

# **COURSE SPECIFICATIONS**

## **Form**

Course Title: **Introduction to materials science**

Course Code: **23066209-2**

Date: 2018 – 12 – 28

Institution: Umm Al-Qura University

College: Al-Jamoum University College

Department: Physics

### A. Course Identification and General Information

1. Course title and code: **Introduction to materials science (23066209-2).**

2. Credit hours: **2 credit hours.**

3. Program(s) in which the course is offered: **Nano physics Program, Al-Jamoum University College.**  
(If general elective available in many programs indicate this rather than list programs)

4. Name of faculty member responsible for the course:

5. Level/year at which this course is offered: **3<sup>ed</sup> Level.**

6. Pre-requisites for this course (if any): **Fundamentals of solid state physics (23066106-2)**

7. Co-requisites for this course (if any): **Nanostructured materials (23066205-2)**

8. Location if not on main campus: **Al-Jamoum University College.**

9. Mode of Instruction (mark all that apply):

- |                                     |                                     |             |                                  |
|-------------------------------------|-------------------------------------|-------------|----------------------------------|
| a. Traditional classroom            | <input checked="" type="checkbox"/> | percentage? | <input type="text" value="70%"/> |
| b. Blended (traditional and online) | <input type="checkbox"/>            | percentage? | <input type="text"/>             |
| c. E-learning                       | <input checked="" type="checkbox"/> | percentage? | <input type="text" value="30%"/> |
| d. Correspondence                   | <input type="checkbox"/>            | percentage? | <input type="text"/>             |
| e. Other:                           | <input type="checkbox"/>            | percentage? | <input type="text"/>             |

Comments:

### B. Objectives

1. The main objective of this course

**The student to acquire a basic knowledge in materials science: a classification of materials depending on their structure and an overview and a description of thermal, mechanical optical, electric and magnetic properties of materials.**

**The student must learn the importance of the different types of defects which change the properties of materials, like doping of semiconductors, and the structural changes appearing when submitting the materials to pressure, temperature or composition changes.**

2. Describe briefly any plans for developing and improving the course that are being implemented.  
(e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

**In this context, the module focus on the connection of current research activities in nanoscience to their potential technological application.**

**C. Course Description** (Note: General description in the form used in the program's bulletin or handbook)

**Course Description:**

**Under the recent research results in materials science, a revision of the new methods for the design of new materials will be presented.**

**1. Topics to be Covered**

List of Topics	No. of Weeks	Contact hours
Classification of materials :structure and fundamental properties.	1	2
Imperfections: defects, dislocation, impurities	2	4
Mechanical properties	2	4
Thermal properties	2	4
Optical properties	2	4
Electric properties	2	4
Magnetic properties	2	4
Different type of materials: polymers, ceramics, alloys, new materials. Preparation techniques	2	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	Planned	30					30
	Actual	30					30
Credit	Planned	1					2
	Actual	1					2

**3. Individual study/learning hours expected for students per week.**

**4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies**

**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 targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

**Curriculum Map**

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.3	The process and mechanisms supporting the structure and function are specific topics.		
1.4	Related terminology, numbering and classification systems.		
1.6	Knowledge development related to the program.		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.2	Analyzing, evaluating and interpreting relevant qualitative and quantitative scientific data.		

2.3	Develop the argument and divorce the appropriate judgments according to scientific theories and concepts.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.2	Application of techniques and tools related to scientific ethics.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use information and communication technology effectively		
4.3	Think independently, assign tasks and solve problems on a scientific basis.		
4.5	Taking into account societal problems associated with customs, traditions and ethics.		
4.6	Ability to learn self and continuously.		
4.7	Apply models, scientific systems and tools effectively.		

#### 5. Assessment Task Schedule for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1 <sup>st</sup> Quiz.	7	10
2	2 <sup>nd</sup> Quiz.	11	10
3	1 <sup>st</sup> Homework (E-Learning).	4	10
4	2 <sup>nd</sup> Homework (E-Learning).	8	10
5	Research.	12	20
6	Final written Examination.	16	40

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

Academic advising hours for guidance are included in the faculty member schedule of 4 hours per week.

#### E. Learning Resources

1. List Required Textbooks

**William D. Callister, Jr., “Material Science and Engineering: An Introduction”, Wiley 10 edition 2018.**

**G. Gottstein “Physical Foundations of Materials Science”, Springer, 2004 edition.**

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

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

4. 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.)

Class room for 10 students.

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

The class room should be equipped with a pc and data-show.

