

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

Digital Logic Design

14031201-4

Course Specifications

Institution Umm Al-Qura University	Date of Report 16/04/2016
College/Department College of Computer & Information Systems	

A. Course Identification and General Information

1. Course title and code: Digital Logic Design 14031201-4			
2. Credit hours 4			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Computer Engineering			
4. Name of faculty member responsible for the course Dr. Khalid Khayyat			
5. Level/year at which this course is offered Level 3 / Year 2			
6. Pre-requisites for this course (if any) 4800153-3			
7. Co-requisites for this course (if any)			
8. Location if not on main campus Al-Abidiyah Umm Al Qura University - Makkah Al Mukarramah			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/> yes	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

<p>1. What is the main purpose for this course?</p> <p>Number Systems; Binary arithmetic; Boolean/Logic functions; Boolean Algebra; logic gates; function minimization, analysis and synthesis of combinational and sequential circuits.</p>
<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> <p>1. Involving students in presentation of advance topics in logic design to know current research in the field. 2. Use of Simulation tools to assist students in carrying out the major steps in the circuit design flow. 3. Lecture slides and tutorials</p>

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		
List of Topics	No. of Weeks	Contact Hours
Introduction to digital design	1	3
Number Systems and Codes	1,2	6
Logic Gates	3,4,5	9
Boolean Algebra and Logic Simplification	6,7,8	9
Combinational Logic Analysis	9,10,11	9
Functions of Combinational Logic	12,13,14	9
Sequential logic : design and analysis	15,16	6

Finite State Machine (FSM) Synthesis	14	3
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2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	48hr		48hr			
Credit	3		1			

3. Additional private study/learning hours expected for students per week.
3 x 50 mins lectures

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.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	<ol style="list-style-type: none"> 1. After the completion of the course, students will know the number systems, Boolean algebra and simplification techniques for digital logic circuits. 2. Student will be able to apply the knowledge obtained in steps 1 in design of combinational and sequential circuits. 	<ol style="list-style-type: none"> 1. Assignments and solutions to the assignments, so that student can know their problems 2. Open-communication with students – show willingness to assist and take questions from students and clarify explanations in the class 3. Students presentations 4. Real-life examples: allows analysis of real-world scenarios 	<ol style="list-style-type: none"> 1. Exercises & Home works, Quizzes, Midterm, and Final Exam 2. Review outputs from the assignments in the computer lab and also from their assignments.
2.0	Cognitive Skills		
2.1	<ol style="list-style-type: none"> 1. Ability to solve problems related to digital systems. 2. Ability of deduction and inference. 3. Ability of analysis and design of different digital circuits 	<ol style="list-style-type: none"> 1. Assignments. 2. Labs 	<ol style="list-style-type: none"> 1. Mid and Final Exams 2. Labs Exams.
3.0	Interpersonal Skills & Responsibility		
3.1	<ol style="list-style-type: none"> 1. Understand and communicate to others the importance and relevance of statistics in the modern world 2. Be an independent learner, able to acquire further knowledge with some guidance or support. 3. Participate in group discussions 	<ol style="list-style-type: none"> 1. Assignments. 2. Labs 3. Students Presentations 	<ol style="list-style-type: none"> 1. Mid and Final Exams 2. Labs Exams.

	4. Manage time and meet deadlines.		
4.0	Communication, Information Technology, Numerical		
4.1	<ol style="list-style-type: none"> 1. Case studies: the key method of discovering a student's dexterity in analyzing 2. Their recommendations, opinions and suggestions 3. Assignments, exams, reports, presentations and quizzes will test their analytic skills and communication skills 4. Class discussions should indicate a student's prowess in responding 	<ol style="list-style-type: none"> 1. Written Examinations 2. Assignments 3. Quizzes 	<ol style="list-style-type: none"> 1. Assignments, exams, reports, presentations and quizzes will test their analytic skills and communication skills 2. Class discussions should indicate a student's prowess in responding
5.0	Psychomotor		
5.1			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	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
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	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	Attendance, Participation and Labs evaluation	Throughout semester	30
2	Quiz	Throughout semester	5
3	Mid Term	10	20
4	Home Work	Throughout semester	5
5	Final Exam	16	40
6			
7			
8			

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)

1. Faculty is available 10 hours per week for student help and consulting.

E. Learning Resources

1. List Required Textbooks

M. Morris Mano and Charles Kime, Logic and Computer Design Fundamentals, 4th Edition, 2007, Prentice Hall

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

Frank Vahid, Digital Design with RTL Design, VHDL, and Verilog, Second Edition, 2011, John Wiley and Sons.

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

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

<http://uqu.edu.sa/azabid>

<http://www.asic-world.com/digital>

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

1. Modelsim for simulation of Verilog examples.

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.)

1. A Lecture room having Multimedia projector for lectures and students presentation.
2. Digital Logic Design Lab.

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

1. There are computer labs available for development of software skills.
2. Students are encouraged to bring in their laptops and use them in solving problems in the class room.

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

1. Course Survey and students Feedback for each learning outcome of the course.

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

1. Faculty meetings to discuss best practices and issues related to the course
2. Comparison of the course content with similar courses offered in others colleges
3. Updating course curriculum according to latest research done in the field.

3 Processes for Improvement of Teaching

1. Departmental Meetings

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)

1. Departmental Meetings

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

1. Departmental Meetings and management meetings

Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____