



المركز الوطني للتقويم والاعتماد الأكاديمي
The National Center Academic Accreditation and Evaluation

Jazan University
Faculty of Arts and Humanities
Tourism and Archaeology Department

COURSE SPECIFICATIONS (CS)

Tourism Patterns: 313Tour-2

Course Specifications

Institution: Jazan University	Date: First Semester 1438-1439H
College/Department : Faculty of Arts and Humanities , Tourism and Archeology Department	

A. Course Identification and General Information

1. Course title and code: Tourism Patterns 313 Tour-2			
2. Credit hours: Two Hours/ Week			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor in Tourism and Antiquities			
4. Name of faculty member responsible for the course Mr/ Abdullah Ali Khubrani			
5. Level/year at which this course is offered: 7th Level			
6. Pre-requisites for this course (if any): No pre-requisites			
7. Co-requisites for this course (if any): No pre-requisites			
8. Location if not on main campus: Main classroom Campus (Campus No. 4) Abo-Arish			
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: It may include, in some cases, field visits to tourism sites in the Jazan area such as the areas of hot springs in ElKoba tourism site			

B Objectives

1. What is the main purpose for this course?

The main purpose for this course concerns tourism patterns definitions. In addition to study internal and external factors affecting the tourism patterns and its triggering factors. Also, study the relationship between tourism destination resources and the origin tourism demand, and different types of tourism and its applicability in KSA.

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)

- Improve the course contents according to the resent research papers in tourism patterns and new trends in diversifications the tourism amenities.
- Student distribution on selecting only one tourism pattern and collect data around and preset seminar in class room (pattern nature and definitions, globally efforts , destinations and figures, and KSA case study)

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

Course Description:

This course introduces students to the principles of various types of tourism patterns generally. It reviews and discusses the various approaches and strategies that seem appropriate to explain the tourism new and old tourism patterns through demand & supply analysis notably in KSA. In general, this course is designed to introduce the student to the diversifications of tourism resources and its relationships with business projects and tourism markets to gain market share. Students explore the nature of the patterns and the basis of classifications. They learn how to implement tourism value in certain destinations in KSA, how to economically and effectively describe the tourism activities and business in certain destination according to its amenities.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Identifying the course specifications , semester's regulations Presenting the meanings and definitions of tourism patterns (Types, Principals, and main pillars) The relation between demand and supply analysis with tourism patterns	2	4
Presenting different types of tourism motivation's (culture, religious, amusement, recreations, ethical, healthy, economic, sport, and others). Comparison between depending on only one pattern strategy from one side, and diversifications in depending on mixed patterns) Some exams (Quizzes), Model answers and results discussions	2	4

Tourism classifications according to tourism purposes, the number of people travelling, age. Tourism classifications according to tourism geographical locality, the nationalities.	2	4
Revisions... Some exams (Quizzes), Model answers and results discussions	2	4
Conceptual health tourism, training and education travel stages and its indicative or design business processes Detailed and Executing the sport , social, and culture tourism	2	4
Eco-tourism nature and site limitations Some negative impacts and effects generated by tourism on destinations	2	4
Incentive tourism (nature, types, entities, business , and bases for selecting its destinations)	1	2
Special interest tourism. Alternative tourism, black and apace tourism. Time share tourism, Case studies Final Examination	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. Does not exist

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 end of this course students will be able to.....		
	Knowledge		
1.1	Define tourism patterns trends, factors and descriptions	During class lectures, open discussions	Exams
1.2	Recognize tourism motivations on selecting certain tourism destinations (benefits and limitations)	Group work	Objective Test
2.0	Cognitive Skills		
2.1	Measure the variations between different tourism patterns (old and new trends and tourism destination development, employs his skills in determining the course benefits in identifying some tourism projects and the feasibility study in the KSA	Lectures, open discussions	Papers written exam questions
2.2	Differentiate between mass tourism and limited number tourism regarding the carrying capacity of the destinations	Lectures, open discussions	Papers written exam questions
3.0	Interpersonal Skills & Responsibility		
3.1	Modify interpretation of tourism patterns and persuade partners with the strategy, objectives, and tools	Lectures, open discussions	Papers written exam questions
3.2	Illustrate some presentations about tourism projects based patterns in KSA ...	Lectures, open discussions	Papers written exam questions
4.0	Communication, Information Technology, Numerical		
4.1	Research about tourism patterns by using communication skills, IT and numerical skills, doing reports	Lectures, open discussions	Seminars and exams
4.2	Write about KSA tourist development partners and some potentialities for tourism services	Lectures, open discussions	Seminars and exams
5.0	Psychomotor		
5.1	Does not exist	Does not exist	Does not exist
5.2	Does not exist	Does not exist	Does not exist

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 examination (test, quizzes, group project, examination)	6	15
2	Second examination (test, quizzes, group project, examination)	11	15
3	Activities and participations in discussions during semester , Field Visits , attendants levels	during semester	10
4	Final Exams	14	60
5			
	Total	----	100

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)

- Ensure effective and adequate interview with students and announcing to the eleven-hour office hours in the week on the office door and announcing it in the infancy of the first semester
- Daily from 8 AM: 2 PM

E Learning Resources

1. List Required Textbooks

[Tourism patterns Book prepared by staffs in the department](#)

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

[Reports of Saudi Commissions for Tourism and national heritage](#)

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

- OECD (2016), OECD Tourism Trends and Policies 2016, OECD Publishing, Paris.
- <http://dx.doi.org/10.1787/tour-2016-en>

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

<https://scth.gov.sa/Pages/default.aspx#5>

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.) Lecture classroom need to be equipped with means of modern audio-visual devices such as data show
2. Technology resources (AV, data show, Smart Board, software, etc.) 1 computers and 1 projectors, GIS software
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) The KSA Areas projects and its Tourism patterns and seasonality with field visits

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. questionnaires for students to identify the teaching process outputs 2. Analysis of the results of the students and compared with the previous classes to the same course
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Oral and written questions and data collections by questioner forms The results of the students marks
3. Processes for Improvement of Teaching 1. Review the results of the students marks 2. questionnaires to the students to determine the teaching process outputs 3. office meetings and discussions in the department to evaluate the teaching process 4. student meetings within the academic guidance to students (Student Academic Counseling and Support)
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) 1) Discussion of the students learning abilities with another professor in the same field
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- a. 1 / questionnaires with a commitment to its outcome to improve the course outcomes
- b. 2 / improve and develop the course content is constantly
- c. 3 / visiting some similar educational institutions in the KSA
- d. 4 / Use the link between teaching in the classroom and field experience represented in the field visits
- e. 5/ Comparison of the topics which are taught in the course with the market needs and with the new instrumentation and technology

Name of Course Instructor: ___Mr/ Abdullah Ali Khubrani ___

Signature: mr/ Abdullah Ali Khubrani Date Specification Completed: _14/01/1439_

Program Coordinator: _____ Dr/ Faysal Bin Ali Tomihi _____

Signature: ___ Dr/ Faysal Bin Ali Tomihi ___ Date Received: _17/01/1439_



planning for improvement.

- 1 / questionnaires students work and commitment to improve its outcome
- 2 / improve and develop the course content is constantly
- 3 / Some work in similar visits with educational institutions in the Kingdom of Saudi Arabia
- 4 / Use the link between teaching in the classroom and field experience represented in the field visits

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Signature:  Mr/ Abdullah Ali Khubrani Date Specification Completed: _14/01/1439_

Program Coordinator: _____ Dr/ Faysal Bin Ali Tomihi _____

Signature: ___ Dr/ Faysal Bin Ali Tomihi ___ Date received: _18/01/1439_

