

Kingdom of Saudi Arabia

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

COURSE SPECIFICATION

Archegoniate -362 Bio

Course Specification

Institution: **King Khalid University**

College/Department **College of Science/ Department of Biological Sciences**

A Course Identification and General Information

1. Course title and code **Archegoniate -362 Bio**

2. Credit hours: **2 h**

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
Science College-Department of Biological Sciences

4. Name of faculty member responsible for the course:
Prof Dr Abdel-Rahman Mohei El -Sheri

5. Level/year at which this course is offered: **2 nd semester/ 1434 H**

6. Pre-requisites for this course (if any)
Archegoniate -362 Bio

7. Co-requisites for this course (if any)
Plant Morphology and Plant Anatomy

8. Location if not on main campus
Main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
At the end of this course the students should be able to acquire the knowledge regarding:

- 1. To know the principles of Archegoniate taxonomy.**
- 2. Studying characters of archegoniate groups.**
- 3. Studying the archegoniate phylogeny.**
- 4. To know economic importance of archegoniate.**

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

- 1. Re-taxonomy of archegoniate according to the modern research articles**
- 2. Continues updating the course and the included topics**
- 3. Using the E-learning system provided by the university**

4. Using the recent textbook and references in teaching
5. Making the students to be familiar with the knowledge websites like; Wikipedia, Nature, American Scientists and Science Magazine
6. Induction the self-independence in students via giving seminars on the topics of the course.
7. Showing scientific video, film or animations available on the website related to the course topics.
8. Study of some recent applications in the world and try to be linked to the course

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1.1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours
Welcome to the students, course aim, course studying policy, course plain, the importance to study this course	1	1
General introduction and archegoniate taxonomy	1	1
Division Hepatophyta	1	1
Division Bryotaphy	2	2
Division Psilotophyta	1	1
Division Microphyllphyta	1	1
Division Pterophyta	3	3
Division Arthrophyta	1	1
Division Cycadophyta	1	1
Division Coniferophyta	1	1
Division Ginkgophyta	1	1
Division Gnetophyta	1	1
Total	15	15

1.2 Practicals to be Covered		
List of Topics	No of Weeks	Contact hours
How to collect the archegoniate samples	1	2
Morphological studies and structure of gametophyte and sporophytes in hepatophyta	1	2
Morphological studies and structure of gametophyte and sporophytes in bryophyta	2	4

Morphological studies and structure of gametophyte and sporophytes in psilotophyta در	1	2
Morphological studies and structure of gametophyte and sporophytes in microphylophyta	1	2
Morphological studies and structure of gametophyte and sporophytes in pterophyta	1	2
Morphological studies and structure of gametophyte and sporophytes in arthropHYta	1	2
Morphological studies and structure of gametophyte and sporophytes in cycadophyta	2	4
Morphological studies and structure of gametophyte and sporophytes in coniferophyta	1	2
Morphological studies and structure of gametophyte and sporophytes in ginkgophyta	1	2
Morphological studies and structure of gametophyte and sporophytes in gnetophyta	1	2
Comparatives studies among different archegoniate groups	1	2

Lecture: 30	Tutorial: --	Practical/Field work/Internship: 15	Other:
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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)

NA

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

(i) Description of the knowledge to be acquired

1. Knowledge of archegoniate taxonomy

<p>2. Knowledge of life cycle of archegoniate</p> <p>3. Knowledge of extant and extinct species of archegoniate</p> <p>4. Knowledge of relationships among archegoniate phylogeny</p>
<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ul style="list-style-type: none"> • Lectures • Link the practical concepts with the theoretical part • Multi-media, videos, animationsetc.
<p>(iii) Methods of assessment of knowledge acquire</p> <p>Two theoretical and two practical exams per semester accounts for 50% of final assessment. End of the semester examination with combination of different types of questions such as matching, multiple choice and short essay accounts</p>
<p>b. Cognitive Skills</p>
<p>(i) Description of cognitive skills to be developed</p> <ul style="list-style-type: none"> ● Ability to identify the difference between flowering and non flowering plants ● Importance the archegoniate to the environment ● Developmental relations ships between human and community
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ul style="list-style-type: none"> • Lectures • Field trips • Witting reports on their field trips
<p>(iii) Methods of assessment of knowledge acquired</p> <ul style="list-style-type: none"> • Mini-tests • Theoretical examinations and reviews
<p>c. Interpersonal Skills and Responsibility</p>

