

Kingdom of Saudi Arabia

Education Evaluation Commission

Sector of Assessment and Academic Accreditation



المملكة العربية السعودية

هيئة تقويم التعليم

قطاع التقييم والإعتماد الأكاديمي

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation &
Assessment

Course Specifications
(Chemistry CHEM 101)
2018-2019

Course Specifications

Institution: University of Tabuk

Date of Report: 11/12/2018

The University College of Umluj, Department of Biology.

A. Course Identification and General Information

1. Course title and code: Chemistry CHEM 101
 2. Credit hours: 3hrs
 3. Program(s) in which the course is offered. B. A. in any scientific major at the science department.
 4. Name of faculty member responsible for the course: Sonoud Khader AlZahrani
 5. Level/year at which this course is offered: The preparatory level, in the first year.
 6. Pre-requisites for this course (if any): None.
 7. Co-requisites for this course (if any): None.
 8. Location if not on main campus: None.
 9. Mode of Instruction (mark all that apply)
 - a. Traditional classroom: 60 %
 - b. Blended (traditional and online): 25 %
 - c. e-learning: 10 %
 - d. Correspondence: 5%
 - f. Other:
- Comments:

B. Objectives

What is the main purpose of this course?

Chemistry is the main central science that connect other natural science; such as; astronomy, physics, material science, biology, and geology.

The language of chemistry is a universal scientific language that is widely used in other disciplines. Moreover, the understanding the behavior of atoms, molecules provides powerful insights in other areas of science, technology and engineering. According to that, Chemistry will play an important role in the students' academic future.

2. Briefly, describe any plans for developing and improving the course that is being implemented. Involve all types of information through the daily practice; in order to help the student to study easily. Also, illustrate the benefit of each point in the curriculum.

C. Course Description

(Note: General description in the form to be used for the Bulletin or handbook should be attached).

1. Topics to be Covered

List of Topics	No. Of Weeks	Contact Hours
1 Atoms, Molecules, Ions & Formulas	1	3
2 Stoichiometry	2	3
	3	3
3 Gases	4	3
	5	3
4 Atomic structure	6	3
	7	3
5 Periodic table & Bonding	8	3
	9	3
6 Equilibrium	10	3
	11	3
7 Acids & Bases	12	3
8 Organic Chemistry & Biochemistry	13	3
Revision	14	3

2. Course components: (Total in per semester: 6 weeks)

Total contact hours 36 H Total credits 36 H

Lectures 36 H

3. Additional private study/learning hours expected for students:

Office Hours per week None

Total Office Hours per semester None

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulates a consistent agreement between student learning, assessment, and teaching. The National Qualification Framework provides five learning domains.

Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses. 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.
- Fourth, if any program learning outcomes are included in the course learning outcomes, place the symbol next to it.

✧ **Every course is not required to include learning outcomes from each domain.**

NQF Learning Domains and Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
Knowledge	Lectures Classroom discussions Quizzes Assignments	Mid-Term exams Discussions during the lectures Final Exam
Cognitive Skills		
Develop the understand and write notes during the lecture.	External tutorials	Continue revision
Help students to solve the problems		
Interpersonal Skills and Responsibility:		
To respect the role of staff and co-staff members regardless of degree or occupation.	Open section	
Communication, Information Technology and Numerical Skills:		
Psychomotor Skills (if applicable):		

5. Schedule of Assessment Tasks for Students During the Semester

No.	Assessment task (e.g. essay, test, group project, examination etc.) Assessment Task	Week due	Proportion of Final Assessment
1	First Exam	fourth week	25%
2	Second Exam	Eighth week	25%
3	Final Exam	Fifteen weeks	40%
4	Assignments [continuous practice]	Every week	10%

D. Student Academic Counseling and Support:

In the light of the following office hour's schedule, the instructor is available for individual student consultations and academic advice: Summer Semester (1439--144)).

E. Learning Resources

1. Required Text(s)

The main textbook (provided by Tabuk University) "Chemistry for preparatory students"

2. Essential References:

A Review of General Chemistry, Electrons, Bonds, And Molecular Properties.
Periodic Table of Royal Society of Chemistry.

3. Electronic Materials, Web Sites etc.

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

Tutorials are provided each lecture.

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, etc.)

Lecture rooms

2. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list).

Data show to facilitate going over student papers in class.

G. Course Evaluation and Improvement Processes:

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

*Mid-term and end of term course evaluation reports by students.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

*Class observation by a senior faculty member.

3. Processes for Improvement of Teaching

Training sessions for the exchange of experiences amongst faculty members.

Regular meetings for problems and solutions expected.

Encouragement of faculty staff members to attend professional development conferences.

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)

Check marking of a sample of examination papers by a senior faculty member.

Under graded students' papers checked by another evaluator.

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

Annual comparing of curriculum, syllabus and course description with other universities for improvements.

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Faculty or Teaching Staff: Sonoud K.H. AlZahrani

Signature: *Sonoud K. AlZahrani*

Date Report Completed: 12-11-2018

Received by: 12-11-2018

Dean/Department Head: Kholoud K.H. AlZahrani.

Signature: *Khader K. AlZahrani*

Date: 12-11-2018