



## Course Specifications

<b>Course Title:</b>	Field Studies
<b>Course Code:</b>	2014106-3
<b>Program:</b>	Bachelor in Zoology
<b>Department:</b>	Biology Department
<b>College:</b>	College of Sciences
<b>Institution:</b>	Taif University

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## A. Course Identification

<b>1. Credit hours:</b>	3 hr
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	10 <sup>th</sup> Level / 4 <sup>th</sup> year
<b>4. Pre-requisites for this course (if any):</b>	None
<b>5. Co-requisites for this course (if any):</b>	None

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	5 hr/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	-
2	Laboratory/Studio	50
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	50

## B. Course Objectives and Learning Outcomes

### 1. Course Description:

Field studies is a practical model in teaching science in which classroom material is explored and applied within a given field experience. Direct observation of the environment and practical scientific enquiry outside the classroom are fundamental to an understanding of the nature of science as well as a source of inspiration and motivation and involves a range of well-defined, although variable, methods: informal interviews, direct observation, collective discussions, analyses of data results from activities undertaken.

### 2. Course Main Objective:

By the end of this course, the student can identify the basic methods used in different scopes of field studies and explain the importance of field studies in science, formulate information related to data analysis, critical thinking and problem solving, identify methods used in the field.



### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding:</b>	
1.1	Identify general facts, principles, scientific terminology and concepts across the studied topic.	K1
1.2	Identify basics, technical requirements and routine procedures used in different scopes of field studies.	K3
<b>2</b>	<b>Skills:</b>	
2.1	Predict solutions for a variety of scientific and national problems.	S2
<b>3</b>	<b>Values:</b>	
3.1	Develop plans to perform specific tasks independently and as a team member.	V1
3.2	Play a major role in joint work planning and evaluation.	V2

### C. Course Content

No	List of Topics	Contact Hours
1	Identify the concept of field studies in biology	5P
2	Preparation and discussion of the proposal of the field work plan	5P
3	Design of experiments/field study plan with Time Schedule	5P
4	Identify the methods used in the field according to the subject scope	5P
5	Execution of experiments/ field studies collecting results	15P
6	Data analysis	5P
7	Interpretation and conclusion of the results	5P
8	Final discussion and explain the importance for the country	5P
<b>Total</b>		<b>50P</b>

### D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding:</b>		
1.1	Identify general facts, principles, scientific terminology and concepts across the studied topic.	Cooperative learning Discovery learning	Final evaluation of reports
1.2	Identify basics, technical requirements and routine procedures used in different scopes of field studies.	Open discussion Cooperative learning	Activities Evaluation Final evaluation of reports
<b>2.0</b>	<b>Skills:</b>		
2.1	Predict solutions for a variety of scientific and national problems.	Small group activities Discovery learning	Assignments
<b>3.0</b>	<b>Values:</b>		
3.1	Develop plans to perform specific tasks independently and as a team member.	Cooperative learning Small group activities	Final evaluation of reports

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	Play a major role in joint work planning and evaluation.	Cooperative learning	Assignments

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Field work evaluation	11 <sup>th</sup>	30
2	Assignments and Activities Evaluation	12 <sup>th</sup>	40
3	Presentation and oral discussion	12 <sup>th</sup>	30

\*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 (as defined in the teaching schedule of the faculty member) for academic advice and consultations.

Teaching staff is also available using Blackboard web site and Taif University “Edugate” System.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Robert L. Smith and Thomas M. Smith (2001). Ecology and Field Biology, 6 <sup>th</sup> Edition Benjamin Cummings Publications.
<b>Essential References Materials</b>	Vartika Mathur (2010). Environmental Ecology and Field Biology, 1 <sup>st</sup> Edition, I K International Publishing House.
<b>Electronic Materials</b>	Blackboard website. Website of Saudi digital Library.
<b>Other Learning Materials</b>	Digital programs and professional software

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Field area chosen for the work
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Laptop Data show
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Camera and other resources related to field study subject.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Indirect
Quality of learning resources	Peer Reviewer Students	Direct Indirect
Extent of achieving the course learning outcomes	Peer Reviewer Students	Direct Indirect

**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

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