**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

# COURSE SPECIFICATION

**Revised November 2009**

# Course Specification

*For Guidance on the completion of this template, please refer to pages 19 to 21 of Handbook 2 Internal Quality Assurance Arrangements*

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| Institution: King Saud University |
| College/Department: Food & Agric. Sciences/ Plant Production |

**A. Course Identification and General Information**

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| 1. Course title and code: Cooperative Training, PPS 400 |
| 2. Credit hours: 12(0+12) |
| 3. Program(s) in which the course is offered: Plant Production Sciences<br>(If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course: Prof. Abdulaziz R. Al-Harbi |
| 5. Level/year at which this course is offered: 7$^{th}$. Level/ 4$^{th}$. Year |
| 6. Pre-requisites for this course (if any): PPS 105 (Plant Production Systems) |
| 7. Co-requisites for this course (if any): |
| 8. Date of approval of the course specification within the institution: 2007 |
| 9. Location if not on main campus: Agricultural companies |

**B. Objectives**

1. Summary of the main learning outcomes for students enrolled in the course:

- To be prepared for agricultural professional life through cooperative training
- To develop communication skills through working with professionals in the field
- To be familiar with writing comprehensive report on assigned tasks

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):

- Use new information related to the course subjects
- Periodic assessment of the material submitted and updated

**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:

| Topic | No of Weeks | Contact hours |
|---|---|---|
| Cooperative field training in an agricultural company during the whole semester plus a summer before or after the semester in which the student is registering | One summer and one semester | 264 |

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

| Lecture: (0) | Tutorial: (0) | Internship: (264) | Other: (0) |
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3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week):

None

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

| **a. Knowledge** |
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| (i) Description of the knowledge to be acquired:<br>• To be familiar with crop cultural practices for all branches of department<br>• To be familiar with crop management and maintenance<br>• To be familiar with various harvesting methods<br>• To be familiar with writing reports on assigned tasks |
| (ii) Teaching strategies to be used to develop that knowledge:<br>• Group discussion<br>• Consultation with professional<br>• Consultation with faculty members |
| (iii) Methods of assessment of knowledge acquired:<br>• Student's performance<br>• Comprehensive report<br>• Presentation |
| **b. Cognitive Skills** |
| (i) Cognitive skills to be developed:<br>• Ability to think and understand critically and analytically<br>• Ability to understand and be familiar with new methods and techniques<br>• Ability to work with different materials and tools |
| (ii) Teaching strategies to be used to develop these cognitive skills:<br>• Teaching students how to understand and solve problems<br>• Field work to expose students to new materials and operations of plant production<br>• Class discussions to enhance students to think independently and engage in group discussions |
| (iii) Methods of assessment of students' cognitive skills:<br>• Class participation<br>• Comprehensive report papers<br>• Presentation |
| **c. Interpersonal Skills and Responsibility** |
| (i) Description of the interpersonal skills and capacity to carry responsibility to be developed:<br>• Students can participate in class discussion and think critically<br>• Students can act responsibly and ethically in carrying out their tasks<br>• Students have the necessary skills to communicate, negotiate, and evaluate their strengths and |

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| weaknesses |
| (ii) Teaching strategies to be used to develop these skills and abilities:<br>• Lectures in which students are made aware of the significance of time management<br>• Discussions with students on ethical behaviour in conducting scientific reports<br>• Group practical assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers |
| (iii) Methods of assessment of students' interpersonal skills and capacity to carry responsibility:<br>• Active class participation reflects the student's ability to keep up with the course materials<br>• Report papers will test to the student's ability to fulfil assignments and respect dead lines<br>• Performance on final exams is an evidence of the student's ability to recollect and synthesize information<br>• Instructor's assessment of student's performance and seriousness during individual supervision hours |
| **d. Communication, Information Technology and Numerical Skills** |
| (i) Description of the skills to be developed in this domain:<br>• Use of electronic references, journals and data basis<br>• Web CT |
| (ii) Teaching strategies to be used to develop these skills:<br>• Encourage students to make extensive use of useful related course materials on the web<br>• Encourage students to consult the specialist in the computer lab for help on web-based material |
| (iii) Methods of assessment of students numerical and communication skills:<br>• The use of web-based material in students' presentations<br>• Report assignments measure the student's ability to deal with practical reality |
| **e. Psychomotor Skills (if applicable)** |
| (i) Description of the psychomotor skills to be developed and the level of performance required:<br>Not Applicable |
| (ii) Teaching strategies to be used to develop these skills:<br>Not Applicable |
| (iii) Methods of assessment of students' psychomotor skills:<br>Not Applicable |

| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
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| Assessment | Assessment task (e.g. essay, test, group project, examination etc.) | Week due | Proportion of Final Assessment |
| 1 | Comprehensive report | At the end | 60% |
| 2 | Presentation | Week 15 | 40% |

**D. Student Support**

| 1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week): |
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| 2 hours per week |

**E. Learning Resources**

| 1. Required Text(s): No textbook is required |
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| 2. Essential References: None |
| 3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List): None |
| 4. Electronic Materials, Web Sites etc.<br>• Local and world Web sites related to plant production |
| 5- Other learning material such as computer-based programs/CD, professional standards/regulations<br>None |

**F. Facilities Required**

| Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.) |
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| 1. Accommodation (Lecture rooms, laboratories, etc.):<br>Not applicable |
| 2. Computing resources: None |
| 3. Other resources (specify: e.g. If specific laboratory equipment is required, list requirements or attach list)<br>• Smart classroom should be used, equipped with laptop computer - projector system |

**G. Course Evaluation and Improvement Processes**

| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching |
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| • Periodical reports evaluation student feed-back form to increase instructor's awareness of the weak and strong points of the class<br>• Course college evaluation by the students (to be collected by the department) at end of term<br>• Class discussion of students and teacher regarding what went well and what could have gone |

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| better foe the course at end of term |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department:<br>• Peer evaluation to asses ability of faculty members to work with their colleagues<br>• Class observations by supervisors |
| 3. Processes for Improvement of Teaching:<br>• Training sessions<br>• Workshops to facilitate the exchange of experiences amongst faculty members<br>• Regular colleagues meetings where problems are discussed and solutions given<br>• Discussion of challenges in the classroom with colleagues and supervisors<br>• Encouragement of faculty members to attend professional development conferences<br>• Keep up to date with pedagogical theory and practice<br>• Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results |
| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution):<br>• Check marking of a sample of examination papers either by a resident or visiting faculty member<br>• Arrange with another institution to have two common test items included on an exam and compare marks given<br>• 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:<br>• Compare syllabi and course description with other universities (including those on the internet)<br>• Biannual meetings of faculty members to discuss improvement<br>• Have a curriculum review committee to review the curriculum periodically and suggest improvements |