</p> <p>Assisting students in answering comprehension and other questions about the listening</p>	<p>Mid-term & Final Exams</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> locate specific information in simple written material on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology. <input type="checkbox"/> predict reading content and text type by quickly scanning the text <input type="checkbox"/> identify main ideas and details in written material on topics related to the course 	<p>Activate Schema Pre-Reading Activities Previewing difficult vocabulary</p>	<p>Mid-term Exams Final Exams Online Progress using CLMS Classroom Quizzes.</p>
	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyze and evaluate ideas, examples, tables, and graphs <input type="checkbox"/> organize information using a variety of visual organizers such as T-charts, ideas maps, and wh-charts <input type="checkbox"/> identify the advantages and disadvantages of ideas and possible courses of action 	<p>Activities inside and outside the course book which require students to compare two or more listening or reading passages on the same topic</p> <p>Activities designed to have students apply knowledge learned from reading or listening in speaking and writing activities</p> <p>Activities designed to have students critically analyze material presented</p>	<p>Mid-Module and Final Writing Exams Speaking Project Mid-Module Speaking Exam</p>
3.0	Competence		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> participate in short conversations on topics related to people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology <input type="checkbox"/> justify briefly reasons and explanations for opinions <input type="checkbox"/> produce a short, basic presentation about a place, technology, and/or the results of a survey and all the topics in the textbook. 	<p>Pair Work Group Work Interviews Presentations/Classroom participation.</p>	<p>Mid-Module and final Speaking Exams Speaking Project</p>
3.2	<p>Written Interaction</p>	<p>Pair work Teacher fronted presentation</p>	<p>Mid-Module and Final Writing</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	<p>produce a couple of comparative, descriptive, and/or opinion based paragraph about people, weather , places, sports, jobs, homes and culture , food, animals, transport, festival and celebrations, internet and technology.</p> <p><input type="checkbox"/> compose paragraphs that are well-organized and well-developed with topic and supporting sentences, clear organization, and appropriate reasons and examples.</p> <p><input type="checkbox"/> use “because”, “so”, “and”, “also”, “too”, “but”, and “however” to link simple sentences and phrases in order to complete a paragraph or describe something as a simple list of points.</p> <p><input type="checkbox"/> employ correct capitalization and punctuation and correct word order in sentences.</p>	<p>Process writing</p> <p>Teaching specific writing sub-skills (as taught in the coursebook)</p> <p>Practice writing tasks done in class which the teacher collects and gives feedback on.</p> <p>Students write answers on the board and the teacher gives whole class feedback.</p>	<p>Exams</p> <p>Online Writing Tasks in Blackboard and CLMS.</p>

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid Term Exams (Speaking 5/ Listening 5/ RWGV 20)	7th/8th Week	40
2	Final Exams (Speaking 10/ Listening 10/ RWGV 40)	14/15	60
3	Online component of the course and classroom participation	Ongoing	20

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Face to face counseling during allotted office hours
- English club activities
- Student support programs

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	UNLOCK 1– Coursebook for Listening & Speaking (Units 1-10) UNLOCK 1– Coursebook for Reading & Writing (Units 1-10) UNLOCK 2– Coursebook for Listening & Speaking (Units 1-5) UNLOCK 2– Coursebook for Reading & Writing (Units 1-5)
Essential References Materials	<i>Supplementary materials</i>
Electronic Materials	<i>Online Workbook</i>
Other Learning Materials	<i>CLMS</i>

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms, Language Labs, Resource rooms
Technology Resources (AV, data show, Smart Board, software, etc.)	Overhead projector, whiteboard, course-book software, internet, speakers, printers, photocopiers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Teacher's Resource Room

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Evaluate teachers' performance, teaching and learning environment.	Students	Questionnaire survey
Effectiveness of Text books	Researchers/ Academicians	Research Project using questionnaire and semi-structured interviews
Teaching approaches in practice	Train the Trainers	Classroom Observation/Peer observation/Feedback sessions
Exam and Assessment criteria	Testing unit and senior members	Feedback from both the teachers and students
Extent of Achievement of Course Learning Outcomes	Quality Assurance Unit Curriculum and Test Development Unit	Course Reports

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Council of Supportive Studies
Reference No.	Fifth Council
Date	17-9-1440 Hijri



توصيف المقرر الدراسي

اسم المقرر:	المهارات الجامعية
رمز المقرر:	٩٩٠٣١١-٢
البرنامج:	متطلبات الجامعة العامة.
القسم العلمي:	مركز المتطلبات العامة – عمادة الدراسات المساندة.
الكلية:	جميع كليات الجامعة.
المؤسسة:	جامعة الطائف.

