

ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**COURSE REPORT
(CR)**

Calculus 1 (MATH 212)

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

Course Report

For guidance on the completion of this template refer to the NCAAA handbooks or the NCAAA Accreditation System help buttons.

Institution : College of Science in Zulfi	Date of Course Report :14-3-1436
College/ Department: /Mathematics	

A. Course Identification and General Information

1. Course title: Calculus 1 Code # MATH 212 Section :134																					
2. Name of course instructor : Dr.Abd El-monem Abd El-hameed Megahed Location: College of Science in Zulfi Mathematics Department																					
3. Year and semester to which this report applies. 2nd year, 3rd level																					
4. Number of students starting the course? <input type="text" value="24"/> Students completing the course? <input type="text" value="17"/>																					
5. Course components (actual total contact hours and credits per semester):																					
<table border="1"> <thead> <tr> <th></th> <th>Lecture</th> <th>Tutorial</th> <th>Laboratory</th> <th>Practical</th> <th>Other:</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Contact Hours</td> <td>30</td> <td>15</td> <td>0</td> <td>0</td> <td>0</td> <td>45</td> </tr> <tr> <td>Credit</td> <td>30</td> <td>15</td> <td>0</td> <td>0</td> <td>0</td> <td>45</td> </tr> </tbody> </table>		Lecture	Tutorial	Laboratory	Practical	Other:	Total	Contact Hours	30	15	0	0	0	45	Credit	30	15	0	0	0	45
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Contact Hours	30	15	0	0	0	45															
Credit	30	15	0	0	0	45															

B. - Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
i. Definitions, Domain, Range, Mathematical Modeling, Composition, boundedness, Equality, Intervals of Increase and Decrease, Piecewise-defined functions, Symmetric and Homogenous Functions. ii. Classification, Important types, Graphs and Related Properties, Algebraic Operations on the graph. The Inverse: Conditions and Tests of Existence, Principal Branches, Analytical and	9	15	I proposed cancel these subjects in order to have a time for the later subjects

Graphical Determination of the inverse. iii. Indeterminate Forms (0^* ∞ - ∞): Definitions, Concepts, Related Theorems, and Evaluations, Definitions of Continuity and Discontinuity			
i. Basic Concepts; Change; Average of Change and Rate of Change. Algebraic and Geometrical meanings. ii. Elementary Functions: Power Function, Trigonometric Function and their Inverse, Hyperbolic Functions and their Inverse. And regarding : Graph, Domain, Range, Symmetry, Periodicity.	12	15	The theoretical concepts need to more time
i. General derivatives: Implicit Differentiation, Parametric Differentiation and the Chain Rule. ii. Important theorems: Definitions and importance of: Roll's, Mean Value, Maclurin's, Taylor's and L'Hopital Theorems. iii. Geometric applications: Curve tracing, Polar Coordinates, Famous polar curves.	12	12	
Introduction & Basic Concepts and Properties. Notable Remarks. Tables Of Standard Integration (All Elementary Functions), Basic Forms, Various Skills Using Algebraic Relations to obtain different forms of the solution of the same problem.	6	3	The time is off
Completing a perfect square, Partial Fractions, By-Parts, Substitutions.	6	0	These subjects will be teaching in 4th level

2. Consequences of Non Coverage of Topics

For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.

Topics (if any) not Fully Covered	Effectuated Learning Outcomes	Possible Compensating Action
Introduction & Basic Concepts and Properties. Notable Remarks. Tables Of Standard Integration (All Elementary Functions), Basic Forms, Various Skills Using Algebraic Relations to obtain different forms of the solution of the same problem.	It's necessary for the basis of mathematics	Lowering the registration time for the students
Completing a perfect square, Partial Fractions, By-Parts, Substitutions.	It's necessary for the basis of mathematics	These subjects will be teaching in 4th level

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1.0	Knowledge		
1.1	Recognize, indicate and discuss the rate of growth/decay of any relation. Classify, and convert relations from one domain to another to reproduce new adequate form that clearly match a solution. Summarize procedures, processes and describe the mathematical results. Distinguish the importance of the different terms in a given relation	Start each chapter by general idea and the benefit of it. Demonstrate the course information and principles through lectures.	
1.2	Outline the logical thinking. Analyze the problem, plan for the solution, develop the solution(s), and justify these solution(s). Manage and compile the effects of quantities that can never be directly evaluated	Provide main ways to deal with the exercises.	
1.3	State the physical problems by mathematical method. . Practice how to apply and manipulate carefully the physical or/and geometric conditions on a set of variables to sketch the locus of these variables.	Solve some examples during the lecture	