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

### **G. Course Evaluation and Improvement Procedures**

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching  
**Questioners.**

2. Other Strategies for Evaluation of Teaching by the Instructor or the Department  
**Using course report.**

3. Procedures for Teaching Development  
**Using course report.**

4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution)  
**A random sample of students' assessments is corrected through the committee formed by the department.**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it.  
**Review stakeholders and conduct periodic questioners.**

**Name of Course Instructor:** \_\_\_\_\_

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

**Program Coordinator:** \_\_\_\_\_

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

# COURSE SPECIFICATIONS

## Form

Course Title: **Thesis**

Course Code: **23066202**

Date: 2018 – 12 – 28

Institution: Umm Al-Qura University

College: Al-Jamoum University College

Department: Physics

### A. Course Identification and General Information

1. Course title and code: <b>Thesis (23066202).</b>
2. Credit hours: <b>10 credit hours.</b>
3. Program(s) in which the course is offered: <b>Nano physics Program, Al-Jamoum University College.</b> (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course:
5. Level/year at which this course is offered: <b>4<sup>th</sup> Level.</b>
6. Pre-requisites for this course (if any):
7. Co-requisites for this course (if any): -
8. Location if not on main campus: <b>Al-Jamoum University College.</b>
9. Mode of Instruction (mark all that apply):
a. Traditional classroom <input type="text"/> percentage? <input type="text"/>
b. Blended (traditional and online) <input type="text"/> percentage? <input type="text"/>
c. E-learning <input type="text"/> percentage? <input type="text"/>
d. Correspondence <input type="text"/> percentage? <input type="text"/>
e. Other: <input type="text"/> percentage? <input type="text"/>
Comments:

### B. Objectives

1. The main objective of this course
2. Describe briefly any plans for developing and improving the course that are being implemented. (e.g. increased use of the IT or online reference material, changes in content as a result of new research in the field)

### C. Course Description (Note: General description in the form used in the program’s bulletin or handbook)

<b>Course Description:</b>							
<b>1. Topics to be Covered</b>							
<b>List of Topics</b>						<b>No. of Weeks</b>	<b>Contact hours</b>
<b>2. Course components (total contact and credit hours per semester):</b>							
		<b>Lecture</b>	<b>Tutorial</b>	<b>Laboratory/ Studio</b>	<b>Practical</b>	<b>Other</b>	<b>Total</b>
Contact Hours	Planned						
	Actual						

Credit	Planned					
	Actual					

**3. Individual study/learning hours expected for students per week.**

**4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies**

**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 targeted learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy should fit in together with the rest to form an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

**Curriculum Map**

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.2	Relevant theories and their applications.		
1.3	The process and mechanisms supporting the structure and function are specific topics.		
1.4	Related terminology, numbering and classification systems.		
1.5	Knowledge development related to the program.		
1.6	Knowledge development related to the program.		
1.7	The relationship between studied subjects and the environment.		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.2	Analyzing, evaluating and interpreting relevant qualitative and quantitative scientific data.		
2.3	Develop the argument and divorce the appropriate judgments according to scientific theories and concepts.		
2.4	Develop and develop mechanisms to deal with scientific problems.		
2.5	Build relevant and integrated information to confirm evidence submission and test hypotheses.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Design plans and method of treatment and report based on data that has been investigated, using appropriate techniques and consideration of scientific guidance.		
3.2	تطبيق التقنيات والأدوات المرتبطة بالأخلاقيات العلمية. Application of techniques and tools related to scientific ethics.		
3.3	Solve scientific problems using a range of formats and approaches.		
3.4	Identify and critique the various methods used to address the topic related issues.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		



4.1	Use information and communication technology effectively		
4.3	Think independently, assign tasks and solve problems on a scientific basis.		
4.5	Taking into account societal problems associated with customs, traditions and ethics.		
4.6	Ability to learn self and continuously.		
4.7	Apply models, scientific systems and tools effectively.		
4.8	Dealing with scientific patents and consideration of property rights.		
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Conduct relevant scientific experiments.		
5.2	Developing scientific experiments and establishing techniques related to the experiments under study.		

#### 5. Assessment Task **Schedule** for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Obtain the scientific material		5
2	Results analysis.		5
3	Responding to the guidance of supervisors.		5
4	Writing the thesis.		5
5	Candidate commitment to attend and conduct research.		5
6	Proposal defense.		75

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic counseling. (include the time teaching staff are expected to be available per week)

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#### E. Learning Resources

1. List Required Textbooks
2. List Essential References Materials (Journals, Reports, etc.)
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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Class room for 10 students.

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

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## G. Course Evaluation and Improvement Procedures

1. Strategies for Obtaining Student's Feedback on Effectiveness of Teaching <b>Questioners.</b>
2. Other Strategies for Evaluation of Teaching by the Instructor or the Department <b>Using course report.</b>
3. Procedures for Teaching Development <b>Using course report.</b>
4. Procedures for Verifying Standards of Student's Achievement (e.g. check marking by an independent member teaching staff of a sample of student's work, periodic exchange and remarking of tests or a sample of assignments with staff members at another institution) <b>A random sample of students' assessments is corrected through the committee formed by the department.</b>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for developing it. <b>Review stakeholders and conduct periodic questioners.</b>

**Name of Course Instructor:** \_\_\_\_\_

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

**Program Coordinator:** \_\_\_\_\_

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