



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**



Course Specifications

Institution: Al Yamamah University	Date of Report: 6/11/2013
College/Department: Humanities\ Liberal Arts	

A. Course Identification and General Information

1. Course title and code: Introduction to Social Science - SOS 102		
2. Credit hours: 3		
3. Program(s) in which the course is offered: Core course for COBA & free elective for CCIS		
4. Name of faculty member responsible for the course: Dr. Ramola B. Joseph (Coordinator & instructor)		
5. Level/year at which this course is offered: First Academic Year		
6. Pre-requisites for this course (if any): 07 English		
7. Co-requisites for this course (if any) : N/A		
8. Location if not on main campus: This course is taught at the Main Campus		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input type="text"/> What percentage?	<input type="text"/>
b. Blended (traditional and online)	<input type="text" value="x"/> What percentage?	<input type="text" value="100"/>
c. e-learning	<input type="text"/> What percentage?	<input type="text"/>
d. Correspondence	<input type="text"/> What percentage?	<input type="text"/>
f. Other	<input type="text"/> What percentage?	<input type="text"/>
Comments:		



B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> Scientifically, the purpose of this course is to describe what sociology is and what sociologists do This course is a survey of the concepts, theories, research and ideas which comprise the core of a body of knowledge To present a clear overview of the sociological perspectives in a way practical to the everyday experiences of students. To make cross-cultural references to other cultures in order to get a better understanding of each society. To encourage students to think critically about the social world and to examine various life issues through a sociological lens.
<p>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)</p> <ul style="list-style-type: none"> Refer students to web resources Watch a DVD because each chapter suggests a few classic films that holds a different view of what society is Spend time surfing the net and look for sociological entries.

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		
1. List of Topics	No. of Weeks	Contact Hours
Introduction to Social Science	1	3
The Sociological Imagination	2 & 3	6
Thinking Sociologically, Thinking Globally	4 & 5	6
Doing Social Science: An Introduction to Method	6 & 7	6
The Foundations of Society: From Macro to Micro	8 & 9	6
Culture	10	3
Groups, Organizations and the Rise of Networks	11 & 12	6
Families, Personal Life and Living Together	13 & 14	6
Communication and the New Media	15	3
Examination Begins	16	45



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45	N/A	N/A	N/A	N/A	45
Credit	3	-	-	-	-	3

3. Additional private study/learning hours expected for students per week.	1
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge Social Science course seeks to develop the sociological knowledge and skills that will enable students to think critically and imaginatively about society and social issues.		
1.1	<ul style="list-style-type: none"> Describe the major classical and contemporary theoretical perspectives in sociology. State the relationship between individual and society Identify the key social problems in the context of culture Define the quantitative and qualitative methods in sociology 	<ul style="list-style-type: none"> Formal lectures Open book assignments Multiple choice True or False Matching questions 	<ul style="list-style-type: none"> Examinations Coursework Oral presentations Long & Short essays Group work Written assignments
2.0	Cognitive Skills Students would be taught how to apply transferable skills, through the knowledge of sociology, into a wide range of social contexts and how to deal critically with social reality in everyday life.		
2.1	<ul style="list-style-type: none"> Develop the ability to think sociologically Compare and contrast the various data collection techniques Apply analytical skills to solve social problems Justify the nature of sociology using sociological imagination 	<ul style="list-style-type: none"> Data reported in texts and journals Classroom discussion Critical analysis of social problems Readings from the 	<ul style="list-style-type: none"> Analysis of case studies Critical thinking questions Debates Tests Quizzes



