



هيئة تقويم التعليم  
Education Evaluation Commission



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

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

**Prehistoric Archaeology (231 Arch-2)**

**Tourism & Archaeology Department**

**Faculty of Arts and Humanities**

## Course Specifications

Institution: <b>University of Jazan</b>	Date: <b>1439</b>
College/Department : <b>Faculty of Arts and Humanities – Tourism and Archaeology</b>	

### A. Course Identification and General Information

1. Course title and code: <b>Prehistoric Archaeology (231 Arch-2)</b>	
2. Credit hours: <b>2 Credit hours</b>	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>BA (Tourism and Archaeology)</b>	
4. Name of faculty member responsible for the course <b>Dr. Gamal Gaffar Abbas EL Hassan (Associate Professor)</b>	
5. Level/year at which this course is offered: <b>4th Level</b>	
6. Pre-requisites for this course (if any): <b>None</b>	
7. Co-requisites for this course (if any): <b>None</b>	
8. Location if not on main campus: <b>Colleges compound in Abu Arish</b>	
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>All the lectures scheduled inside the study hall.</b>	

## B Objectives

1. What is the main purpose for this course?

- To learn new facts.
- The student should learn about prehistoric times.
- The student should recognize the characteristics of prehistoric times and their consequences
- Study of human life in prehistoric times, houses and tools, etc.
- Introducing the most important archaeological discoveries from prehistoric times.
- Teaching the students to discover archaeological sites and identify the stone materials and tools used by humans in prehistoric times
- To follow self-knowledge growth.

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)

- Developing the content of the course.
- Refer to recent studies in the field of archeology
- Develop the methods and strategies of the course teaching .

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

Course Description:

An overview of human cultural development during the Pleistocene and Holocene. It explains man's transition from hunting, food gathering and use of stone tools to food production, pottery making and discovery of metals.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Prehistory.	1	1
Relationship between prehistory and other disciplines.	1	1
The Pliocene: Hominids.	2	1
The Quaternary Period.	2	1
New discoveries in Prehistory.	3	2
The Lower Paleolithic: The Oldowan & The Acheulean.	4	2
The Middle Paleolithic.	5	2
The Upper Paleolithic & its art.	6	2

The Mesolithic & Neolithic.	7	2
The agricultural Revolution, the Iron and Bronze ages Discovery of Writing and end of Prehistory.	8-9	4
Prehistoric sites in Saudi Arabia.	10-11	4
Rock drawings sites in Saudi Arabia.	12	2
Seminars and discussion ring.	13	2
Seminars and discussion ring.	14	2
Test	15	2

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. No  
**Equal to teaching hours (32 hours)**

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	<b>Knowledge</b>		
1.1	describe the beginning of human societies and their material and spiritual cultures in prehistoric times.	Lectures	Exam
1.2	Record the production of stone tools in the Lower	- Open discussions	Duties

	Paleolithic period and their development till the beginning of writing. Issues such as the historical aspect of prehistory as a science and its relationship with other disciplines	- Lectures supported by examples and photos.	Exam
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Develop ideas and solving problems	Dissociations rings	Verbal questions
2.2	Create Fluency Skills	- Seminars - Ask students to perform group tasks.	Duties
2.3	Explain Elaborating Skills	Seminars	Duties
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Choose appropriate decisions to solve problems	Take responsibility and work in groups.	- Take notes during lectures and seminars
3.2	Illustrate the ability to express opinion with confidence and enthusiasm.	Do joint group work.	Seminars
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Research information on web sites	Get students to use the web and other resources in paper writing.	Writing papers and research
4.2	Illustrate the language skills and shorthand.	Get students to be involved in group work as in seminars.	Writing papers and attending seminars.
4.3	Develop communication skills with others.	Seminars and ring dissections	Submit a seminar
<b>5.0</b>	<b>Psychomotor</b>		
5.1	None	none	none
5.2	None	none	none

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	Quiz No. 1	2	5%
2	Quiz No. 2	4	5%
3	Quiz No. 3	6	5%
4	Quiz No. 4	8	5%
5	Quiz No. 5	10	5%

6	Quiz No. 6	12	5%
7	Seminars	16	10%
8	Final Exam	End of the Term	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)

- Provide students with office hours.

