



Course Specifications

Course Title:	Medical Biology-2
Course Code:	370211-4
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
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: 2 nd Level / 1 st Year
4. Pre-requisites for this course (if any): Medical Biology-1 (370111-4)
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
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 (2) course provides an overview of terms, structure and function of body systems.

2. Course Main Objective

This course provides an overview of the structure and function of different human body systems. The main goal of this course is to help the students to understand the anatomy and physiology of body systems such as respiratory, urinary, skeletal etc, and relate how the activities of the systems are integrated to form a functional whole.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Define the structure and function of different human body systems.	K1
1.2	Define the basic anatomy and physiology of body systems, and relate how the activities of the systems are integrated to form a functional whole.	K1
1.3	Identify the basic types of blood cells and relate with their normal values.	K1
2	Skills :	
2.1	Recognize the blood components and blood groups on micrograph pictures.	S1
3	Competence:	
None		

C (a) Course Content (Theory)

No	List of Topics Physiology part	List of Topics Anatomy part	Contact Hours
1	Introduction & Blood (Presentation)	Introduction	4
2	Cardiovascular System (CVS) (Presentation)	Bone, joints, skin, fascia & muscles.	4
3	Respiratory system (Presentation)	CVS	4
4	Gastrointestinal Tract (GIT) (Presentation)	Respiratory	4
5	Urinary system (Presentation)	GIT	4
6	Nervous system (Presentation)	Urinary	4
7	Male Reproduction system (Presentation)	Lymphatic system	4
8	Female Reproduction system (Presentation)	Nervous system 1	4
9	Endocrinology system (Presentation)	Male genital system	4
10	Muscle & nerve (Presentation)	Female genital system	4
Total			40



(b) Course Content (Practical)

No	List of Topics	Contact Hours
1	Introduction to Organization of the Human Body and major organ system of the human body (Lab Manual + Presentation)	2
2	Introduction to Blood components (Lab Manual + Presentation)	2
3	Identification and calculation of red blood cells (Lab Manual + Presentation)	2
4	Identification and calculation of white blood cells (WBCs) (Lab Manual + Presentation)	2
5	Blood grouping (Lab Manual + Presentation)	2
6	Circulatory system (Lab Manual + Presentation)	2
7	Skeletal system (Lab Manual + Presentation)	2
8	Urinary system (Lab Manual + Presentation)	2
9	Digestive system (Lab Manual + Presentation)	2
10	Nervous system (Lab Manual + Presentation)	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	Define the structure and function of different human body systems.	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Exams
1.2	Define the basic anatomy and physiology of body systems, and relate how the activities of the systems are integrated to form a functional whole.	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Exams
1.3	Identify the basic types of blood cells and relate with their normal values.	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Exams
2.0	Skills		
2.1	Recognize the blood components and blood groups on micrograph pictures.	<ul style="list-style-type: none"> Lectures Practical sessions 	<ul style="list-style-type: none"> Exams
3.0	Competence		
3.1	None		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Term Exam	5th week	20%
2	Activity (Online quiz 1 & 2)	Throughout	10%
3	Final Practical Exam	11th week	20%
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	1- Principles of Anatomy and Physiology (2016), Gerard J. Tortora and Bryan. H. Derrickson, 15th Edition, Wiley Publishers, ISBN: 978-1-119-32064-7. 2- Cell Biology and Histology (2014), Leslie P. Gartner and James L. Hiatt, 7th edition, Wolters Kluwer Publications, ISBN: 9781451189513.
Essential References Materials	N/A
Electronic Materials	Websites, Search engines (Saudi Digital Library, PubMed, Google Scholar)
Other Learning Materials	Saudi digital library.

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)	NA

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 (2)
Course Code:	370212-4
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
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: 2 nd Level /1 st year
4. Pre-requisites for this course (if any): Medical chemistry (1) (370112-3)
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 main purpose of the course is to provide learners with the fundamental biochemical background about the compounds of life which includes carbohydrates, proteins and amino acids, lipids, enzymes, nucleic acids, vitamins, and minerals. They will also learn about the structure and classifications of these compounds and their biological functions and roles at the cellular level.

