

**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

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

**Course Specifications  
(CS)**

## Course Specifications

Institution: Najran University	Date of Report: 17 / 2 / 2015
College/Department : College of Science & Arts, Department of Computer Science	

### A. Course Identification and General Information

1. Course title and code: Title: Web Based System Code: 704 IS-٣ (٣-٧٠٤ نال-٣)			
2. Credit hours : 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Computer Science Program			
4. Name of faculty member responsible for the course: Mr. Reyazur Rashid Irshad			
5. Level/year at which this course is offered: 7 <sup>th</sup> Level / Fourth Year			
6. Pre-requisites for this course (if any) 402IS-3 (Fundamentals of Database Systems) and 504ENG-3 (Data Com. and Networks)			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus:  Main Campus (Mae and Female Branches), College of Science & Arts - SHARURAH			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

1. What is the main purpose for this course? <ol style="list-style-type: none"> <li>1. Understand the design of Web sites and the usage of HTML and Dynamic pages.</li> <li>2. Recognizes the importance of Web page design in computer Science.</li> <li>3. Understand the ASP.Net environment for developing Web sites.</li> </ol>
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)

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

This Course covers introduction to .Net Framework, genesis and features of .NET. The course covers Internet Applications and Service, E-mail, HTML, Frames, Cascading Style Sheet, Java Script, .Net Platform and the Web: Client/Server Model, IIS, ASP components. Web Forms Fundamentals, basics of ASP.Net, debugging of ASP.Net applications. ADO.Net concept and DB Connection.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Internet Applications and Services <ul style="list-style-type: none"> <li>• WWW</li> <li>• Evolution of web</li> <li>• Basic element of www</li> <li>• Web browsers</li> </ul>	1	2
E-Mail <ul style="list-style-type: none"> <li>• Introduction</li> <li>• E-mail System</li> <li>• E-mail Protocols</li> <li>• About E-mail addresses</li> <li>• Structure of E-mail Message</li> <li>• E-mail clients and server</li> <li>• Mailing list</li> </ul>	1	2

<p>Introduction to HTML</p> <ul style="list-style-type: none"> <li>• HTML document structure</li> <li>• Adding text in newline(&lt;Br&gt;&lt;/BR&gt; )</li> <li>• Creating heading (&lt;h1&gt;&lt;/h1&gt; to &lt;h6&gt;&lt;/h6&gt;).</li> <li>• Creating a paragraph (&lt;P&gt;--&lt;/P&gt;)</li> <li>• Creating a horizontal ruler (&lt;HR&gt;--&lt;/HR&gt;)</li> <li>• Sub Script, Super Script, Text</li> <li>• Order list</li> <li>• Unordered list</li> <li>• Definition list</li> </ul>	1	2
<p>Working with Frames</p> <ul style="list-style-type: none"> <li>• &lt;frameset&gt;-----&lt;/frameset&gt; &amp; all attribute of tag</li> <li>• &lt;Frame&gt;----&lt;/frame&gt; &amp; all attribute of tag(including target attribute)</li> <li>• Working with Links</li> <li>• &lt;img&gt;---&lt;/img&gt; &amp; all its Attributes</li> <li>• Creating Image maps (&lt;map&gt;---&lt;/map&gt; &amp; &lt;area&gt;---&lt;/area&gt;) and their attributes</li> <li>• Working with multimedia: Sound &amp; video</li> </ul>	1	2
<p>Cascading Style Sheet</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Understanding the concepts of CSS</li> <li>• Advantages and disadvantages</li> <li>• CSS properties and text attributes</li> <li>• Types of Style sheets</li> </ul>	2	4
<p>Introduction to Java Script</p> <ul style="list-style-type: none"> <li>• Understanding JavaScript</li> <li>• About Dynamic HTML</li> <li>• Selecting an development environment for JavaScript</li> <li>• HTML and JavaScript</li> </ul>	2	4
<p>The .Net Platform and the Web</p> <ul style="list-style-type: none"> <li>• The Pathway to Web Application</li> <li>• The Web Client/Server Model</li> <li>• Components of ASP.NET and the .NET framework</li> <li>• Overview of IIS</li> <li>• Overview of ASP.NET</li> <li>• Language Independence in the .NET framework</li> </ul>	3	6

