## Computer Skills for Scientific and Academic Colleges

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Code/No.</th>
<th>Weekly Contact Hours</th>
<th>Number Of Units Or Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Skills</td>
<td>1004-101</td>
<td>1 (Class) 2 (Lab)</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Previous university requirements for the course:** None
- **Year/Level at which the course is given to the students:** Preparatory Year
- **Faculties/Departments/Programs that require the course:** All science, engineering, medical, and arts colleges and community college.
- **Students enroll in the course in:** First semester (in addition to the summer course, if possible)
- **Utilities and equipment needed to teach the course:** Lectures hall equipped with screen display, a computer lab with computer terminals for each student, equipped with operating system identical with the course and MS Office software package matching the course.
- **Name of the faculty member responsible for the course:** Mr. Abdelnasser Saber Mohammed
Main objective of the course

The course aims to provide students with the basic and advanced skills to deal with computers used in schools, offices and home environment. The course acquaints the student with the concepts and terminology of information technology, and provides them with the necessary knowledge to manage and employ one of the common operating systems for computers. The course also seeks to provide students with different abilities applied to the use of office productivity software packages so that s/he can help herself/himself in education and work/career. The course also aims to introduce students to advanced education preparation patterns by providing them with an appropriate background for the concepts and foundations of education systems – remote, and e-learning. These goals could be achieved through applied learning as a method of teaching.

Scientific contents

<table>
<thead>
<tr>
<th>Contact hours</th>
<th>No. weeks</th>
<th>Contents</th>
<th>week</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>Introduction to Information Technology and the Internet</td>
<td>1,2</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Operating systems and computer management (running Windows 7)</td>
<td>3,</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>Word processing program (Microsoft Word 2010 or later)</td>
<td>4,5,6</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>Electronic tables (Microsoft Excel 2010 or later)</td>
<td>7,8,9</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Databases (Microsoft Access 2010 or later)</td>
<td>10,11,</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Presentations (Microsoft PowerPoint 2010 or later)</td>
<td>12,13</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Network &amp; Internet</td>
<td>14</td>
</tr>
</tbody>
</table>

Additional Study

(Identify the amount of time students are expected to do extra work as an additional study / learning hours, work or duties, or other things relevant to the course. And that should take the form of average per semester and is not required for each week)

50 hours as an average of private study and training, homework and participation during the semester.
## Course Objectives

(A summary of the most important learning outcomes in course and must be specific and measurable)

1. Introduce the students to basic concepts of information technology;
2. Train students on computer operating systems;
3. Train students on software and word processing skills;
4. Train students on software and presentation skills;
5. Train students on software skills and electronic tables.

### Plans for Course Development

(Briefly describe any plans to develop or change in decision such as changes in content as a result of new research in the field of study, or new teaching methods, or changes in the use of Internet sources, or increasing student self-reliance in the study, or the use of library resources. Description should include the reason or reasons for the changes that have been done)

Periodically review and develop the scientific content of the course to suit what is new in computer operating systems and office programs, and developments in the information technology and networking systems.

## Course Outcomes

(Please see Annex "4-5" related to the sources used in the formulation of the expected outputs of course. Please also see the National Qualifications Framework for Higher Education in the Kingdom of Saudi Arabia)

### A. Knowledge

(Specific facts and knowledge of concepts, theories, formula, etc.)

By the end of this course students will be able to:

1. acquire the basic concepts of Information Technology and associated terminology;
2. know the types of computer operating systems and their characteristics;
3. know the word processing software and its uses;
4. know software presentations and their uses;
5. acquire knowledge of electronic scales and their uses;
6. acquire knowledge of databases and their uses;

### B. Cognitive Skills

(Thinking, problem solving)

By the end of this course the student will be able to:

1. Use Windows 7 operating system and skillfully control the operation of the computer and its accessories, device and settings through the operating system;
2. Use Group office software package MS Office skillfully in different applications;
3. Use and browse the Internet and e-mail, research articles, and deal with them effectively and usefully;
4. Classify the e-learning systems and distance education and their uses and benefits.
Teaching strategies used for developing the cognitive skills:

1. Lectures on theory;
2. The training process.

C. Interpersonal skills and responsibilities
(group participation, leadership, personal responsibility, ethical and moral behavior, capacity for self-directed learning)

By the end of this course the student will be able to:
1. Be self-reliant in the use of computers and office group programs and e-mail and Internet package;
2. Work in a team, especially in projects and course applications;
3. Use modern technologies for rapid and effective communication.

Teaching strategies used for developing interpersonal skills and responsibility:

1. Teamwork in projects, participation, and activities of the course;
2. Practical exercises and individual and collective implementation of the practical applications of the course content;
3. Actual practice and the use of applications that are taught in course, in real life situations.