2. Course Main Objective

The main objective of this course is to make students understand the basics of major biomolecules such as carbohydrates, lipids, and proteins. These include structure, classification, chemical reactions, different types of chemical bonds, nomenclature, and biological functions.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Identify the chemical structure, classification, properties and function of carbohydrates, lipids, proteins and nucleic acids as well as their primary structural units.	K1
1.2	Describe the isomerism and biological functions of some individual sugars, fatty acids and amino acids.	K1
1.3	Describe the various vitamins and minerals, and their sources, absorption, transport, and function.	K1
1.4	Identify principles of basic biochemical laboratory tests such as those for proteins, carbohydrates and lipids.	K1
2	Skills :	
2.1	Analyze basic biochemical reactions and correlate these with the laboratory findings.	S1
3	Competence:	
None		

C (a) Course Content (Theory)

No	List of Topics	Contact Hours
1	<ul style="list-style-type: none">▪ Module 1: Carbohydrates• Introduction to carbohydrates• Classification of monosaccharides• Common monosaccharides	9

	<ul style="list-style-type: none"> • Monosaccharides reactions and derivatives • Oligosaccharides and polysaccharides 	
2	<ul style="list-style-type: none"> ▪ Module 2: Lipids <ul style="list-style-type: none"> • Introduction to lipids • Classification of lipids • Fatty acids structure and properties • Reactions of fatty acids • Glyceride and non-glyceride lipids • Biomembranes 	8
3	<ul style="list-style-type: none"> ▪ Module 3: Proteins and amino acids <ul style="list-style-type: none"> • Introduction to proteins and amino acids • Biological importance of proteins • Amino acids classification, properties, and reactions • Important peptides • Proteins structure and classifications 	8
4	<ul style="list-style-type: none"> ▪ Module 4: Enzymes <ul style="list-style-type: none"> • Introduction to enzymology • Enzymes mechanism of action • Factors affecting enzyme activity • Enzyme activity regulations • Enzyme inhibition • Importance of enzymes in clinical diagnoses 	4
5	<ul style="list-style-type: none"> ▪ Module 5: Nucleic acids <ul style="list-style-type: none"> • Nucleotides structure and function • DNA structure and properties • RNA structure and properties 	3
6	<ul style="list-style-type: none"> ▪ Module 6: Vitamins & Minerals <ul style="list-style-type: none"> • Classification • Functions and metabolism • Vitamins/minerals deficiency and associated disorders 	8
Total		50

(b) Course Content (Practical)

No	List of Topics	Contact Hours
1	Lab Safety	2
2	Glassware used in biochemistry lab	2
3	Qualitative reactions of carbohydrates	4
4	Qualitative reactions of lipids	2
5	Qualitative reactions of proteins	2
6	Enzyme activity	2
7	Principles of electrophoresis	4
8	Revision	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	Identify the chemical structure, classification, properties and function of carbohydrates, lipids, proteins and nucleic acids as well as their primary structural units.	<ul style="list-style-type: none"> Lecture 	<ul style="list-style-type: none"> Exam
1.2	Describe the isomerism and biological functions of some individual sugars, fatty acids and amino acids.	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Exams
1.3	Describe the various vitamins and minerals and their sources, absorption, transport, and function.	<ul style="list-style-type: none"> Lectures 	<ul style="list-style-type: none"> Exams Assignments
1.4	Identify principles of basic biochemical laboratory tests such as those for proteins, carbohydrates and lipids.	<ul style="list-style-type: none"> Practical sessions Lectures 	<ul style="list-style-type: none"> Lab reports Exam
2.0	Skills		
2.1	Analyze basic biochemical reactions and correlate these with the laboratory findings.	<ul style="list-style-type: none"> Lectures Practical sessions Problem based learning 	<ul style="list-style-type: none"> Exams OSPE
3.0	Competence		
	None		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-Term Exam	5 th Week	20%
2	Activity (quiz)	Throughout	10%
3	Practical Assessment (quiz)	Throughout	10%
4	Final Practical Exam	11 th Week	10%
5	Final Exam	12 th 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	Lippincott's Illustrated Reviews: Biochemistry (2014), Denise R. Ferrier, 6 th Edition, Wolter Kluwer Health Publishers (Philadelphia), ISBN Number: 978-1-4511-7562-2.
Essential References Materials	CLS Program's Lab Manual of Medical Chemistry (2)
Electronic Materials	SDL: https://sdl.edu.sa/SDLPortal/en/Publishers.aspx PubMed: https://www.ncbi.nlm.nih.gov/pubmed/
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)	- Laboratory should be stocked with all necessary consumable materials (chemicals, reagents, kits, gloves, etc).



