



هيئة تقويم التعليم  
Education Evaluation Commission



**Jazan University**  
**Faculty of Arts and Humanities**  
**Tourism and Archaeology Department**

**COURSE SPECIFICATIONS (CS)**

**Restoration and Conservation of Monuments**  
**Arch 351-4**

## Course Specifications

Institution: <b>Jazan University</b>	Date: <b>First Semester Academic Year 1438/1439</b>
College/Department : <b>Faculty of Arts and Humanities / Department of Tourism and Archaeology</b>	

### A. Course Identification and General Information

1. Course title and code: <b>Restoration and Conservation of Monuments / Arch 351-4.</b>			
2. Credit hours: <b>Four 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>Tourism and Archaeology Department</b>			
4. Name of faculty member responsible for the course <b>Nasser Jaber Asiri</b>			
5. Level/year at which this course is offered: <b>Sixth Level / Third Year.</b>			
6. Pre-requisites for this course (if any): <b>Non.</b>			
7. Co-requisites for this course (if any): <b>Non.</b>			
8. Location if not on main campus: <b>Not applicable.</b>			
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 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 checked="" type="checkbox"/>	What percentage?	<input type="text" value="50%"/>
Comments: Traditional class room 50%, and Practical 50%			

## B Objectives

1. What is the main purpose for this course?  
Define the principles of restoration and conservation of monuments, in addition to practical training for restoration and preservation of monuments.

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)

**Application of new research methods and tools from the natural science in conservation and restoration of monuments and works of art.**  
**Monitoring changes in content as results of new research in the field.**

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

Course Description:

**General Principles of restoration and conservation of monuments theoretically and practically**

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
<b>A brief idea of restoration and conservation of monuments.</b>	1	2
<b>Importance of restoration and conservation of monuments.</b>	1	2
<b>The oldest restoration and conservation processes.</b>	1	2
<b>Restoration and conservation processes.</b>	1	2
<b>Materials and tools used for the restoration and conservation of monuments.</b>	1	2
<b>Laboratories of restoration and conservation of monuments.</b>	1	2
<b>On-site conservation.</b>	1	2
<b>Laboratory conservation.</b>	1	2
<b>Archaeological conservation today.</b>	1	2
<b>Conservation in practice: a collaborative exercise.</b>	1	2
<b>Factors of deterioration and the state of preservation of monuments and works of art.</b>	2	4
<b>Methods of restoration and conservation of monuments, and final examination</b>	3	6

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30	0	0	60	0	90
	Actual	30	0	0	60	0	90
Credit	Planned	2	0	0	2	0	4
	Actual	2	0	0	2	0	4

3. Additional private study/learning hours expected for students per week. NO

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
<b>1.0</b>	<b>By end of this course students will be able to.....</b> <b>Knowledge</b>		
1.1	Recognize the materials and tools used in restoration and conservation of monuments	Small Groups.	Objective test items Short Essay
1.2	List the methods of restoration	Discussions	Fill-in the Blank True or False
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Explain the basic methods of restoration and conservation of monuments	Lectures	Papers, written exam questions, Quizzes
2.2	Reconstruct the archaeological artifacts	Practical Activity in restoration lab	Lab practical test
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Use to write process reports	Lectures	Quizzes
3.2	Analyze the marble material constructions	Practical Activity in restoration lab	Solving problems
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use to computer and communication technology to prepare oral presentations and research	research	Research
4.2	Illustrate the guidelines of restoration stages and steps	Activity in lab	Quizzes
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Draw archaeological material and compare archaeological material that can to restoration and conservation	Practical Activity in restoration lab	Restoration project at laboratory.
5.2	Reconstruct of some materials and its organic analysis	Research, Lab	Quizzes

#### 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	1 <sup>st</sup> quizzes.	3 <sup>th</sup> week	5 %
2	2 <sup>nd</sup> quizzes.	7 <sup>th</sup> week	5 %
3	3 <sup>rd</sup> quizzes.	9 <sup>th</sup> week	5 %
4	4 <sup>th</sup> quizzes.	12 <sup>th</sup> week	5 %
7	Practical Training.	All along	20 %
8	Restoration project at laboratory.	All along	10 %
9	Final exam.	15 <sup>th</sup> week	50 %

#### 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)

**10 hours per week**

#### E Learning Resources

1. List Required Textbooks

**J. M. Cronyn, the elements of archeological conservation, 1<sup>st</sup> edition, Routledge, New York, 1990.**

ج. أم. كرونين & و. س. روبنسون، أساسيات ترميم الآثار، ترجمة عبد الناصر عبد الرحمن الزهراني، جامعة الملك سعود، عمادة شؤون المكتبات، الرياض.

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

- محمد عبد الهادي، دراسات علمية في ترميم وصيانة الآثار غير العضوية، مكتبة زهراء الشرق، القاهرة.

- عبد المعز شاهين، ترميم وصيانة المباني الأثرية والتاريخية، مطابع المجلس الأعلى للآثار، القاهرة، 1984.

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

- **Journal of American Institute for Conservation.**

- **Studies in Conservation.**

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.) <b>Appropriate teaching accommodation.</b> <b>Lecture rooms should be large enough to accommodate 30 students.</b>
2. Technology resources (AV, data show, Smart Board, software, etc.) <b>Data show.</b> <b>Computers.</b> <b>Internet access</b>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <b>laboratory equipment.</b> <b>facilities for field work.</b>

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <b>(a) Midterm evaluation feedback to increase instructor's awareness of the weak and strong points of the class.</b> <b>(b) End-of-term debriefing in class of students and teachers regarding what went well and what could have gone better.</b> <b>(c) Questionnaires.</b>
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <b>(a) Peer evaluation to assess ability of faculty members to work with their colleagues.</b> <b>(b) Class observations by the Coordinator.</b>
3. Processes for Improvement of Teaching <b>(a) Training Sessions.</b> <b>(b) Workshops to facilitate the exchange of experiences amongst faculty members.</b> <b>(c) Regular meetings where problems are discussed and solutions given.</b> <b>(d) Encouragement of faculty members to attend professional development conferences.</b> <b>(e) Discussion of challenges in the classroom with colleagues and coordinators.</b> <b>(f) Keep up to date with pedagogical theory and practice.</b> <b>(g) Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</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)  
**(a) Check marking of a sample of examination papers by a faculty member.**  
**(b) Students who believe they are under graded can have their papers checked by a second reader.**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  
**(a) Constant comparison of syllabi and course description with other universities (including those on the net).**  
**(b) Biannual meetings of faculty members to discuss improvement.**  
**(c) Have a curriculum review committee to review the curriculum periodically and suggest improvements**

Name of Course Instructor: \_Nasser Jaber Asiri\_\_\_\_\_

Signature: \_\_\_ Nasser Jaber Asiri \_\_\_ Date Specification Completed: 12/11/2017

Program Coordinator: \_\_\_\_\_

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



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Program Coordinator: Dr. Faisal Tomaihy

Signature: [Signature] Date Received: \_\_\_\_\_