Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

T6. Course Specifications (CS)

Course title: Solid State Physics (2)

Course code: 23064472-4

Course Specifications

Institution: **Umm AL – Qura University**	Date : **18/1/1439**
College/Department : **College of Applied Science – Department of Physics**	

A. Course Identification and General Information

1. Course title and code: **Solid State Physics (2) (code: 23064472-4)**
2. Credit hours: **4 Hrs**
3. Program(s) in which the course is offered. **BSc Physics**
(If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course
One of the academic staff member
5. Level/year at which this course is offered : **4st Year / Level 7**
6. Pre-requisites for this course (if any) : **Solid State Physics 1 (code : 4034170-4)**
7. Co-requisites for this course (if any) : ---
8. Location if not on main campus: **Main campus and Alzaher**
9. Mode of Instruction (mark all that apply)

a. traditional classroom	✓	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?

After completing this course student should be able to:

1. Define the dielectrics, ferroelectrics, polarization and their properties,
2. Define the diamagnetics , paramagnetics, ferromagnetic and their properties,
3. Define the supperconductors and their properties.
4. Define the semiconductors, and their properties.

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)

1- Explain the strategy of the course in the beginning of the semester
2- Outlines of the physical laws, principles and the associated proofs.
3- Encourage the students to see more details in the international web sites and reference books in the library.
4- Discussing some selected problems in each chapter.
5- Renew the course references frequently
6- Frequently check for the latest discovery in science

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

The course will cover An introduction to the physics governing the different types of materials , dielectric materials, magnetic material, and superconductors and semiconductors

1 Topics to be Covered

Topics	No of Weeks	Contact hours
❖ **Dielectrics** 1- Review of Dieletric materials 2- The polarization 3- The polarizability 4- Types of polarization 5- Ferroelctricity 6- The microscopic model of ferroelectic domain.	**3**	**9**
❖ **Magnetism and magnetic materials** 1- Review of Basic Formulas and Magnetic susceptibility, 2- The Atomic Origin of Magnetism 3- Diamagnetism and Langevin theory.	**5**	**15**

4- Paramagnetism : Classical and Quantum Theory of Paramagnetism. 5- Ferro-Magnetism: Properties, Curie law and Curie Wise law, 6- Rare Earth and Iron Group Ions and Magnetism in Metals. 7- Ferro-Magnetism in Insulators, the Molecular Field Theory, 8- Anti and Ferri-Magnetism and Ferro-Magnetization Process.		
❖ **Superconductivity:** Zero Resistance, Occurrence of Super Conductivity and the Meissner Effect. The Critical Field, Thermodynamics of the Super Conductivity Transition and the Two-Fluid Model. Superconductivity theory and Copper pair electron. Josephson Junction and SOQUED	**2**	**6**
❖ **Semiconductors** 1- Theory of Electrical Conduction: Drift of electrons in an electric field, Mobility, Drift current, Diffusion current, Transport equations, Quasi-Fermi levels 2- Generation/Recombination Phenomena: Direct and indirect transitions, Generation/recombination centers, Excess carrier lifetime, SRH recombination, Surface recombination 3- The PN Junction Diode: Unbiased and biased PN junction, Current-voltage characteristics, PN junction capacitance. Models for the PN junction, Solar cell, PiN diode 4- Metal-semiconductor contacts: Schottky diode, Ohmic contact 5- Junction Field Effect, JFET and Bipolar Junction Transistors, BJT	**5**	**15**
	15 weeks	**45 hrs**

Practical Part

1- Determination of the activation energy of the semiconductors
2- Determination of the dielectric constant with the frequency for a dielectric
3- Determination of magnetic permeability of the magnetic materials
4- Determination of the M-B hysterics curve.
5- Determination of the Hall effect
6- Determination of the crystal structure of some crystal using x-ray diffractometer.

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	**45**	**15**	**45**			**105**
Credit	**45**	**15**	**15**			**75**

3. Additional private study/learning hours expected for students per week. 4

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

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. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define the physical quantities, physical phenomena, and basic principles.	1- Demonstrating the basic principles through lectures. 2. Discussing phenomena with illustrating pictures and diagrams. 3. Lecturing method: Board, Power point. 4. Discussions 5. Brain storming 6. Start each chapter by general idea and the benefit of it.	Solve some example during the lecture. Discussions during the lectures Exams: a) Quizzes (E-learning) b) Short exams (mid- term exams) c) Long exams (final) d) Oral exams .
1.2	Describe the physical laws and quantities using mathematics		
1.3	Determine the physical quantities at the Lab.	1. Doing team research or team project. 2.Doing team work to perform some experiments 3. Perform the experiments correctly. 4. Demonstrate the results correctly. 5. Write the reports about the experiment. 6. Discussion with the student about the results	Writing scientific Reports. Lab assignments Exam.