المحتويات

- أ. التعريف بالمقرر الدراسي: ٣
- ب. هدف المقرر ومخرجاته التعليمية: ٤
١. الوصف العام للمقرر: ٤
٢. الهدف الرئيس للمقرر ٤
٣. مخرجات التعلم للمقرر: ٤
- ج. موضوعات المقرر ٤
- د. التدريس والتقييم: ٥
١. ربط مخرجات التعلم للمقرر مع كل من استراتيجيات التدريس وطرق التقييم ٥
٢. أنشطة تقييم الطلبة ٥
- هـ - أنشطة الإرشاد الأكاديمي والدعم الطلابي: ٦
- و - مصادر التعلم والمرافق: ٦
١. قائمة مصادر التعلم: ٦
٢. المرافق والتجهيزات المطلوبة: ٦
- ز. تقويم جودة المقرر: ٦
- ح. اعتماد التوصيف ٧

أ. التعريف بالمقرر الدراسي:

١. الساعات المعتمدة: ساعتان
٢. نوع المقرر
أ. <input checked="" type="checkbox"/> متطلب جامعة <input type="checkbox"/> متطلب كلية <input type="checkbox"/> متطلب قسم <input type="checkbox"/> أخرى
ب. <input checked="" type="checkbox"/> إجباري <input type="checkbox"/> اختياري
٣. السنة / المستوى الذي يقدم فيه المقرر متطلب عام لكل الكليات.
المستوى الأول:
○ المسار الإنساني لكليات: الآداب، والتربية، والشريعة والأنظمة.
○ المسار العلمي: كلية الحاسبات وتقنية المعلومات.
○ المسار الصحي لكليات: الطب، وطب الأسنان، والصيدلة، والعلوم الطبية التطبيقية.
المستوى الثاني: المسار العلمي لكليات: الهندسة، والعلوم، وإدارة الأعمال، والتصاميم والفنون التطبيقية.
المستوى الثالث: قسم اللغات الأجنبية في كلية الآداب.
٤. المتطلبات السابقة لهذا المقرر (إن وجدت) لا يوجد
٥. المتطلبات المترامنة مع هذا المقرر (إن وجدت) لا يوجد

٦. نمط الدراسة (اختر كل ما ينطبق)

م	نمط الدراسة	عدد الساعات التدريسية	النسبة
1	المحاضرات التقليدية	٢٠	%٧٠
2	التعليم المدمج		
3	التعليم الإلكتروني	٨	%٣٠
4	التعليم عن بعد		
5	أخرى		

٧. ساعات التعلم الفعلية للمقرر (على مستوى الفصل الدراسي)

م	النشاط	ساعات التعلم
ساعات الاتصال		
١	محاضرات	
٢	معمل أو أستوديو	
٣	دروس إضافية	
٤	أخرى (تذكر)	
	الإجمالي	٢٨
ساعات التعلم الأخرى*		
١	ساعات الاستذكار	١٤
٢	الواجبات	١٤
٣	المكتبة	١٢
٤	إعداد البحوث/ المشاريع	٢٠
٥	أخرى (تذكر)	
	الإجمالي	٦٠

* هي مقدار الوقت المستثمر في النشاطات التي تسهم في تحقيق مخرجات التعلم للمقرر، ويشمل ذلك: جميع أنشطة التعلم، مثل: ساعات الاستذكار، إعداد المشاريع، والواجبات، والعروض، والوقت الذي يقضيه المتعلم في المكتبة

ب- هدف المقرر ومخرجاته التعليمية:

١. الوصف العام للمقرر: يعنى المقرر بالاهتمام بتطوير شخصية الطلبة، وذلك عبر إكسابهم مهارات أساسية تجعل الحياة الجامعية أكثر نجاحاً وفعالية، وتيسر دمجهم في المجتمع الجديد والتواصل الفعال داخل المؤسسة الجامعية.
٢. الهدف الرئيس للمقرر تنمية مهارات الدراسة الجامعية لدى طلبة جامعة الطائف في المستويات الدراسية الأولى.
٣. مخرجات التعلم للمقرر:

