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Kingdom of Saudi Arabia  
National Commission for  
Academic Accreditation & Assessment



المملكة العربية السعودية  
الهيئة الوطنية للتقويم  
والاعتماد الأكاديمي

**ATTACHMENT 5.**

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

**T6. Course Specifications**  
**(CS)**



## Course Specifications

Institution University of Hail.	Date: 2015/2016
College/Department: Preparatory Year/Self -development Skills.	

### A. Course Identification and General Information

1. Course title and code: Learning, Thinking and Research Skills, PLTR001			
2. Credit hours: 2 hours.			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Preparatory Year.			
4. Name of faculty member responsible for the course Dr .Nizar alzoubi.			
5. Level/year at which this course is offered Preparatory Year, Semester First and second			
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 Preparatory Male Campus (Baqaa' Campus) and Preparatory Female Campus (Aja Campus)			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="text" value="%30"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="-"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="-"/>
d. correspondence	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="-"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text" value="%70"/>
Comments:  The traditional teaching process to develop training workshops Groups system.			



## B Objectives

1. What is the main purpose for this course?

Upon completion of this course, students will be able to:

Student employment programs and skills of thinking , skill learning and remembering his life in the university, and use of the library and the Internet to search for information, and application of research writing skills in his university studies.

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) Increase uses of web based reference material and post it on Preparatory Year webpage.
- 2) Increase use of documentary and educational films and post them on uoh-webpage.
- 3) Update content according to new research in the field of thinking, research and learning.
- 4) Update learning resources through internet and according to recommendations of faculty members.
- 5) Conversion of educational content and modify it in the form of bags based on the educational development proposals for the members section.

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

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Active learning	3	6
Positive thinking skills	2	4
Motivation	1	2



mnemonics	2	4
Exam management	2	4
Writing research and quotation and documentation	3	6
The article reports writing	2	2
Discussing students work	1	2
Total	15	30

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30	None	None	None	None	30 hours
Credit	2	None	None	None	None	2

3. Additional private study/learning hours expected for students per week.

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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.)