Item	Resources
	<ul style="list-style-type: none"> - 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 glass ware. 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-2</i>
Course Code:	999806-2
Program:	<i>English for Academic Purposes across different streams</i>
Department:	<i>English Language Center</i>
College:	<i>Computer & IT, Engineering, Medicine, Dentistry, Pharmacology and Health college</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 2-2018/19
4. Pre-requisites for this course (if any): (1EAP 1) (999806-2)
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 further develops students' command of English by empowering them to begin learning Academic English in an independent manner so that they become capable of employing and using more complex structures in academic reading/writing, listening/speaking skills.

2. Course Main Objective

This course helps learners to achieve CEFR goal equal to B1 level by developing the ability to express themselves in a limited way in familiar situations and to deal in a general way with nonroutine information.

3. Course Learning Outcomes

CLOs		Taif University Graduate Attributes
1	Knowledge:	
1.1	<p>Knowledge of Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize high frequency vocabulary used to describe topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> use high frequency vocabulary appropriately when writing or speaking about sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> employ typical academic adjectives appropriately and accurately in relation to course topics. <input type="checkbox"/> apply systematic vocabulary learning techniques to new lexical items and patterns within the course topics. 	
1.2	<p>Knowledge of Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> use grammatical structures presented in the course from the A2 and B1 CEFR range accurately and appropriately which includes , “when” clauses, noun phrases with “of”, subject and object pronouns, comparative adjectives, adverbs of frequency, prepositional phrases, modals for obligation and suggestions, linking words, and dependent prepositions, passive sentences, future plans and arrangements, present perfect tense. 	
2	Skills:	
2.1	<p>Listening Comprehension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> extract essential information from short podcasts, lectures, discussions, radio and news programs, and presentations related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> identify main ideas, details, and reasons in listening passages on topics related to sports and competition, business and economics, 	1.1, 1.3, 3.2 , 3.5. 2.2

CLOs		Taif University Graduate Attributes
	ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport.	
2.2	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <input type="checkbox"/> locate specific information in medium-length written materials on topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> recognize main ideas and important details in reading passages related to course topics <input type="checkbox"/> apply effective reading strategies such as skimming, scanning, reading for main ideas and for detail, and making inferences for a range of purposes 	1.3, 3.2 , 3.5. 2.2
2.3	<p>Critical Thinking:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluate ideas and arguments for and against opinions on subjects related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> apply critical thinking skills in a range of academic activities related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> analyze discursive essay questions and course content infographics including charts, graphs and illustrations <input type="checkbox"/> prepare academic presentations on subjects related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. 	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.5.
3	Competence:	
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> participate in conversations and discussions on topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. 	1.3 , 3.3

CLOs		Taif University Graduate Attributes
	<input type="checkbox"/> express lack of understanding and need for further clarification in conversational contexts <input type="checkbox"/> communicate appropriate advice in a range of situations <input type="checkbox"/> express agreement and disagreement in a range of situations <input type="checkbox"/> deliver an effective academic presentation on a substantive academic topic related to topics covered in the course.	
3.2	Written Interaction <input type="checkbox"/> produce up to 3 cohesive and coherent paragraphs and/or an academically structured 4-paragraph essay on academic topics related to people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing. <input type="checkbox"/> produce a variety of types of academic writing including description, narration, explaining a process, comparing, and presenting both sides of an issue. <input type="checkbox"/> use a range of cohesive devices, grammatical structures, and lexical items appropriately and accurately in academic writing on course topics	1.3 , 3.3, 3.5

C. Course Content

No	List of Topics	Contact Hours
1	Orientation	12
2	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 6 Weather and climate	12
3	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 7 Sports and competition	12
4	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 8 Business	12
5	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 9 Ordinary people and extraordinary lives	12
6	Unlock 2 (Reading and Writing, Listening and Speaking) Unit 10 Space and the universe	12
7	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 1 Animals and culture	12
8	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 2 Customs and traditions	12
9	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 3 History	12
10	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 4 Transport	12
11	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 5 Environment	12
12	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 6 Health and fitness	12
13	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 7 Discovery and invention	12
14	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 8 Fashion	12
15	Unlock 3 (Reading and Writing, Listening and Speaking) Unit 9 Economics	12