	Prepare and sketch clear illustrative graphs that demonstrate and measure the behaviour of complicated relations with time or/and location(s). Sketch Flowcharts or/and apply Pseudo code to modify computer program(s) that execute the solution(s) of the manipulated problem(s). Acquire teamwork communications skills, e.g. Lead and motivate individuals. Able to work in stressful environment and within constraints		
2 Cognitive Skills			
2.1	The students will explain and interpret a general knowledge of Calculus	Encourage the student to look for some complicated problems in the different references.	Midterm exams Quizzes.
2.2	Enable students to analyses the mathematical problems.	Ask the student to attend lectures for practice solving problem.	Doing homework. Check the problems solution.
2.3	Student's ability to write physical equations in a correct mathematical way.	Homework assignments.	Discussion of how to simplify or analyses some problems.
3.0 Interpersonal Skills & Responsibility			
3.1	The student should illustrate how take up	Ask the students to search the internet and	Quizzes of some previous lectures.

	responsibility.	use the library. Encourage them how to attend lectures regularly by assigning marks for attendance.	Ask the absent students about last lecture.
3.2	Must be shown the ability of working independently and with groups.	Teach them how to cover missed lectures. Give students tasks of duties	Discussion during the lecture.
4.0	Communication, Information Technology, Numerical		
4.1	The student should illustrate how to communicating with: Peers, Lecturers and Community.	Creating working groups with peers to collectively prepare: solving problems and search the internet for some topics.	Discussing a group work sheets.
4.2	The student should interpret how to Know the basic mathematical principles using the internet.	Give the students tasks to measure their: mathematical skills, computational analysis and problem solving.	Discusses with them the results of computations analysis and problem solutions.
4.3	The student should appraise how to Use the computer skills and library.	Encourage the student to ask for help if needed.	Give homework's to know how the student understands the numerical skills.
4.4	The student should illustrate how to Search the internet and using software programs to deal with problems.	Encourage the student to ask good question to help solve the problem.	Give them comments on some resulting numbers.

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

Domain	List Teaching Methods set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
		No	Yes	
a. Knowledge	<ul style="list-style-type: none"> -Start each chapter by general idea and the benefit of it. -Demonstrate the course information and principles through lectures -Provide main ways to deal with the exercises. -Solve some examples during the lecture 		<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	
b. Cognitive Skills	<ul style="list-style-type: none"> Enable students to analyses the mathematical problems. - Student's ability to write physical equations in a correct mathematical way - 		<ul style="list-style-type: none"> ✓ ✓ 	
c. Interpersonal Skills and Responsibility	<ul style="list-style-type: none"> - The ability to form groups and distribution of tasks - Presentation Skill in front of others - Skill constructive criticism , dialogue and discussion with others - The ability to clearly express an opinion, and accept the opinions of others 		<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	

d. Numerical and Communication Skills	<ul style="list-style-type: none"> - The student should illustrate how to communicating with: Peers, Lecturers and Community. - The student should interpret how to Know the basic mathematical principles using the internet. - The student should appraise how to Use the computer skills and library. - The student should illustrate how to Search the internet and using software programs to deal with problems. 		<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	
e Psychomotor Skills (if applicable)	Not applicable			

Note: In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

C. Results

1. Distribution of Grades			
Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A	0	0	100-90%
B	1	5.88%	89-80%
C	2	11.76%	79-70%
D	4	23.52%	69-60%
F	7	50%	< 60%
Denied Entry	----		
In Progress	24		
Incomplete	3		
Pass	7	50%	
Fail	7	50%	
Withdrawn	7		

2. Analyze special factors (if any) affecting the results

3. Variations from planned student assessment processes (if any) (see Course Specifications).

a. Variations (if any) from planned assessment schedule (see Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)

Variation	Reason

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).

Method(s) of Verification	Conclusion

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any)

2. Consequences of any difficulties experienced for student learning in the course.

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)

2. Consequences of any difficulties experienced for student learning in the course.

F Course Evaluation

1 Student evaluation of the course (Attach survey results report)

a. List the most important recommendations for improvement and strengths

b. Response of instructor or course team to this evaluation

2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)

a. List the most important recommendations for improvement and strengths

b. Response of instructor or course team to this evaluation

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G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis
a.			
b.			
c.			
d.			

2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
I proposed cancel these subjects in order to have a time for the later subjects	<p>i. Definitions, Domain, Range, Mathematical Modeling, Composition, boundedness, Equality, Intervals of Increase and Decrease, Piecewise-defined functions, Symmetric and Homogenous Functions.</p> <p>ii. Classification, Important types, Graphs and Related Properties, Algebraic Operations on the graph. The Inverse: Conditions and Tests of Existence, Principal Branches, Analytical and Graphical Determination of the inverse.</p> <p>iii. Indeterminate Forms (0^* ∞-∞): Definitions, Concepts, Related Theorems, and Evaluations, Definitions of Continuity and Discontinuity</p>	2 nd semester 1435-1436 (10-4-1436)	10-7-1436	CSI Department

Name of Course Instructor: Abd EL-Monem Abd EL-Hameed Megahed

Signature: A. Megahed Date Report Completed 20-3-1436
Program Coordinator: _____

Signature: _____ Date Received: _____