<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> 1. Work independently and as a team work 2. Manage resources, time and other members of the group 3. Communicate results of work with others
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ol style="list-style-type: none"> 1. Link the theoretical concepts with practice through reports on many aspects, and field visits 2. Practical application through training 3. Oral communications with the students
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ul style="list-style-type: none"> • Writing essays in certain topic related to the course
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p> <p>Use of computer programs in theoretical teaching and accessing into websites dealing with this course</p>
<p>(ii) Teaching strategies to be used to develop these skills</p> <ol style="list-style-type: none"> 1. Using computer programs in the course requirements 2. Field study for practical training
<p>(iii) Methods of assessment of students numerical and communication skills</p> <ol style="list-style-type: none"> 1. In class MCQ's Quizzes 2. Practical and theoretical exams
<p>e. Psychomotor Skills (if applicable)</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p>

NA
(ii) Teaching strategies to be used to develop these skills <div style="text-align: center;">NA</div>
(iii) Methods of assessment of students psychomotor skills <div style="text-align: center;">NA</div>

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	quiz Exam	sudden	5%
2	First Theoretical Exam	6	10%
3	Second Theoretical Exam	11	10%
4	First Practical Exam	7	10%
5	Final Practical Exam	13	15%
6	Theoretical Final Exam	16	50%
7			
8			

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

10 Office hours / week

E Learning Resources

1. Required Text(s)

<p>1. مجاهد، أحمد محمد و شلبي، أحمد فؤاد و باصهي، عبد الله يحيي (1983) النباتات الهباتية و الحزازية. عمادة شئون المكتبات، جامعة الملك سعود ، الرياض.</p> <p>2. مجاهد، أحمد محمد و شلبي، أحمد فؤاد و باصهي، عبد الله يحيي (1983) النباتات الوعائية غير البذرية. عمادة شئون المكتبات، جامعة الملك سعود ، الرياض.</p> <p>3. مجاهد، أحمد محمد و شلبي، أحمد فؤاد و باصهي، عبد الله يحيي (1983) النباتات عاريات البذور. عمادة شئون المكتبات، جامعة الملك سعود ، الرياض.</p> <p>4. أحمد، محمد سليمان و الشهري، عبد الرحمن محي (1995) أساسيات علم النباتات اللازهرية. عامر للطباعة و النشر بالمنصورة-مصر.</p>
2. Essential References
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
<p>4-.Electronic Materials, Web Sites etc Bryophyta- www.dmoz.org/Science/Biology Bryophyta- www.smsec.com/ar/encyc/botanical/8.htm Seedless vascular plants- www.personal.psu.edu/users Gymnosperms- www.darwinfoundation.org</p>
5- Other learning material such as computer-based programs/CD, professional standards/regulations
Multimedia associated with the text book and the relevant websites

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.)
<p>1. Accommodation (Lecture rooms, laboratories, etc.)</p> <p>50 seats/ class room Computer access with data show and internet</p>
<p>2. Computing resources</p> <p>Computer room containing about 15 computers</p>

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

- Data show
- Microscopes
- Models

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Course evaluation by student**
- **Student-faculty meeting**

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

- **Peer consultation on teaching**
- **Discussion with the group of faculty teaching the same course**
- **Departmental council discussions**

3 Processes for Improvement of Teaching

- **Conducting Departmental workshops given by experts**
- **Periodical departmental revisions of each method of teaching**
- **Monitoring of teaching activities by senior faculty members**
- **Development of the parent relation between the teacher and the students**

4. Processes for Verifying Standards of Student Achievement (eg. 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)

- **Assigning group of faculty members teaching the same course to grade some question for various students**

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

- **The course material and learning outcomes are periodically reviewed and the changes to taken are approved by the departmental and the higher councils**
- **The head of the department take the responsibility of implementing the proposed change.**
- **Periodical meetings with outstanding students in the course to discuss the problems that face them in the course**
- **Comparison between similar courses in relevant faculties from different universities**
- **Survey of graduates students to assess the benefit from the courses**
- **Survey of employers to assess the extent that they benefit from graduates**