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	<p><input type="checkbox"/> recognize high frequency vocabulary used to describe topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport</p> <p><input type="checkbox"/> use high frequency vocabulary appropriately when writing or speaking about sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport.</p> <p><input type="checkbox"/> employ typical academic adjectives appropriately and accurately in relation to course topics.</p> <p><input type="checkbox"/> apply systematic vocabulary learning techniques to new lexical items and patterns within the course topics.</p>	<p>Pair Work</p> <p>Elicitation</p> <p>Role play</p> <p>Teacher-Fronted Presentation</p> <p>Pre- and Post- Reading and Listening activities that focus on vocabulary</p> <p>Practice Activities</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>
1.2	<p>Knowledge of Grammar</p> <p><input type="checkbox"/> use grammatical structures presented in the course from the A2 and B1 CEFR range accurately and appropriately which includes , “when” clauses, noun phrases with “of”, subject and object pronouns, comparative adjectives, adverbs of frequency, prepositional phrases, modals for obligation and suggestions, linking words, and dependent prepositions, passive sentences, future plans and arrangements, present perfect tense.</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>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.0	Skills		
2.1	<p>Listening Comprehension:</p> <ul style="list-style-type: none"> □ extract essential information from short podcasts, lectures, discussions, radio and news programs, and presentations related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. □ identify main ideas, details, and reasons in listening passages on topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. 	<p>Activate Schema Pre-Listening Activities Playing recorded lectures and dialogs 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"> • locate specific information in medium-length written materials on topics related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. • recognize main ideas and important details in reading passages related to course topics • apply effective reading strategies such as skimming, scanning, reading for main ideas and for detail, and making inferences for a range of purposes 	<p>Activate Schema Pre-Reading Activities Previewing difficult vocabulary</p> <p>Teaching specific reading strategies</p> <p>Assisting students in answering comprehension and other questions about the reading.</p>	<p>Mid-term Exams Final Exams Online Progress using CLMS Classroom Quizzes.</p>
	<p>Critical Thinking:</p> <ul style="list-style-type: none"> • evaluate ideas and arguments for and against opinions on subjects related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. • apply critical thinking skills in a range of academic activities related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. • analyze discursive essay questions and course content infographics including charts, graphs and illustrations • prepare academic presentations on subjects related to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and 	<p>Activities inside and outside the course book which require students to compare two or more listening or reading passages on the same topic Activities designed to have students apply knowledge learned from reading or listening in speaking and writing activities Activities designed to have students critically analyze material presented</p>	<p>Mid-Module and Final Writing Exams Speaking Project Mid-Module Speaking Exam</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	transport, health and fitness, fashion and transport.		
3.0	Competence		
3.1	<p>Spoken Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> participate in conversations and discussions on topics to sports and competition, business and economics, ordinary people and extraordinary lives, space and the universe, animals and culture, customs and traditions, history and transport, health and fitness, fashion and transport. <input type="checkbox"/> express lack of understanding and need for further clarification in conversational contexts <input type="checkbox"/> communicate appropriate advice in a range of situations <input type="checkbox"/> express agreement and disagreement in a range of situations <input type="checkbox"/> deliver an effective academic presentation on a substantive academic topic related to topics covered in the course 	<p>Role play activities.</p> <ul style="list-style-type: none"> -Interviews -Pair work -Group work -Presentations/Classroom participation Whole class discussion 	<p>Mid-Module and final Speaking Exams Speaking Project.</p>
3.2	<p>Written Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce up to 3-5 cohesive and coherent paragraphs and/or an academically structured 4-paragraph essay on academic topics related to people's lives and their achievements, profession and study, food and travel anecdotes, past habits and states, imaginary situations, homes and housing. <input type="checkbox"/> produce a variety of types of academic writing including description, narration, explaining a process, comparing, and presenting both sides of an issue. <input type="checkbox"/> use a range of cohesive devices, grammatical structures, and lexical items appropriately and accurately in academic 	<p>Pair work</p> <p>Teacher fronted presentation</p> <p>Process writing</p> <p>Teach specific writing sub-skills (as taught in the course book)</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>Mid-Module and Final Writing Exams</p> <p>Online Writing Task through CLMS and on-site classroom practice</p>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	writing on course topics		

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 2– Coursebook for Listening & Speaking (Units 6-10) UNLOCK 2– Coursebook for Reading & Writing (Units 6-10) UNLOCK 3– Coursebook for Listening & Speaking (Units 1-10) UNLOCK 3– Coursebook for Reading & Writing (Units 1-10)
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

Item	Resources
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

عمادة الدراسات المساندة
Deanship of
Supportive Studies



توصيف المقرر الدراسي

اسم المقرر:	الثقافة الإسلامية (الأخلاق والقيم)
رمز المقرر:	٢ - ٩٩٠١٢١
البرنامج:	متطلبات الجامعة العامة - إجباري
القسم العلمي:	مركز المتطلبات العامة بالتعاون مع كلية الشريعة والأنظمة
الكلية:	عمادة الدراسات المساندة
المؤسسة:	جامعة الطائف وفروعها

المحتويات

- أ. التعريف بالمقرر الدراسي: ٣
- ب. هدف المقرر ومخرجاته التعليمية: ٣
١. الوصف العام للمقرر: ٣
٢. الهدف الرئيس للمقرر ٣
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: ٥
- و - مصادر التعلم والمرافق: ٥
١. قائمة مصادر التعلم: ٥
٢. المرافق والتجهيزات المطلوبة: ٦
- ز. تقويم جودة المقرر: ٦
- ح. اعتماد التوصيف Error! Bookmark not defined.