رمز مخرج التعلم المرتبط للبرنامج (خصائص الخريجين TUGA)	مخرجات التعلم للمقرر
	1 المعارف
١-١	1.1 أن يناقش الطالب طرق الاستفادة من المهارات الأكاديمية في الدراسة الجامعية.
	2 المهارات
١-٣	2.1 أن يستخدم الطالب المهارات الأكاديمية الفعالة للنجاح في الحياة الجامعية.
٣، ٢، ١	2.2 أن يطور الطالب سماته وفقاً لسمات خريجي جامعة الطائف. TUGA
	3 الكفاءات
٣-١	3.1 أن يتعاون الطالب مع زملائه في تقديم عرض يوضح استفادتهم من مقرر المهارات الجامعية.
١-٢	3.2 أن يستخدم الطالب مهارات تقنية المعلومات والإنترنت للنجاح في الدراسة الجامعية.
٣	3.3 أن يُحضر الطالب نفسه لمهنة المستقبل بالاستناد إلى مهاراته وقدراته والخيارات المتاحة.

ج. موضوعات المقرر

م	قائمة الموضوعات	ساعات الاتصال
١.	تعريف بال محور الأول: المهارات الأكاديمية.	٢
٢.	الثقافة الأكاديمية.	٢
٣.	الندوات وحلقات البحث.	٢
٤.	مهارات تقديم العروض.	٢
٥.	القراءة والكتابة الأكاديمية.	٢
٦.	التحضير للاختبارات.	٤
٧.	تعريف بال محور الثاني: سمات خريجي جامعة الطائف.	٢
٨.	التفكير الناقد.	٢
٩.	حل المشكلات.	٢
١٠.	العمل الجماعي.	٢
١١.	مهارات تقنية المعلومات والإنترنت.	٢
١٢.	المهارات المهنية.	٤
	المجموع	٢٨

د. التدريس والتقييم:

١. ربط مخرجات التعلم للمقرر مع كل من استراتيجيات التدريس وطرق التقييم

الرمز	مخرجات التعلم	استراتيجيات التدريس	طرق التقييم
1.0	المعارف		
1.1	أن يناقش الطالب طرق الاستفادة من المهارات الأكاديمية في الدراسة الجامعية.	المحاضرة، والمناقشة.	تقديم أوراق عمل، والاختبارات.
2.0	المهارات		
2.1	أن يستخدم الطالب المهارات الأكاديمية الفعالة للنجاح في الحياة الجامعية.	التعلم بالاكشاف والتعلم الذاتي.	الملاحظة والواجبات.
2.2	أن يطور الطالب سماته وفقاً لسمات خريجي جامعة الطائف. TUGA	العصف الذهني، والمناقشة، وحل المشكلات.	الملاحظة، والواجبات والاختبارات، وتقديم العروض.
3.0	الكفاءات		
3.1	أن يتعاون الطالب مع زملائه في تقديم عرض يوضح استفادتهم من مقرر المهارات الجامعية.	المناقشة، والتعلم التعاوني.	تقديم عروض مشتركة.
3.2	أن يستخدم الطالب مهارات تقنية المعلومات والإنترنت للنجاح في الدراسة الجامعية.	التعليم الإلكتروني.	تقييم الأداء، والملاحظة.
3.3	أن يحضر الطالب نفسه لمهنة المستقبل بالاستناد إلى مهاراته وقدراته والخيارات المتاحة.	لعب الأدوار، والتعلم التعاوني.	تقديم عروض مشتركة، وتدريبات.

