



T6. COURSE SPECIFICATIONS

(Archeological Inscriptions)

(337 ARCH-2)

Course Specifications

Institution: Jazan university	Date: first Semester 1438-1439 H
College/Department : Faculty of Arts and Humanities / Tourism and Archaeology	

A. Course Identification and General Information

1. Course title and code: Archeological Inscriptions 337 ARCH-2	
2. Credit hours: 2 CH.	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Tourism and Archaeology Program	
4. Name of faculty member responsible for the course Dr. Shebl Ibrahim Ibaid	
5. Level/year at which this course is offered: Level V 1438/1439 AH	
6. Pre-requisites for this course (if any): Not applicable	
7. Co-requisites for this course (if any): Not applicable	
8. Location if not on main campus: Faculty of Arts and Humanities in Abu Arish compound	
9. Mode of Instruction (mark all that apply):	
a. traditional classroom	<input checked="" type="checkbox"/> What percentage? <input type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/> What percentage? <input type="text"/>
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?
 - **Students introduces to the Arabic calligraphy origins, types and evolution**
 - **To identify Different calligraphy schools in the Islamic world.**
 - **To know The evolution of these schools and the most important sources relied upon and affected at the beginning of its inception.**

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)

-It added a number of topics from the line dealing with inscriptions and monumental inscriptions in the region, with exposure to models of those inscriptions.
-Using Data Show
-Using Internet as references

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

Course Description:

- Introduction of the history and origins of the Arabic scripts.
- Introduce students to different between the Arabic script and the scripts which appeared before the Islamic period.
- Identify the stages of the development of these models and the most important sources it relied upon and affected at the beginning of its inception.
- Introduce students to models of Arabic scripts in Arabian Island and another

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
The emergence of writing	1	2
The emergence of Arabic calligraphy	1	2
Models of the early Arabic inscriptions	1	2
Early Arabic calligraphy properties	1	2
Calligraphy in the era of the Prophet and Caliphs	1	2
Messages attributed to the Prophet	1	2
Early Qur'ans	1	2
Stone inscriptions in the era of the Prophet and Caliphs	1	2
The most important inscriptions first century AH / 7A.D	1	2

Road signs in the Umayyad period	1	2
The most important inscriptions second century AH./ 8 A.D.	1	2
The most important inscriptions third century AH / 9 A.D.	1	2
. Points and movements to express	1	2
Kufic script and the types	1	2
Account of phrases	2	4

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

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

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

2 H.

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	- By the end of this course students will be able to Knowledge		
1.1	-List The various types of scripts, the old scripts and Arabic scripts.	- Lectures	-Fill – in the Blank - short Answer
1.2	Different types of calligraphy	Exercises and activities in the	Exams and Seminars

		classroom.	
2.0	Cognitive Skills		
2.1	Explain the usefulness of the Arab calligraphy origins and evolution	Lectures	Monthly and final tests
2.2	Analyzes the relationship between types of of scripts.	Activity.	Oral exam
2.3	- compare between the Arabic scripts and another scripts.	-activity. -Lecture	-discussion -written exam question
3.0	Interpersonal Skills & Responsibility		
3.1	Analyze the various forms of scripts.	- Lecture	Written exam question
3.2	- Demonstrate the Reasons for increasing Points and movements to express	Lecture	Personal observation and editorial tests
4.0	Communication, Information Technology, Numerical		
4.1	Calculates the number of the most important Arabic Inscriptions.	-activity. -discussion.	-Multiple choice items. -short answer.
4.2	Evaluate the different types of content Arab calligraphy	- lecture	-discussion -written exam question.
5.0	Psychomotor		
5.1	Drawing shapes of characters in different scripts.	- The evaluation of students' skills in all subjects through a combination of exams and research.	Observation
5.2	Using Photoshop to deflate inscriptions	To participate in lectures, seminars and workshops	participation and the ability to express

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	1st quizzes	4nd week	10%
2	2nd quizzes	8th week	10%
3	3rd quizzes	12th week	10%
4	The activity	Throughout the semester	10%
5	Final Exam	The end of the semester	60%

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)

Is determined Academic Advising office hours and hours of study tables by section and announcing billboard defined by the number of office hours - hours Coaching Alakadimi- whereabouts of a faculty member.

Determine the academic advisor for every 25 students.

- Office hours from 8 to 10 hours a week and as needed.

E Learning Resources

1. List Required Textbooks

Lectures in Archeological Inscriptions

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

Journals of : Abjadyat – Horof Arabia – Al-mawred

Berchem , M.V.: materiaux pour un corpus inscriptionum arabicarum, Paris, 1874,1903.

- Combe, Sauvaget et Wiet, repertoire Chronologique d'epigraphie arabe, 15 Vols, le Caire, 1931 – 1954.

- Wiet, G : Steles Funeraires, Catalogue Generale du muse arabe du Caire, 1936– 1941

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

<http://www.alkhat.com>.

<http://inscriptionslibrary.bibalex.org/Presentation/MainPage.aspx?lang=ar>

<http://www.alukah.net/culture/0/63331/>

<https://www.abjjad.com/book/2192867927/>

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

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 sufficient for the number of students equipped with a projector. - A computer.
2. Technology resources (AV, data show, Smart Board, software, etc.) Data show
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 - It is based on the teaching assessment capabilities through a questionnaire distributed to students. - Open discussion for student's lectures.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Consultation and exchange of experiences between those who are studying the same decision. - Are based evaluation of teaching by the head of the department at the end of each chapter.
3. Processes for Improvement of Teaching - Dependence on new technologies in teaching. - Linking academic study practical life through field training archaeological sites and museums. - scientific decision update - Attend conferences and seminars by faculty members. - The exchange of ideas and publications between those in charge of the course. - Workshops for faculty members to follow up on the latest teaching methods. - Held courses for faculty members. - Linking academic study practical life through field training sites effects. - Continuous updating of the content of scientific decision
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) - Patch review carried out by the faculty member. - Review the answers after the correction and record strengths and weaknesses.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - The discussion in the department Council. - Access to the opinions of faculty specialists from inside and outside the university.

Name of Course Instructor: Dr. Shebl Ibrahim Ebaid

Signature: Shebl Ebaid Date Specification Completed: 3 / 10 / 2017

Program Coordinator: Dr Faisal ibn Ali Al Tomihi

Signature: Faisal Al Tomihi Date Received: _____

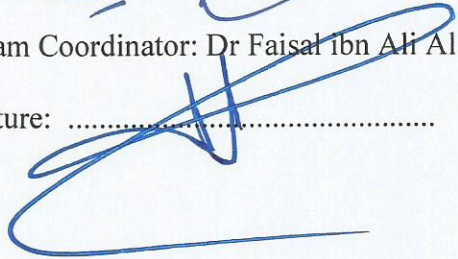


هيئة تقويم التعليم
Education Evaluation Commission

Name of Course Instructor: Dr. Shebl Ibrahim Ebaid

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