أ. التعريف بالمقرر الدراسي:

١. الساعات المعتمدة: ساعتان
٢. نوع المقرر أ. <input type="checkbox"/> متطلب جامعة <input checked="" type="checkbox"/> متطلب كلية <input type="checkbox"/> متطلب قسم <input type="checkbox"/> أخرى <input type="checkbox"/> ب. <input checked="" type="checkbox"/> إجباري <input type="checkbox"/> اختياري <input type="checkbox"/>
٣. السنة / المستوى الذي يقدم فيه المقرر: المستوى الأول أو الثاني
٤. المتطلبات السابقة لهذا المقرر (إن وجدت) لا يوجد
٥. المتطلبات المتزامنة مع هذا المقرر (إن وجدت) لا يوجد

٦. نمط الدراسة (اختر كل ما ينطبق)

م	نمط الدراسة	عدد الساعات التدريسية	النسبة
1	المحاضرات التقليدية	٢٨	%١٠٠
2	التعليم المدمج		
3	التعليم الإلكتروني		
4	التعليم عن بعد		
5	أخرى		

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

م	النشاط	ساعات التعلم
ساعات الاتصال		
١	محاضرات	١٤×٢ ساعة
٢	معمل أو إستوديو	
٣	دروس إضافية	
٤	أخرى (تذكر)	
	الإجمالي	٢٨ ساعة
ساعات التعلم الأخرى*		
١	ساعات الاستذكار	١٤
٢	الواجبات	١٤
٣	المكتبة	١٤
٤	إعداد البحوث/ المشاريع	١٤
٥	أخرى (تذكر)	
	الإجمالي	٥٦

* هي مقدار الوقت المستمر 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: يهدف المقرر إلى التعريف بأهمية الأخلاق وأثرها على تقدم الأمة، وكذلك يتعرف على الآداب الإسلامية التي ينادى بها الإسلام ويعظمها المسلمون، ثم يدرك أهمية القيم ودورها في التفاعل الحضاري ونهضة الأمم.
٢. الهدف الرئيس للمقرر: تعريف الطلبة بمنظومة الأخلاق والقيم في الإسلام

٣. مخرجات التعلم للمقرر:

رمز مخرج التعلم المرتبط للبرنامج خصائص الخريجين (TUGA)	مخرجات التعلم للمقرر
	1 المعارف
-	1.1 أن يوضح الطالب مفهوم الأخلاق وأهميتها وصلتها بالعبادة والنظم الإسلامية.
-	1.2 أن يوضح الطالب أنواع وخصائص الآداب والقيم الإسلامية المتنوعة.
	2 المهارات
٢-١	2.1 أن يميز الطالب بين الأخلاق والقيم في الإسلام عن غيره.
	3 الكفاءات
٣-١	3.1 أن يتعاون الطالب مع زملائه في تقديم تعريف عن أهمية الأخلاق والقيم والآداب في الإسلام

