

4/1/4. Course Specification:

COURSE SPECIFICATIONS

Form

Course Title: **Subnormal subgroups**

Course Code: **4047409-4**

Course Specifications

Institution: Umm Alqura University, Makkah Date of Report: 14 November 2018

College/Department: College of Applied Science, Mathematical Science

A. Course Identification and General Information

1. Course Title and Code: Subnormal subgroups 4047409-4
2. Credit hours: 4 Credit hours.
3. Program(s) in which the course is offered: (If general elective available in many programs indicate this rather than list programs) PhD in Mathematics
4. Name of faculty member responsible for the course Prof. Dr. Falih Aldosray
5. Level/year at which this course is offered: Master/ Semester 1
6. Pre-requisites for this course (if any) Groups and Rings 4046401-4
7. Co-requisites for this course (if any) ----
8. Locations: Main campus+Girls Sections
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) What percentage?-
c. e-learning What percentage?
d. Correspondence What percentage?
f. Other What percentage?
Comments: Mainly traditional classroom will dominant the mode on instruction.

B Objectives

1. What is the main purpose for this course? The course is designed to introduce the students to the basic concepts of finite dimensional Lie algebras .
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)
3- Encourage students to use the most updated books.
4- Advise students to submit the homework online and using internet.
5- Encourage students to write their homework and essays using LaTeX.

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

(Subnormal subgroups, and its basic properties. Join of Subnormal subgroups, The derived and lower central series, Permutability of Subnormal subgroups

Course Description: There are 4 credit hours for this course which are comprising approximately 60 hours of lectures.
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1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Definition , Basic Properties of subnormal subgroups and their join	2	8
The Join of Many Subnormal Subgroups: - Internal structure of joins of finitely many subnormal subgroups, Subnormal composition factors, Baer groups, The Commutator of two subnormal subgroups.	2	8
- The Derived and Lower Central Series of a Join of Subnormal Subgroups: - The derived series of a join of subnormal subgroups, the lower central series of a join of subnormal subgroups, some applications to the join problem.	2	8
- The Permutability of Subnormal Subgroups: Roseblade's Permutability Theorem, Permutability properties of soluble and nilpotent residuals of subnormal subgroups	3	12

- The Join Problem - A Criterion: - Williams Join Theorem, Persistent properties of nilpotent groups.		3	12			
Groups with Many Subnormal Subgroups: Groups in which every subgroup is subnormal		3	12			
2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical /Clinical	Other: PBL	Total
Contact Hours	60	0	--	N/A	N/A	60
Credit	4	0				4

3. Additional private study/learning hours expected for students per week.	8
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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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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: After successful completion of the course, the student should be able to		
1.1	Know the basic facts and definitions of subnormal subgroups	Lectures: <ul style="list-style-type: none"> • Build on what students already know. • present new concepts and principles • use questioning and encouraging students. • Doing practice and involving students in the class. • Draw facts and doing responds. 	<ul style="list-style-type: none"> • Questions in the classes • Quizzes • Two periodical exams • Homework assignments • Final written exam
1.2	Know Internal structure of joins of finitely many subnormal subgroups, Subnormal composition factors, Baer groups,		
1.3	Know the derived series of a join of subnormal subgroups, the lower central series of a join of subnormal subgroups.		
1.4	Know the Permutability of Subnormal Subgroups		
1.5	Know Williams Join Theorem,		
1.6	Know the structures of Groups in which every subgroup is subnormal		
2.0	Cognitive Skills		
2.1	Planning rigorous proofs of different propositions and assertions in this context	<ul style="list-style-type: none"> • Request from students to do some preparations for the lectures. • Give students challenging exercise and problems. • Request from students via discussions to compare the lectures with other topics in the same level. 	<ul style="list-style-type: none"> • Questions in the classes • Quizzes • Two periodical exams • Homework assignments • Final written exam
2.2	. Apply basic theorems Lie algebras		
2.3	Investigate particular examples of Lie algebras to which the theories under concern can be applied		
2.4	. Use lecture notes and other texts to solve challenging problems.		

