T6. COURSE SPECIFICATIONS (CS)

Computer and Internet in Communication

312MED

هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: Jazan University	Date: 07/10/2017
College/Department : Faculty of Arts and Humanities / Journalism and Media Dept.	

A. Course Identification and General Information

1. Course title and code:
Computer and Internet in Communication 312COM
2. Credit hours:
3. Program(s) in which the course is offered.
Journalism and Media program
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 5
6. Pre-requisites for this course (if any):NA
7. Co-requisites for this course (if any):NA
8. Location if not on main campus:
The academic complex / Abo Arish
9. Mode of Instruction (mark all that apply):

a. traditional classroom	yes	What percentage?	70%
b. blended (traditional and online)	yes	What percentage?	30%
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course? Definition computerized and its importance, types and its components and programs available and their applications in the areas of communication and focus on key programs in a word-processing (editing) and the rules of information and work tables, charts and illustrations, transportation, storage and processing of images.

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)

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Definition of computers and types of computers according to their work and technology.	One week	4 hours
Types of networks by the components and by the dimension.	One week	4 hours
Definition of the operating systems and their advantages and disadvantages. & Examples of the operating systems.	One week	4 hours
Viruses and their types. & The reasons for its spread and the ways to be protecting from it. Examples of antivirus programs.	One week	4 hours
The definition and advantages and features of email.	One week	4 hours
Input and output devices in the computer.	One week	4 hours
Kinds of Memory and the difference between the (RAM) and the (ROM)	One week	4 hours
The internet and its advantages and features.	One week	4 hours
The Backup: definition , types ,and advantages.	One week	4 hours

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	45	-	-	-	-	45
	Actual	45	-	-		-	45
Credit	Planed	3	-	-	-	-	3

	Actual	3	-	-	-	-	3

3. Additional private study/learning hours expected for students per week.	2

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

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	**The graduate should be able to formulate definitions for media research**	**A theoretical and practical explanation using the tools of modern technology.**	**Structural evaluation (research, discussion, papers and reports) Final evaluation (written tests student achievement file)**
1.2	**To learn about the applied theoretical aspects of scientific research methods in the different media fields.**	**A theoretical and practical explanation using the tools of modern technology.**	
1.3	**To identify the methods and research tools used in media studies.**	**A theoretical and practical explanation using the tools of modern technology.**	
2.0	**Cognitive Skills**		
2.1	**To mention scientific methods for the formulation of scientific hypotheses.**	**discussion. Learning in small groups (collaborative learning workshops). Simulation. Project-based learning.**	**Orally (discussion of research reports). In writing (Criticism of educational strategies).**
2.2	**To know the mechanism of using the computer in analyzing the results.**		
2.3	**To be able to write media research according to the scientific basis for writing it**		
3.0	**Interpersonal Skills & Responsibility**		
3.1	**To acquire the skill of teamwork with others in group research.**	**Problem - based learning strategy.**	**Orally Note card for**

3.2	**Can build good relationships with others in the workplace and get used to taking responsibility.**	**discussion. Brainstorming. Cooperative learning.**	**performance evaluation. Peer assessment. Self-study (self-reports).**
4.0	**Communication, Information Technology, Numerical**		
4.1	**To have the ability to listen effectively.**	**Discussion and simulation.**	
4.2	**Get the ability to work in a team as a group.**	**Discussion and simulation.**	
4.3	**To know how to deal with computers and the Internet.**	**Discussion and simulation.**	
5.0	**Psychomotor**		
5.1	**Analysis of elements of scientific research in the major of media.**	**Group assignments Discussion. Lectures.**	**Through a questionnaire that explains the quality of covering all the items and dimensions of the issues we are exposed to in our reality and how to cover them through the use of desktop publishing programs.**
5.2	**Plan to apply research using a communication theory.**		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Attendance and active participation	1-16	10
2	Assignments. Also individual and group projects	3	10
3	First midterm exam	6	10
4	Second midterm exam	12	10
5	Practical test	14	20
6	Final exam	Last week	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) Office hours (ten hours per week). Contact through-email.

E Learning Resources

1. List Required Textbooks Abdulqader Abdullah Al-Fantuch (2000). Internet User Arabic 2. Riyadh. Obeikan Library.
2. List Essential References Materials (Journals, Reports, etc.) Said Al-Gharib Al-Najjar (2003) Journalism Technology in the Digital Age, Cairo: The Egyptian Lebanese Dar.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. The electronic newspaper, Ted, and E-library.
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. Publisher program, Word program.

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.) Modern classrooms.
2. Technology resources (AV, data show, Smart Board, software, etc.) Computer lab and should have at least 50 computers.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching: A questionnaire measures the student's satisfaction and satisfaction with teacher performance, understanding and acceptance of what has been done. Interview of a sample of course students.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Use a tool to measure verbal interaction within the classroom. Reciprocal visits among faculty members. A survey of the opinions of the participants in the teaching of the course.
3. Processes for Improvement of Teaching - Review the views of students, colleagues and heads-up, and develop a tool to measure interaction within the classroom. - Workshops and training courses to improve the skills of faculty members.
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) Checking and reviewing a sample of students' work by a special committee from the department. Exchange periodically to correct tests with teaching staff from another institution. Participate and exchange in the correction and checking among colleagues who are teaching the same course.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement:

Review the course specification and it's topics periodically.
Consult colleagues who are teaching the same course on the distribution of topics, assessment methods and others.
Update the learning resources associated with the course.
Making use of the views of specialists in educational work.
find out to what extent students benefited of this course such as: filed work , teaching Methods, and design and development the lessons.

Name of Course Instructor: Faisal Mater Salah

Signature: _____ Date Specification Completed: 07/10/2017

Program Coordinator: _____

Signature: _____ Date Received: _____