هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

Course Specifications

Course Title:	**Vegetation Cover**
Course Code:	**2013211-2**
Program:	**Bachelor in Botany**
Department:	**Biology**
College:	**Sciences**
Institution:	**Taif University**

Table of Contents

A. Course Identification

1. Credit hours: 3hr
2. Course type **a.** University ☐ College ☐ Department ☑ Others ☐ **b.** Required ☑ Elective ☐
3. Level/year at which this course is offered:
4. Pre-requisites for this course (if any): Ecology / 201250-3
5. Co-requisites for this course (if any): **None**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	6hr/Week	100 %
2	**Blended**		
3	**E-learning**		
4	**Distance learning**		
5	**Other**		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	30
2	**Laboratory/Studio**	30
3	**Tutorial**	-
4	**Others** (specify)	-
	Total	60

B. Course Objectives and Learning Outcomes

1. Course Description:

Identification of plant communities – Principle features of plant communities - Vegetation development – vegetation succession - qualitative and quantitative characters of vegetation – vegetation as environmental bioindicators.

2. Course Main Objective:

The main environmental factors affecting vegetation structure and distribution. Morphological and anatomical adaptations of each plant communities - compare different plant groups (communities) - different plant habitats, gaining skills for vegetation analysis.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding:**	
1.2	Describe the Methods of study of vegetation analysis and units of vegetation	K2
2	**Skills :**	

CLOs		Aligned PLOs
2.2	Compare between qualitative and quantitative methods of vegetation analysis; and aquatic and xeric plant communities	S2
2.3	Analyze the vegetation by using Multivariate analysis	S3
3	**Values:**	
3.2	Judge views & opinions of other team members as well as evaluation of performance of others.	V2
3.3	Use the internet in collecting more advanced data on vegetation	V3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to plant communities	3L
2	Factors affecting plants distribution	3L
3	Units of vegetation	3L
4	Methods of study (Quadrates - Transects)	3L
5	floristic composition - Life form of plants Stratification – Phenology – Dispersal – sex forms	3L
6	quantitative properties (density – frequency – cover –abundance - size – biomass	3L
7	Multivariate analysis of plant communities (similarity – classification – ordination – direct gradients)	3L
8	Examples of plant communities (Aquatic plant communities - Submerged communities- Floating communities	3L
9	Reed swamps communities- Climax communities	3L
10	Xeric communities- Ephemerals communities- Ephemeroids communities	3L
Total		30 L

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding:**		
1.2	Describe the Methods of study of vegetation analysis and units of vegetation	Lectures -Open Discussion	Written exam
2.0	**Skills**		
2.2	Compare between qualitative and quantitative methods of vegetation analysis; and aquatic and xeric plant communities	Write a short research – Lap activity	Written exam - Practical exam
2.3	Analyze the vegetation by using Multivariate analysis	Lectures – Lap activity	Practical exam - written exam
3.0	**Values:**		
3.2	Judge views & opinions of other team members as well as evaluation of performance of others.	Small group activities	Activities evaluation

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Use the internet in collecting more advanced data on vegetation	Student and small group activities	Activities evaluation

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments and activities: 1- Written Assignment 2- Power-point presentation	Variable Variable	5 5
2	Mid-term Exam	8th	20
3	Periodic Exam	12th	10
4	Practical reports	Continuous	15
5	Final Practical Exam	15th	5
6	Final Exam	16th	40

***Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :
6 hours per week for academic advice and consultations.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	- Plant Ecology, (2002) BY Kamal Shaltout. Acad. Lib. Press, Cairo. - An Introduction to Plant Ecology (1969). By M. Asbby .Macmillan –london. Quantitative Plant Ecology (1967). By P.G. Smith. Butter Worths.	
Essential References Materials	Plant Ecology, (2002) BY Kamal Shaltout. Acad. Lib. Press, Cairo.	
Electronic Materials	Blackboard website	
Other Learning Materials	Computer-based programs and professional software. Journal of vegetation Science	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Classrooms for 40 students\lecture. - Laboratory for 20 students\ lab activity
Technology Resources (AV, data show, Smart Board, software, etc.)	- Data show

Item	Resources
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	- Phytosociological software. - Preserved specimens

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Written evaluation comments. - Small group discussion	Students	Direct Indirect
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Colleagues open discussion - Asking one of my colleagues to attend my lectures to get a feedback on the teaching strategies and tactics	Staff members	Direct
3. Processes for Improvement of Teaching - Enhancing personalized learning. - Provide activities of sufficient variety and depth to allow different levels of learning to take place. - Differentiate by using various starting points and tasks for different ability levels. - Carefully plan realistic deadlines so that all students have a sense of achievement. - Continuously assess teaching groups and give feedback about their learning and their successes	Staff members	Direct
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) - Randomly selected exam papers will be graded by one of my colleagues.	Staff members	Direct
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Consult colleagues who have taught the same or similar courses to learn from their strategies and their general impressions of the students who typically take the course. - To modify the goals for the course.	Staff members	Direct

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	**Biology Department**
Reference No.	**Committee number 14 - Academic Year 1442-1443H**
Date	**22\5\2022G – 21\10\1443H**

كلية العلوم
قسم الاحياء
College of Science
Department of Biology

عمادة كلية العلوم
Deanship of Science College