



T6. COURSE SPECIFICATIONS (CS)

**Media information recourses
214com**

Course Specifications

Institution: Gazan University	Date: 1439-1-10
College/Department :	

A. Course Identification and General Information

1. Course title and code: Sources of Media Information			
2. Credit hours: 2			
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			
5. Level/year at which this course is offered: 1438-1439 fourth level			
6. Pre-requisites for this course (if any): None			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: College Complex in Abu Arish			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox" value="√"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments:			
The halls are very traditional and are not qualified for modern teaching and there is no way to use modern technology.			

B Objectives

1. What is the main purpose for this course?

To introduce students to the information resources available to media practitioners.

2. Briefly outline which plans are being implemented to develop and improve the course. (Such as increased use of IT or Internet references, and changes in content as a result of new research in the field of study).

Increased use of materials and references that rely on information technology or the Internet

Knowledge of changes in course content based on the results of new scientific research in the field of communication

- Providing the library with many distinguished references in this course along with the latest studies in the field of communication

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

Course Description:

This article examines what the sources in the field of journalism, which must be relied upon in the selection of news and how to test and document them and the sources that depend on them in all media

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Concept of information	1	4
Importance of Information	1	4
Types of information	1	4
Sources of information: Internet, information banks, news and picture services, databases, eyewitnesses, interviews, documents, personal experiences, questionnaires, publications: books, bulletins, specialized journals, media agencies	2	4
Document and verify information.	1	2
Use of information in media work.	1	2
Criteria for the use of information in media work.	1	2
Liability, copyrights and copyright (intellectual property rights).	2	4
The use of computers to save and retrieve information.	2	4

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30					30
	Actual	30					30
Credit	Planned	2					2
	Actual	2					2

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

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

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	Graduates are able to describe concepts of information	Lectures in the hall.	Chapter work - end of chapter test.
1.2	To identify the variables related to the relationship between the media and the sources of information	Lectures in the hall.	Chapter work - end of chapter test.
1.3	To identify the criteria for the use of information in the media work.	Through an explanation of publications and publications and their referral to some media through follow-up	Chapter work .
2.0	Cognitive Skills		
2.1	To mention definitions of information	Lectures - Discussions	Lectures
2.2	Explain the types and sources of information	Discussions	Lectures
3.0	Interpersonal Skills & Responsibility		
3.1	To acquire the skill of teamwork with others in collective duties Be able to build good relationships with others in the working environment	Lectures - Discussions	Lectures - Discussions
3.2	Students create groups to communicate on social networking sites	Lectures - Discussions	Lectures Discussions
4.0	Communication, Information Technology, Numerical		

4.1	To acquire effective communication skills	Lectures and Discussions	Lectures Discussions
4.2	To be able to communicate with his / her sources of information	Lectures Discussions	Discussions
5.0	Psychomotor		
5.1	Collects information from various sources		- Works of separation. - Final test - Duties

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	The first quarterly test	Fifth	10%
2	Second Quarterly Test	tenth	10%
3	First duty	the fourth	5%
4	Second duty	eighth	5%
5	Attend full lectures and participate in discussions and seminars	Continuou s	10%
6	The final test	According to the university calendar	60%

D. Student Academic Counseling and Support

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| <p>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)</p> <p>Office hours for the course professor.</p> <p>Department of Press and Information Department (Head of Department, Secretary of the Department).</p> <p>Faculty members.</p> <p>Academic staff members of the department.</p> |
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E Learning Resources

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| <p>1. List Required Textbooks</p> <p>Journalist and news sources, Herbert Sterns, translated by Samir Abu Seif.</p> |
| <p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p>Information and publishing industry, Issa Assafin.
- Control the accumulation of information, Lin Lifley.</p> |
| <p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>Saudi Digital Library</p> |
| <p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> |

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.)
Classrooms (60 seats)
2. Technology resources (AV, data show, Smart Board, software, etc.)
Computer lab with multimedia projector
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
The trend towards establishing a library in the department.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching The discussion. - Evaluation of student performance through the results and the exchange of the correction of a sample of the tests periodically by faculty members in the same specialization and reviewed by the head of the department. - Learn the shortcomings and try to remedy them. - Through questionnaires distributed to students
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Evaluation of student performance through the results and the exchange of the correction of a sample of the tests periodically by faculty members in the same specialization and reviewed by the head of the department. - Learn the shortcomings and try to remedy them. - Through questionnaires distributed to students
3. Processes for Improvement of Teaching Conduct a regular periodic review of the course weekly to make the scientific material present in the minds of students and work to retrieve it in a timely manner
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 Periodic follow-up of course teachers is conducted, as is an independent reviewer Describe the planning procedures for the periodic review of the effectiveness of the curriculum and planning for its development: 1 - Activate the role of coordinator of the decision. 2. Periodic performance reports. 3. Workshops for performance development

Name of Course Instructor: graduation project_____:-

Dr. Bedridden Ali



Signature



Date Report Completed: :- 10-11-1439