<p>Working with ASP.NET</p> <ul style="list-style-type: none"> <li>• The Features of ASP.NET</li> <li>• The Anatomy of ASP.NET Pages</li> <li>• Introducing Web Forms</li> <li>• Code-Behind feature</li> <li>• .Net Types, Objects and Namespaces</li> <li>• Web Controls</li> <li>• Learning of C# Language</li> <li>• Database Connection</li> </ul>	4	8
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<b>1. Topics to be Covered in Lab</b>		
<b>List of Topics</b>	<b>No. of Weeks</b>	<b>Contact Hours</b>
Working of Web browsers and internet	1	2
E-Mail, HTML document structure	1	2
Adding text in newline, Creating heading , Creating a paragraph ,Creating a horizontal ruler Sub Script, Super Script, Text , Order list, Unordered & Definition list	1	2
Frames, Frames Working with multimedia: Sound & video	1	2
Concepts of CSS, CSS properties and text attributes	2	4
Java Script -Implementing Javascript in Dreamweaver	2	4
Introduction & Installation of Visual Studio Check box list, Radio button list , Login Page,	2	4
Hyperlinks, image, menus, RadioButtonList, Ideas of Dynamic links and pages	1	2
Create a user control that receives the user name and password from the user and validates them Validation Controls ASP.NET Objects,	2	4
Creating database connections	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30			30		60
Credit	30			15		45

3. Additional private study/learning hours expected for students per week.  
Students should give 3 hours in self/private study.

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 articulate 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.

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	Memorize principles, concepts and knowledge necessary in programming	Lecture Discussion	Written Exam
1.2	Recall software components and use it properly.	Lecture Discussion Problem Solving	Written Exam
1.3	Recall what has been studied in programming to build software solutions to the problems of offset in scientific research after graduation	Lecture Discussion Problem Solving Laboratory method	Written Exam
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	explain logical thinking in analyzing problems	Lecture Discussion Problem Solving Laboratory method	Written Exam Lab Problems
2.2	Write programs using the Asp.Net to solve the problems.	Lecture Discussion Problem Solving Laboratory method	Written Exam Lab Problems
2.3			
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1			
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Uses technology to find solutions programing problems	Problem Solving Laboratory method	Lab Problems
4.1		Problem Solving Laboratory method	Lab Problems
<b>5.0</b>	<b>Psychomotor</b>		
5.1			
5.2			

**Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching**

<b>NQF Learning Domains</b>	<b>Suggested Verbs</b>
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write

<b>Cognitive Skills</b>	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider      Maximize      Continue      Review      Ensure      Enlarge      Understand  
Maintain      Reflect      Examine      Strengthen      Explore      Encourage      Deepen

Some of these verbs can be used if tied to specific actions or quantification.

**Suggested assessment methods and teaching strategies are:**

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

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	Mid-term exam	8 <sup>th</sup> week	20%
2	Mid -term Practical exam	10 <sup>th</sup> week	10%
3	Assignments	continued	10%
4	Present and absent	Per semester	10%
5	Final Practical exam	15 <sup>th</sup> week	10%
6	Final exam	By the end of semester	40%

#### 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)

#### E. Learning Resources

1. List Required Textbooks-  
HTML&CSS design and build websites--jon duckett  
Head First HTML with CSS & XHTML--Elisabeth Robson, Eric Freeman  
Learning JavaScript  
ASP.NET 4.0 Programming--Imar Spaanjaars
2. List Essential References Materials (Journals, Reports, etc.)
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)  
www.w3schools.com  
www.w3schools.com/ASPNET
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

## 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.) Classrooms for 20-30 students with data show Laboratories 20-30 students with Microsoft Visual Studio 2010 Edit Plus3, and Notepad++
2. Computing resources (AV, data show, Smart Board, software, etc.)
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching: ✓ Distribution of a questionnaire for students to know how to achieve the goals in the theoretical and practical side.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor: ✓ Discussions with colleagues who specialize in teaching methods and means of learning. ✓ Self-evaluation of the performance of the teacher. ✓ Discussions with other colleagues who taught this course.
3 Processes for Improvement of Teaching ✓ Diagnose weaknesses and turn them into strengths. ✓ Discussions about the decision and methods of teaching ✓ Study the needs of the labor market of college graduates
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)
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

**Faculty or Teaching Staff: Mr. Reyazur Rashid Irshad**

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_