- Academic Advising

#### E Learning Resources

1. List Required Textbooks

- Primitive societies
- Natural communities
- Prehistoric civilizations in the Ancient East
- Primitive societies
- Natural communities

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

- Prehistory 2003 Sultan Muhisn,
- Introduction to Anthropology 1983 Ralph Bells et al (translated).
- Man makes him self-
- Digging up bones
- Ahmed Hussain Sharaf al-Din, 1984, Cities and archaeological sites in the north and south of the Arabian Peninsula, Riyadh
- Mohamed Ahmed Badran and Abdul Rahman Bakar bridges, 1992, studies the effects of the Kingdom of Saudi Arabia, Riyadh.
- Suleiman bin Abdurrahman Alveab, 2007, the Riyadh region, the old political and cultural history, King Fahd National Library.
- Reza Hashemi, b. T. Aspects of the history of the Arabian Gulf in prehistoric times, Baghdad.
- Majid Khan, 1414, rock drawings of the pre-history in the north of the Kingdom, the Ministry of Knowledge Asdarat - Agency of Antiquities and Museums

- The Ministry of Knowledge - Agency of Antiquities and Museums, 1423, triggering the northern border area, Asdarat the Ministry of Education - Agency of Antiquities and Museums
- Abdullah bin Salem bin Awad 0.1431, decorated pottery groove in Najran, Saudi Commission for Tourism and Antiquities.
- Majid Khan, 1428, Studies on rock drawings, Riyadh.
- Faisal bin Hamad Al-Jibreen, 1433 AH, rock paintings at Mount planet Najran, Riyadh.
- Call girl Abdul Rahman bin Abdul Aziz, 1431, The aesthetics of rock drawings in the Kingdom, the General Authority for Tourism and Antiquities.
- Abdul Aziz bin Saud Gazan, 1432, the stone installations in the vicinity of Farzan c 1, King Abdulaziz Riyadh House.
- Abdul Aziz bin Saud Gazan, 1432, the stone installations in the vicinity of Farzan c 2, King Abdulaziz Riyadh House.
- The Ministry of ID and Oklh relics and knowledge, 1420, introduction to the effects of the Kingdom of Saudi Arabia, King Fahd National Library for publication,
- Prehistoric civilizations in the Ancient East

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

[www.arkamani.org](http://www.arkamani.org)

[www.al-mostafa.com](http://www.al-mostafa.com)

[www.scta.gov.sa](http://www.scta.gov.sa)

World Atlas of Archaeology on the web Provides links to Archaeological Websites

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

None

## 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.)  <b>A 30 student lecture room with datashow.</b>
2. Technology resources (AV, data show, Smart Board, software, etc.)  <b>A laptop computer</b>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  <b>A printer</b>

## G Course Evaluation and Improvement Processes

<b>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</b> <b>- A students' questionnaire</b> <b>- Discuss things with students.</b>
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  <b>- Check students interaction with the lecture and attendance rate.</b> <b>- Through the success rate.</b> <b>- Through students evaluation forms.</b>
3. Processes for Improvement of Teaching  <b>- To follow new research in the topic.</b> <b>- To use various methods of teaching.</b> <b>- Use new teaching technology.</b> <b>- Give students individual and group tasks.</b>
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)  <b>Through a joint staff examination committee.</b>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.



- Check students success rate.
- Get feedback from students
- Follow up recent research.

Name of Course Instructor: **Gamal Gaffar Abbass EL Hassan**

Signature: \_\_\_\_\_ Date Specification Completed: **5-10-2017**

Program Coordinator: **Gamal Gaffar Abbass EL Hassan**

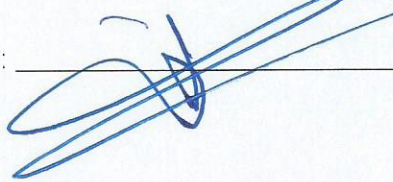
Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

- Check students success rate.
- Get feedback from students
- Follow up recent research.

Name of Course Instructor: **Gamal Gaffar Abbass EL Hassan**

Signature:  Date Specification Completed: **5-10-2017**

Program Coordinator: **Dr. Faissal EL Tomyhy**

Signature:  Date Received: \_\_\_\_\_