D. Analysis and communication skills (communication, mathematical and IT skills):

By the end of this course the student will be able to:
1. Employ computer software appropriately for different applications;
2. Employ the office package appropriately and link them.

Teaching strategies used for developing analytical and communication skills:

1. Group Discussions, teamwork and joint training programs, and application of various software applications.

Elements to assess students in course and the distribution of grades:
(Methods of evaluation such as written tests, practical tests, classroom activities, and others. They should measure all educational output targeted by the course)

1. Practical and theoretical tests;
2. Short weekly tests;
3. Periodical tests and homework.
Distribution of the marks

<table>
<thead>
<tr>
<th>Element of Evaluation</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5</td>
</tr>
<tr>
<td>First Periodic Exam</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Homework</td>
<td>5</td>
</tr>
<tr>
<td>Practical Exam</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Textbook


Practical textbook (if any)

The same textbook given above

References

1. Introduction to Computer and the Internet. By Dr. Abdullah Al-Mousa. In Arabic and English.
2. The Use of Computers in Education. By Dr. Abdullah Al-Mousa.
3. Computer in Education. By Prof. Zainab Mohammed Amin and Dr. Fatima Mohammed Amin.

Other Information Resources

1- http://office.microsoft.com/ar-sa
2- http://www.microsoft.com
3- Arab Encyclopedia for computer.

Student Support (office hours)

At least two hours per week of study in the section, determined in the teaching schedule, including no more than 6 hours per week for each teacher and clearly shows the location of each section, its place and time.
## Schedule for the course contents and evaluation during the semester (15-week semester)

<table>
<thead>
<tr>
<th>Tests</th>
<th>Content</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Program (Chapter I) / Extension (Chapter II)</td>
<td>One</td>
<td></td>
</tr>
<tr>
<td>Introduction to Information Technology and the Internet</td>
<td>Two</td>
<td></td>
</tr>
<tr>
<td>Introduction to Information Technology and the Internet</td>
<td>Three</td>
<td></td>
</tr>
<tr>
<td>Operating systems and computer management (running Windows 7)</td>
<td>Four</td>
<td></td>
</tr>
<tr>
<td>Operating systems and computer management (running Windows 7)</td>
<td>Five</td>
<td></td>
</tr>
<tr>
<td>Word processing program (Microsoft Word 2010)</td>
<td>Six</td>
<td></td>
</tr>
<tr>
<td>Word processing program (Microsoft Word 2010)</td>
<td>Seven</td>
<td></td>
</tr>
<tr>
<td>First periodic test covers Content teaching weeks 2, 3, 4, 5, 6, 7, 8</td>
<td>Eight</td>
<td></td>
</tr>
<tr>
<td>Word processing program (Microsoft Word 2010)</td>
<td>Nine</td>
<td></td>
</tr>
<tr>
<td>Electronic tables (Microsoft Excel 2010)</td>
<td>Ten</td>
<td></td>
</tr>
<tr>
<td>Electronic tables (Microsoft Excel 2010)</td>
<td>Eleven</td>
<td></td>
</tr>
<tr>
<td>Electronic tables (Microsoft Excel 2010)</td>
<td>Twelve</td>
<td></td>
</tr>
<tr>
<td>Databases (Microsoft Access 2010)</td>
<td>Thirteen</td>
<td></td>
</tr>
<tr>
<td>Databases (Microsoft Access 2010)</td>
<td>Fourteen</td>
<td></td>
</tr>
<tr>
<td>Presentations (Microsoft PowerPoint 2010)</td>
<td>Fifteen</td>
<td></td>
</tr>
<tr>
<td>Final test covers content teaching from week 2 to 15</td>
<td>The final tests</td>
<td></td>
</tr>
</tbody>
</table>
**Course evaluation and developmental process**

(1) **Strategies to get feedback from students about the quality of teaching:**
   1. Standardized questionnaire on course evaluation;
   2. Sessions and panel discussions with a sample of students;
   3. Recommendations of the trainers in the model scheduled to be evaluated by the teachers and trainers.

(2) **Other strategies for evaluating teaching:**
   1. Statistical analysis of the results of scheduled tests and compare the results of various academic people at different campuses;
   2. Male and female students results in "Cambridge International Certificate for Information Technology Tests" which is organized by the Deanship of the Preparatory Year and Supportive Studies.

(3) **Development of teaching process:**
   1. Workshops for teachers;
   2. Periodic workshops.

(4) **Verification of student achievement standards processes:**
   1. Giving random samples of tests and assignments;
   2. Compare the results to international standard criteria (as Cambridge tests).

(5) **Plans for Development**
   1. Statistical analysis of the feedback;
   2. Study of the positive points, according to the results of the analysis and means of strengthening;
   3. Study of the negative points, according to the results of the statistical analysis and ways to avoid them;
   4. Showing recommendations resulting from studies of the department and the deanship.