ج. موضوعات المقرر

م	قائمة الموضوعات	ساعات الاتصال
١	القسم الأول: الأخلاق الإسلامية. الوحدة الأولى: (١) تعريف الأخلاق، مكانتها من الدين، وأهميتها، علاقتها بالعبادة والمعاملات. (٢) خصائص الأخلاق في الإسلام، النظرية الأخلاقية عند الأمم في القديم والحديث.	٤
٢	الوحدة الثانية: أصول مكارم الأخلاق: الصبر، العفة، الشجاعة، العدل.	٢
٣	الوحدة الثالثة: نماذج من الأخلاق الفاضلة: الإخلاص، المراقبة، الصدق، الحياء، الشكر.	٢
٤	الوحدة الرابعة: أصول مساوئ الأخلاق: الجهل، الظلم، الشهوة، الغضب.	٢
٥	الوحدة الخامسة: نماذج من الأخلاق الرذيلة: الكسل، التشاؤم، الحسد، الغفلة.	٢
٦	القسم الثاني: الآداب الإسلامية: الوحدة الأولى: الآداب الإسلامية العليا: الأدب مع الله، الأدب مع النبي صلى الله عليه وسلم، الأدب مع القرآن الكريم.	٢
٧	الوحدة الثانية: آداب النفس (١): آداب الطعام والشراب، آداب اللباس والزينة.	٢
٨	الوحدة الثالثة: آداب النفس (٢): آداب المزاح والضحك، آداب التسوق، آداب السفر.	٢
٩	الوحدة الرابعة: آداب المهنة وضوابطها.	٢
١٠	القسم الثالث: القيم الإسلامية. الوحدة الأولى: المدخل: تعريف القيم الإسلامية، أنواعها، وخصائصها وسماتها، الفرق بينها وبين الأخلاق.	٢
١١	الوحدة الثانية: القيم الإسلامية العليا: (العبادة، الحق، الإحسان).	٢
١٢	الوحدة الثانية: القيم الإسلامية العليا: (الحكمة، الرحمة، الصدق).	٢
١٣	الوحدة الثالثة: القيم الإسلامية الحضارية: (الاستخلاف، المسؤولية، النظام والانضباط، النظافة، التفاؤل).	٢

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 يوضح الطالب مفهوم الأخلاق وأهميتها وصلتها بالعبادة والنظم الإسلامية.	المحاضرة والنقاش	الاختبارات
	أن يوضح الطالب أنواع وخصائص الآداب والقيم الإسلامية المتنوعة.	المحاضرة والنقاش	الاختبارات
2.0	المهارات		
2.1	أن يميز الطالب بين الأخلاق والقيم في الإسلام عن غيره.	المحاضرة والنقاش	الاختبارات
3.0	الكفاءات		
3.1	أن يتعاون الطالب مع زملائه في تقديم تعريف عن أهمية الأخلاق والقيم والآداب في الإسلام	النقاش والعروض	واجبات وعروض

٢. أنشطة تقييم الطلبة

م	أنشطة التقييم	توقيت التقييم (بالأسبوع)	النسبة من إجمالي درجة التقييم
١	الحضور	ممتد	١٠%
٢	الواجبات والعروض	١٣	٣٠%
٤	الاختبار النهائي	١٥	٦٠%
	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 للتعلم الإلكتروني بالجامعة في الاستشارات والإرشاد الأكاديمي للطلاب

و - مصادر التعلم والمرافق:

١. قائمة مصادر التعلم:

المرجع الرئيس للمقرر	كتاب الثقافة الإسلامية (الأخلاق والقيم) - إعداد من قسم الثقافة الإسلامية بكلية الشريعة والأنظمة بجامعة الطائف - إشراف/ د. عبد الرحمن بن عابد الغريبي - رئيس قسم الثقافة الإسلامية.
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كتاب مختصر منهاج القاصدين لابن قدامة دستور الأخلاق في القرآن د. محمد عبد الله دراز مجلة دراسات إسلامية (مجلة علمية دورية محكمة تصدر عن وكالة المطبوعات والبحث العلمي بوزارة الشؤون الإسلامية والدعوة والإرشاد)	المراجع المساندة
المكتبة الوقفية www.waqfeya.com شبكة الألوكة www.alukah.net موقع الدرر السنية www.dorar.net مجمع الفقه الإسلامي www.iifa-aifi.org	المصادر الإلكترونية
https://play.google.com/store/apps/details?id=com.blackboard.a ndroid.bbstudent&hl=ar تطبيق جامع الكتب التسعة للحديث النبوي :	أخرى

٢. المرافق والتجهيزات المطلوبة:

العناصر	متطلبات المقرر
المرافق (القاعات الدراسية، المختبرات، قاعات العرض، قاعات المحاكاة ... إلخ)	قاعات تدريس مجهزة بالمرافق، وألا يزيد عدد الطلبة فيها ٢٥ عن مطالباً في كل شعبة. قاعات عرض مجهزة بداتا شو.
التجهيزات التقنية (جهاز عرض البيانات، السبورة الذكية، البرمجيات)	أجهزة العرض السبورة الذكية
تجهيزات أخرى (تبعاً لطبيعة التخصص)	لا يوجد

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

جهة الاعتماد	عمادة الدراسات المساندة
رقم الجلسة	الخامسة
تاريخ الجلسة	١٤٤٠/٩/١٧ هـ.

عمادة الدراسات المساندة
Deanship of
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