3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate communication skills with the teacher and other students in the class.	Encourage students to: <ul style="list-style-type: none"> • Work in groups. • Visit library regularly. • Participate in the university activities. • Participate in college and department days and activities. • Joint and participate evocatively in college and department committees. • Joint and use useful media for education. 	
3.2	Analyze and illustrate basic facts.		
3.3	To show and exhibit ethical behavior.		
3.4	To show skills for judging basic facts.		
3.5	To write and work independently.		
3.6	To work effectively in teams.		
3.7	To manage time properly, meet deadlines.		
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate mathematics to others in oral form.	Encourage students to: <ul style="list-style-type: none"> • Work in groups. • Visit library regularly. • Participate in the university activities. • Participate in college and department days and activities. • Joint and participate evocatively in college and department committees. • Joint and use useful media for education. • To use emails and internet evocatively. • Give presentations • Doing competitions and participate in mathematical discussions. 	
4.2	illustrate mathematics to others in others in written form.		
4.3	Evaluate mathematics in a well-organized form.		
4.4	Research library in an excellent way.		
4.5	Research MathSciNet and good databases.		
4.6	Operate and use the university facilities in a good manner.		
4.7	Criticize and evaluate as well as express a judgment on the art of mathematics in this field.		
5.0	Psychomotor		
5.1	Not applicable	Not applicable	Not applicable

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
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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

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	Continuous Assessment Evaluation	Weekly	20%
2	First Periodic Exam	6	20 %
3	Second Periodic Exam	10	20%
4	Final Examination (written Exam)	End of the 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)

-Each group of students is assigned to a particular faculty where he or she will provide academic advising during specific academic hours. Each staff will provide at least one session/week.

-There will be an academic advisor how will be a responsible for helping the student by doing the general supervision .

- The people in the library will support the students during the time of the course.

E. Learning Resources

Text books:

1. John C. Lennox, Stewart E. Stonehewer: Subnormal subgroups of groups, Oxford , Clarendon Press ; New York : Oxford University Press, 1987.

2. Robinson, Derek, A Course in the Theory of Groups, Graduate Texts in Mathematics (1996).

3. J. S. Rose : “A course on group Theory” Cambridge University Press 1978

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

)) MathSciNet, Springer, Scopus, Researchgate.net, ResearchId, Google Scholar, Academia, ORCID.

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

) MathSciNet, Springer, Scopus, Researchgate.net, ResearchId, Google Scholar, Academia, ORCID.

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

- <https://en.wikipedia.org/wiki/BlockTheory>

-) MathSciNet, Springer, Scopus, Researchgate.net, ResearchId, Google Scholar, Academia, ORCID

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

-LaTeX and Latexbeamer.

-Magma

-Gap

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.)

Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture classroom which can accommodate 15 students for lectures (normal and classical classroom)

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

Data Show (projector): sometimes shall be used.

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

attach list)

This course is a basic and fundamental course in commutative algebra.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Following completion of the prescribed course study in Pediatrics module, an evaluation should be conducted through the following:

- A student questionnaire feedback should be carried out on the quality & effectiveness of teaching and evaluation

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

- A staff questionnaire feedback about course

3 Processes for Improvement of Teaching

- Submission of a final evaluation report at the end of the course
- A review of the recommended teaching strategies should be submitted after evaluation.

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)

- Compare the standards of students' achievements' with standards archived elsewhere (inside KSA or students from outside the kingdom) by checking the marking of a sample of some student work : tests, course work
- Assignment by an independent member of teaching staff either from the UQU or other universities

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

- Reviewing feedback on the quality of course report from staff members, other university' staffs.
- Looking for strengthen and weak points gathered at the end of the course and working on it.
- Plan to introduce updating material and technology that could improve the quality

Faculty or Teaching Staff: Prof. Dr. Ahmad Mohammed Ahmad Alghamdi

Signature: ___Ahmad Mohammed Ahmad Alghamdi___

Date Report Completed: 14 November 2018_____

Received by: _____ Dean/Department Head

Signature: _____ Date: _____