

توصيف مقر- مدخل إلى الآداب  
وعلوم الإنسانية نموذج ٢٠١٧  
باللغة الإنجليزية



هيئة تقويم التعليم

Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

**ATTACHMENT 5.**

## **T6. COURSE SPECIFICATIONS (CS)**

Introduction to the Arts and Humanities

(101Soc.- 3)

## Course Specifications

Institution: Jazan University	Date: 1439
College : The Arts and Humanities / Department : Social Sciences	

### A. Course Identification and General Information

1. Course title and code: Introduction to the Arts and Humanities (101Soc.- 3)			
2. Credit hours: 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) This course has been taught in the program: Journalism and Media, Tourism and Antiquities and the Arabic language			
4. Name of faculty member responsible for the course Members of Social Sciences department			
5. Level/year at which this course is offered: Third			
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: Abu Arish compound Faculty of Arts and Humanities - Teaching is an electronic deanship of distance education.			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50 %"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50 %"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

### 1. What is the main purpose for this course?

To introduce the student to the concept of arts and humanities, its importance, its branches and fields of specialization, and to provide the student with an overview of its development and stages. And the course aims to introduce students to the most famous literary and human sciences pioneers in the Arab world.

### 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. Study scheduled to provide a range maps and photos

#### 2. guide students to use the Web to view all that is new about the decision.

#### 3. Encouraging students to go to the library and conduct collaborative research

Encourage students to go to the library and conduct joint research.

Reload scheduled ,, a new book , use the data show , PowerPoint - open Internet during the lecture..

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

### Course Description:

Introduce students to the concept of Arts and Humanities, and its importance and its subsidiaries and their areas of specialization and provide the student with a glance all its stages of development and as the course aims to introduce students to the most famous pioneers of the literary movement and humanities in the Arab world.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
The importance of science and education in Islamic times. Religious Sciences (interpretation, reading, Hadith, Fiqh)	2	6
Arabic Language and Literature.	2	6
Social Sciences (History and Geography).	2	6
Sociology and Media Science.	2	6



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Library science, types and manuscripts.	2	6
Archeology, Tourism,	2	6
Museum science and the environment	2	6

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	36	3 Method of dialogue and discussion	3 Worksheet			42
	Actual						
Credit	Planned						
	Actual	42					42

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

Strategies used in teaching:

The method of dumping (lecture)

Method of dialogue and discussion

How to solve problems

Cooperative Learning Method

Method of constructive learning

The way to learn the story

Practical training method

Method of learning by representation

And learning strategies such as:

Active Learning Strategies.

Cooperative Learning Strategies

Discussion Strategy

Brainstorming Strategy

Project Strategy

Role Playing Strategy

Problem Solving 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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Drawing the facts and understanding the evolution of nations	Lectures, classroom interaction	The practical application + oral and written tests + training + Research
1.2			
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Thinking and consciousness , perception and the ability to link facts	Dialogue + Discussions + Research	The allocation of grades for each action by the student
2.2	Analysis and discussion	Duties and weekly works	Assigning students accessing websites, and record the results of that access
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Encourage collaborative research action	Collective work, Individual work, Collective dialogue and discussion	Collective work assessment periodically. Individual work assessment periodically Group discussions
3.2	Prepare students for lessons in advance. The ability to follow the methodology roads in Writing Research Papers stimulate student participation and interaction, and the preparation of research, and the collection of scientific material., Urging them to make a speech and confrontation.	Classroom interaction display research and conducting competitions ..	
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		



4.1	The ability to use computers in the printing and editing. The ability to search the Internet and take advantage of the relevant decision websites	Explanation through the issues contained in the Syllabus and the results thereto. Answer exercises that address the issues scheduled. Give assignments and homework.	
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Students try conduct statistical and record programs on the Introduction to the Arts and Humanities.		
5.2	Reviewing what he is doing with his colleagues and benefit from their opinions		

#### 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	First test		15
2	Group project		10
3	Second test		15
4	final		60
5			
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)  
(15 hours weekly )

#### **E Learning Resources**

1. List Required Textbooks

Book of Introduction to the Arts and Humanities

2. List Essential References Materials (Journals, Reports, etc.)

Durant: The Story of Civilization

Arnold Toynbee: Civilization.

Mohammed Hussein Mahasneh : Highlights on the history of science among Muslims.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

Patrols of Jazan University and Patrols of King Saud University of History and Civilization

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.