



هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

. COURSE SPECIFICATIONS (Journal Photography 321 COM)

Course Specifications

Institution: Jazan university	Date:
College/Department : faculty of Arts and Humanities Sciences Department of Journalism and Media	

A. Course Identification and General Information

1. Course title and code: Journal Photography, 321 com																				
2. Credit hours: 3 h																				
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)																				
4. Name of faculty member responsible for the course: Dr.Tarek M. Elseedy																				
5. Level/year at which this course is offered: . Third - Level six																				
6. Pre-requisites for this course (if any): no																				
7. Co-requisites for this course (if any): no																				
8. Location if not on main campus: Faculty of Arts and Humanities - College of Abi Arish + Girls Complex in Jizan																				
9. Mode of Instruction (mark all that apply):																				
<table> <tr> <td>a. traditional classroom</td> <td><input type="text" value=":/"/></td> <td>What percentage?</td> <td><input type="text" value="100"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td><input type="text"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>c. e-learning</td> <td><input type="text"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>d. correspondence</td> <td><input type="text"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> <tr> <td>f. other</td> <td><input type="text"/></td> <td>What percentage?</td> <td><input type="text"/></td> </tr> </table>	a. traditional classroom	<input type="text" value=":/"/>	What percentage?	<input type="text" value="100"/>	b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>	c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>	d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>	f. other	<input type="text"/>	What percentage?	<input type="text"/>
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f. other	<input type="text"/>	What percentage?	<input type="text"/>																	
Comments:																				

B Objectives

1. What is the main purpose for this course?

- **The importance of journalistic image in the media in general and in the press, in particular, from the shape and content area**
- **The most important new technologies in the field of digital photography.**
- **Photojournalism attributes and factors on which depends the success of the photojournalist.**
- **The nature of the work of photojournalist.**
- **Scientific and technical foundations of photojournalism.**
- **Practical training to portray journalist projects from the surrounding community.**
- **Work full pilot project of photojournalism processing computer lab or photojournalism department.**

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)

1. **Use visual aids such as data show to display PowerPoint slides of the course.**
2. **provide students with a set of images of diverse forms of press photographs and models of the foundations of photojournalism as examples.**
3. **urged the students to use the Internet and search for sources of learning for professional photojournalism through YouTube and Google Search for New in photojournalism.**
4. **recommend the establishment of a special laboratory journalist comprehensive cameras and imaging units for printing.**

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

Course Description:

The press photography course includes the definition of the journalistic image, its importance and its most important functions. It also includes the definition of the press photography, its distinguishing features, the features of the good press photographer, the definition of the scientific and technical foundations of the press photography, and the modern techniques in photography and types of cameras and lenses.

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1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
The concept and the importance of photo in the press	2	6
Photojournalism attributes and factors of success of the photographer and functions Press Photo	2	6
The foundations of photojournalism	3	9
Modern technologies in the field of digital photography	2	6
Camera film and digital parts, and the most important terms in photography.	2	6
Types of cameras, lenses and aspects of the process	2	6
Practices on the press photography themes, steps and methods of work of the project press photography	2	6

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30		15			45
	Actual	30		15			45
Credit	Planned	2		1			3
	Actual	2		1			3

3. Additional private study/learning hours expected for students per week. <input style="width: 50px; height: 20px;" type="text"/>
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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 By the end of the course students will be able to:	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe the importance of journalistic image, and states defined and functions. They know the most important scientific basis Photojournalism	Lecture - discussion.	Oral exams, written
1.2			
2.0	Cognitive Skills		
2.1	explain the foundations of photojournalism, comparing the types of cameras	Observation lab, lecture	Debate Note brainstorming, lab and projects
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	Choose a working group to draft imaging, and chooses a distinct subject in which his abilities to photography and criticism surrounding reality shows. Conveys imaging expertise to his colleagues within the team.	Lecture - discussion.	Oral exams And written
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Choose a working group to draft imaging, and chooses a distinct subject in which his abilities to photography and criticism surrounding reality shows. Conveys imaging expertise to his colleagues within the team. Communication skills, IT and numerical skills	Lab and filming projects within the college and outside the joint work teams .images reality.	Lab and photo projects
4.2			
5.0	Psychomotor		
5.1	Acquire the skills to deal with the camera and the computer, and can save images and send them in	Prepares to output images well, and paints a mock to view photos	Examinations and observation and lab projects and project discussion

	different ways. Psychology skills kinetics.		
5.2			

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	periodically test the first	6	15
2	periodically test the second	11	10
3	attend, discussions and interaction, and activity (work	14	15
4	practical test and observe the performance of the project	12	20
5	my final test. Last semester	15	40
6			
7			
8			

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)
 - **Provide opportunities to meet with teachers by identifying office hours on the course schedule advertiser. (Not less than six office hours per week)**
 - **Dates between eight in the morning until 2 in the afternoon.**
 - **Action Group on the means of communication what''s app., or email**

E Learning Resources

1. List Required Textbooks
photojournalism, d. Said Ghareb El najjar, Cairo: Egyptian Lebanese House, 2012)
2. List Essential References Materials (Journals, Reports, etc.)
Carol Rich (2002 m). Writing news and press reports, translated by Abdul Sattar Jawad, i 1, Elain: University Book House.
Hamid Abu al-Khair (2005 m). The Art of Photography, Qalioub: Business Ahram Press
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
Adham Mahmoud (1997 m). Introduction to photojournalism: The photo journalist and a means of communication, Cairo: Printing Casablanca.
- Tim Daly (2004 m). Digital imaging scanner, translation Iyad Ahmad Melhem, elain : University Book House.
- the scientific sites of universities and Saudi Arabia - Saudi Digital Library.
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
It depends on the site and Google the international information network. You can download educational in photojournalism, and PowerPoint files to explain.



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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.) Suitable classrooms - Computer lab - Data Show display screens to view an educational PowerPoint slides Wi-Fi network available to students.
2. Technology resources (AV, data show, Smart Board, software, etc.) Personal computer - a display device - Photoshop programs - Antivirus
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) a special laboratory full press imaging (cameras and printing units and lighting ...)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Provide questionnaires to students in different ways and paperless, electronic on the site of admission and registration , and using Google Drive at the end of the course about the scheduled general and teaching methods and the efficiency of appliances and equipment, and others. - Follow-up to the results of periodic tests
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Follow-up corresponding departments in other colleges within the Kingdom. - File to be stating the pros and cons 0 - Set up an email the department is communicating with students through it.
3. Processes for Improvement of Teaching Take advantage of assessing students on teaching methods. - Attend courses on effective teaching, reading and follow-up to the latest curriculum and teaching methods. - Seminars on the quality of education . - Comparisons between the decisions of the section to their counterparts in other universities. - Lecture halls equipped for the possibility of employing a variety of teaching

methods of such discussion and collaborative learning.

- The use of modern techniques and visual aids in teaching.

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)

It is by reviewing another professor and sign the answer sheet of students

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

A survey of students and professors view through scientific discussions boards section on the effectiveness of planned and modern information and coping with the work of the media.

- Workshops with students.

- Access to books and references and research relevant to the curriculum .

Name of Course Instructor: _____ Dr.Tarek M. Elseedy_____

Signature: _  _ Date Specification Completed: _____

Program Coordinator: _____ L. Aly M. Somaly_____

Signature:  Date Received: _____