



ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Human Civilization
(102Soc.- 3)

Course Specifications

Institution: Jazan University	Date: 1439
College/Department: Faculty of Arts and Humanities, Social Sciences department.	

A. Course Identification and General Information

1. Course title and code: Human Civilization (102Soc.- 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: Fourth	
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?

This course aims to make knowledge for the student about the concept of ancient civilizations, Islamic and modern European civilization, and learn social and scientific renaissance and its eclipse factors and achievements of those civilizations in all areas of political, economic.

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. this course scheduled to provide a range maps and photos.
2. guide students to use the Web to view all that is new about the course.
3. Encouraging students to go to the library and conduct joint research.
4. 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:

This course aims to make knowledge for the student about the concept of ancient civilizations, Islamic and modern European civilization, and learn social and scientific renaissance and its eclipse factors and achievements of those civilizations in all areas of political, economic.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
The concept of human civilization- Chinese civilization- Persian civilization - Greek civilization	2	6
Roman civilization- Egyptian civilization- Iraq civilizations (Assyrian model)	2	6
Arabic-civilizations and the emergence of Islam-regimes in the Islamic civilization (alKhelafah- alWazzarh- Alemarh- Aldwawin- work and the Muslim community)	2	6
Muslim-cities, palaces and mosques architecture -Islamic sciences (astronomy, medicine)	2	6
Transmission of Islamic civilization to Europe- renaissance Movement in Europe (Artistic and literary renaissance)	2	6
Movement geographical statements- Statements Portuguese and Spanish- The Industrial Revolution	2	6

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	36	Dialogue and discussion 3		Worksheet 3		42
	Actual	36	Dialogue and discussion 3		Worksheet 3		42
Credit	Planned						
	Actual						

3. Additional private study/learning hours expected for students per week.	no
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
 Method of dumping (the lecture)
 And the method of dialogue and discussion
 Way to solve problems
 Collaborative learning
 Constructivist learning method
 Learning the story mode
 Practical training mode
 Learning representation way

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	Knowledge		
1.1	Extracting facts and understanding of the development of nations	Lectures, classroom interaction	The practical application + oral and written tests + training

			+ Research
1.2			
2.0	Cognitive Skills		
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
3.0	Interpersonal Skills & Responsibility		
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 ..	
4.0	Communication, Information Technology, Numerical		
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.	Active participation in the dialogue management. Note. . Follow-up
4.2			
5.0	Psychomotor		
5.1			
5.2			

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	The first test (QUIZ)	6	15
2	Research project (collective)	8	10
3	The second test (QUIZ)	10	15

4	Final test	16	60
5			
6			
7			
8			

D. Student Academic Counseling and Support

<p>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)</p>
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E Learning Resources

<p>1. List Required Textbooks</p> <p>Book of Human civilization</p>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p>Durant: The Story of Civilization, Arnold Toynbee: civilization, Shawqi Abu Khalil: human civilization.</p>
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>Jazan University periodical- King Saud University on the history and civilization</p>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>Sites on the World Wide Web , Comprehensive encyclopedia.</p>

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.) displays Power Point.
2. Technology resources (AV, data show, Smart Board, software, etc.)
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 Evaluation of questionnaires to students at the end of the chapter to offer their vision of the material and the extent to which, and obstacles during the study, and what are the best means of their face to overcome these obstacles? - Follow-up to the results of students.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Develop proposals Fund when Professor Office to express its opinion <ul style="list-style-type: none"> - Self-Assessment - File to be stating the pros and cons - External evaluation by an external organization by pursuing graduate - Develop an e-mail to communicate with students.
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> - For there must be a review of a development between the teachers in the decision. <ul style="list-style-type: none"> - Holding workshops. - Seminars on the quality of education - Comparisons between the decisions of the section to their counterparts in other universities locally and globally. - Continuous evaluation of the curriculum through the sections that follow this decision and is considering the extent to which And provide a questionnaire at the end of each chapter about a professor of decision. - Attendees halls equipped. - Attention to writing reports. - A combination of lecture and presentation. <p>The use of modern technologies in teaching and taking into account the slide that are taught</p> <ul style="list-style-type: none"> - Review textbook permanently - Professor due attention because it is the most important sides of the educational process.

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)
For ways to take random samples of tests and homework

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Provide periodically file with the decision to learn about the pros and cons.
- A review of decisions to ensure the continuity of its suitability to the needs of students.
- Workshops to work.
- Practical applications with similar universities in other local departments.
- Access to research related to the rate of development in the general setup decisions.

Name of Course Instructor: __Khaled Abdel badea Radwan__

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: __1439__