٢. أنشطة تقييم الطلبة

م	أنشطة التقييم	توقيت التقييم (بالأسبوع)	النسبة من إجمالي درجة التقييم
١	اختبار قصير ١ يتضمن الفصول من الأول إلى الثالث.	٥	١٠%
٢	اختبار قصير ٢ يتضمن الفصلين الرابع والخامس.	٨	١٥%
٣	اختبار قصير ٣ يتضمن الفصلين السادس والسابع.	١١	١٥%
٤	اختبار قصير ٤ يتضمن الفصلين الثامن والتاسع.	١٣	١٠%
٥	المشاركة.	على مدار الفصل	١٠%
٦	الأنشطة (أوراق عمل / تقارير / تقديم العروض).	على مدار الفصل	٤٠%
	الإجمالي		١٠٠%

أنشطة التقييم (اختبار تحريري، شفهي، عرض تقديمي، مشروع جماعي، ورقة عمل الخ)



هـ - أنشطة الإرشاد الأكاديمي والدعم الطلابي:

- تحديد الساعات المكتبية لعضو هيئة التدريس ومواعيدها بالجدول الدراسي بمقدار نصف عدد ساعات النصاب التدريسي لعضو هيئة التدريس.
- التواصل من خلال البريد الإلكتروني مع الطلاب وتقديم الدعم والإرشاد لهم.
- الاستفادة من نظام البلاك بورد للتعليم الإلكتروني بالجامعة في الاستشارات والإرشاد الأكاديمي للطلاب.

و - مصادر التعلم والمرافق:

١. قائمة مصادر التعلم:

المرجع الرئيس للمقرر	أنتوني ماننج وآخرون. (٢٠٢٠). <i>المهارات الجامعية</i> (ط ١). مواءمة ومراجعة: د. منصور سعيد المالكي وآخرون، ريدنج، المملكة المتحدة: جارنت للنشر.
المراجع المساندة	<ul style="list-style-type: none"> ▪ Manning, A., Norris, L., Nukui, C., McGarry, F., Wilding, E., & Harvey, P. et al. (2015). <i>Transferable Academic Skills Kit</i>. Reading, UK: Garnet. ▪ د. عبدالمطلب بن يوسف جابر، د. عبدالرحمن بن عبدالله الخثلان، د. عمر بن عبدالله السويلم، د. محمد بن عبدالعزيز العوهلي. <i>مهارات الدراسة الجامعية</i>. الظهران: جامعة الملك فهد للبترول والمعادن.
المصادر الإلكترونية	<ul style="list-style-type: none"> ▪ https://www.garneteducation.com/category/english-for-academic-purposes/transferable-academic-skills-kit/
أخرى	تفعيل نظام إدارة التعلم Blackboard والاستفادة من المميزات التي يوفرها النظام في شرح المقرر والتواصل بين أستاذ المادة والطلبة من جهة، وبين الطلبة وبعضهم من جهة أخرى، وتفعيل حلقات النقاش حول المقرر، وتقديم الواجبات، ونشر مدرس المقرر للإعلانات الخاصة بالمقرر وإجراء التدريبات للطلبة باستخدام نظام إدارة التعلم الإلكتروني.

٢. المرافق والتجهيزات المطلوبة:

العناصر	متطلبات المقرر
المرافق (القاعات الدراسية، المختبرات، قاعات العرض، قاعات المحاكاة ... إلخ)	القاعات الدراسية.
التجهيزات التقنية (جهاز عرض البيانات، السبورة الذكية، البرمجيات)	توفر قاعات محاضرات مزودة بأجهزة العرض الضوئي Data Show
تجهيزات أخرى (تبعاً لطبيعة التخصص)	

ز. تقييم جودة المقرر:

مجال التقييم	المقيمون	طرق التقييم
فاعلية التدريس	الطلبة	استبانة تقييم المقرر
فاعلية طرق تقييم الطلاب	أعضاء هيئة التدريس.	تقرير المقرر
مدى تحصيل مخرجات التعلم للمقرر	أعضاء هيئة التدريس	تقرير المقرر
مصادر التعلم	الطلبة، أعضاء هيئة التدريس	استبانة الرأي

مجالات التقييم (مثل فاعلية التدريس، فاعلة طرق تقييم الطلاب، مدى تحصيل مخرجات التعلم للمقرر، مصادر التعلم ... إلخ) المقيمون (الطلبة، أعضاء هيئة التدريس، قيادات البرنامج، المراجع النظير، أخرى (يتم تحديدها) طرق التقييم (مباشر وغير مباشر)

ح. اعتماد التوصيف

عمادة الدراسات المساندة.	جهة الاعتماد
الثالثة.	رقم الجلسة
١٤٤١/٥/٦ هـ.	تاريخ الجلسة

عمادة الدراسات المساندة
Deanship of
Supportive Studies