	<ul style="list-style-type: none"> Construct arguments concerning sociological issues 	<ul style="list-style-type: none"> text Seminar preparation and presentation 	<ul style="list-style-type: none"> Comparisons
3.0	<p>Interpersonal Skills & Responsibility Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. Skills associated with active listening to perform responsibility to individual and team members.</p>		
3.1	<ul style="list-style-type: none"> Demonstrate planning and implementing an original research project Illustrate working in small groups Justify leadership skills Show how people from diverse ethnic and cultural backgrounds work together Write how social skills are employed in sociology 	<ul style="list-style-type: none"> Working as a team for projects Participation in class activities Group discussion Showing respect & sensitivity to others Self-learning 	<ul style="list-style-type: none"> Project reports Classroom observation Classroom discussions From the students behavior Interactive skills Group assignment
4.0	<p>Communication, Information Technology, Numerical As this course is aimed at stressing the sociological perspective as the baseline for strengthening theoretical and applied knowledge in sociology, it develops skills such as:</p>		
4.1	<ul style="list-style-type: none"> Show effective oral and written presentation which are coherent and well communicated to others Employ appropriate use of relevant numerical and statistical information Integrate IT packages, SPSS and electronic information retrieval systems Demonstrate the use of computers and statistical procedures to gather, analyze & interpret data 	<ul style="list-style-type: none"> Oral and writing skills Team working skills Computer skills Statistical techniques Subject writing Proper styling and referencing Follow APA format incorporating use of IT, audio & video. 	<ul style="list-style-type: none"> Oral presentation Written assignments Group work Analysis of quantitative data Check reports
5.0	<p>Psychomotor</p> <p style="text-align: center;">N/A</p>		



5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Class participation	During the semester	5%
2	Quiz 1 (Better of the two quizzes)	3	10%
3	Mid-term Exam	5	20%
4	Research (Group Project)	8	10%
5	Oral presentation	7-9	5%
6	Assignment	11	10%
7	Quiz 2 (Better of the two quizzes)	12	10%
8	Final Exam	16	40%
	End of the Semester	Total	100%

D. Student Academic Counseling and Support

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)

Office Hours: TH 8:30- 9:30 & UTTH 2:30- 3:30 (Females); MW 11:30-1:30 (Males)

Academic Advising: UT 8:30-9:30 (Females)

E. Learning Resources

1.List Required Textbooks

Macionis, John J. & Ken Plummer. *Sociology: a Global Introduction*. (5th Ed.) London: Prentice-Hall. 2012.

2. List Essential References Materials (Journals, Reports, etc.)

1. Brym, Robert. (2001). *New Society: Sociology for the 21st Century*. (3rd Ed.) Toronto: Harcourt-Brace.
2. Strata, Michael J. (2007). *Through the Global Lens: An Introduction to Social Science*. London: Prentice-Hall.



3. List Recommended Textbooks and Reference Material (Journals, Reports, etc.)

Journals: 1) American Sociological Review
2) American Journal of Sociology
3) Social Science Research

4. List Electronic Materials (e.g. Web Sites, Social Media, Blackboard, etc.)

Research Publications, Magazines, Journals, ABI database and other resources made available by the college library.

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

As provided with the books and publishers (Videos, CDs, Instructional materials, etc.)

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.)

Lecture Rooms

2. Computing resources (AV, data show, Smart Board, software, etc.)

State of art IT facilities are available to students.

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

- Nil

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Course evaluation forms are distributed by the University and feedbacks obtained from the students every semester and summer semester.

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

I also do a self-evaluation at the end of each semester and obtain written feedback and use it to improve my teaching and methodological skills for the next academic year.



3. Processes for Improvement of Teaching

- Incorporate new technologies, critical thinking skills, International comparisons, student – focused versus teacher focused teaching and quality will be the criteria for improving teaching in the future.

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)

No



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

- Every five years the text book is changed to a current book.
- Some current topics are incorporated omitting the old topics
- Feed-back from the students are also taken into consideration when planning for improvement
- The pedagogy of teaching will also undergo change to suit the content of the new book
- Methodology of testing students will also undergo change.

Faculty or Teaching Staff: Dr. Ramola B. Joseph

Signature: _____ Date Report Completed: 6/11/2013

Received by: Prof.Mojeb AL-Zahrani Dean/Department Head

Signature: _____ Date: _____