2.0	**Cognitive Skills**		
2.1	Apply the laws of physics to calculate some quantities.	1. Preparing main outlines for teaching. 2. Following some proofs. 3. Define duties for each chapter 4. Encourage the student to look for the information in different references. 5. Ask the student to attend lectures for practice solving problem.	1. Exams (Midterm, final, quizzes) 2. Asking about physical laws previously taught 3. Writing reports on selected parts of the course. 4. Discussions of how to simplify or analyze some phenomena.
2.2	Solve problems in physics by using suitable mathematics.		
2.3	Analyse and interpret quantitative results.		
2.4	Apply physical principle on day life phenomena.		
2.5	Derive the physical laws and formulas.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Show responsibility for self-learning to be aware with recent developments in physics	• Search through the internet and the library. • Small group discussion. • Enhance self-learning skills. • Develop their interest in Science through : (lab work, visits to scientific and research institutes).	• Evaluate the efforts of each student in preparing the report. • Evaluate the scientific reports. • Evaluate the team work in lab and small groups. • Evaluation of students presentations.
3.2	Work effectively in groups and exercise leadership when appropriate.		
4.0	**Communication, Information Technology, Numerical**		
4.1	Communicate effectively in oral and written form.	• Incorporating the use and utilization of computer, software, network and multimedia through courses • preparing a report on some topics related to the course depending on web sites	• Evaluating the scientific reports. • Evaluating activities and homework
4.2	Collect and classify the material for the course.		
4.3	Use basic physics terminology in English.		
4.4	Acquire the skills to use the internet communicates tools.		
5.0	**Psychomotor**		
5.1	Use experimental tools safely and correctly.	Follow up the students in lab and during carryout all experimental work.	• Practical exam. • Giving additional marks for the results with high and good accuracy
5.2	Determine the physical quantity correctly at the Lab.		

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)																
Course LOs #	**Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)**															
	1.1	**1.2**	**1.3**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**3.1**	**3.2**	**4.1**	**4.2**	**4.3**	**4.4**	**5.1**	**5.2**
1.1	✓															
1.2		✓														
1.3			✓													
2.1				✓												
2.2					✓											
2.3						✓										
2.4							✓									
2.5								✓								
3.1									✓							
3.2										✓						
4.1											✓					
4.2												✓				
4.3													✓			
4.4														✓		
5.1															✓	
5.2																✓

6. 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	Exercises & Home works	All weeks	5 %
2	Participation in activities lectures and labs	All weeks	5 %
3	Midterm Exam (theoretical)	8th week	30%
4	Lab. Reports (Practical)	11th week	5%
5	Final Exam (Practical)	15th week	15%
6	Final Exam (theoretical)	16th week	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)

Each student will supervise by academic adviser in physics department and the time table for academic advice were given to the student each semester. (4hrs per week)

E Learning Resources

1. List Required Textbooks
   1- Charles Kittel, Introduction to Solid State Physics 7th Ed
   2- M. A. Omar "Elementary of Solid State Physics" Addison Wesley publishing company 1997.
   3- Walter A. Harrison, Solid State Theory , Dover edition 1979

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

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
   1- H.P. Myers, Introduction to Solid State Physics, 2nd Ed, 2009 Taylor & Francis
   2- Walter A. Harrison, Solid State Theory , Dover edition 1979

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
   - http://www.phys.lsu.edu/~jarrell/COURSES/SOLID_STATE_HTML/course_solid.html
   - http://www.encyclopedia.com/topic/solid-state_physics.aspx

• http://www.physics.byu.edu/research/condensed • http://web.utk.edu/~tbarnes/website/cm/cm.html • http://www.answers.com/topic/solid-state-physics • http://www.answers.com/topic/solid-state-physics
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.) There are enough classrooms provided with a good accommodation, including good air condition, good Data show, suitable white board.
2. Computing resources (AV, data show, Smart Board, software, etc.) In each class room there is a data show, and board.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Each Class room require a TV screen at least 65 inch-and smart, and double layer white board.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching • Questionaries • Open discussion in the class room at the end of the lectures
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department • Revision of student answer paper by another staff member. • Analysis the grades of students.

3 Processes for Improvement of Teaching • Preparing the course as PPT. • Using scientific flash and movies. • Periodical revision of course content.
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) • The instructors of the course are checking together and put a unique process of evaluation. • Check marking of a sample of papers by others in the department. • Feedback evaluation of teaching from independent organization. • Independent evaluation by another instructor that give the same course in another faculty. • Evaluation by the accreditation committee in the university.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1- The following points may help to get the course effectiveness • Student evaluation • Course report • Program report • Program Self study 2- According to point 1 the plan of improvement should be given.

Name of Instructor: _____S. M. Attia

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____

Program Coordinator:_____

Signature: _____ Date Received: _____