



Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE REPORT

(CR)

A. Course Identification and General Information

1. Course title: Arabic Writing	Code: grammar 2 Arabic 419
division 492 / 483 / 474	
2. In case that the course is taught in more than one department, select the department that the report is prepared for.	
3. Year and semester to which this report applies. 1435-1436 1st Term	
4- location(in case it isn't inside the main building) Faculty of Education in Zulfi	
Institution Majmaah University	
College/ Department Faculty of Education – Arabic Department	

B - Course Delivery

1. Coverage of Planned Program

Subjects	weeks
Nominal sentence: the subject of a nominal sentence and the predicate.	1
“exist and all verbs that are linked to it”	1
“is about to and all verbs that are linked to it”	1
“indeed and all verbs that are linked to it”	1
Transitive verbs for two objects	1
Transitive and intransitive	1
Subject and subject of the passive sentence	1
Monthly test	1
Object, unrestricted object and adverbial object	1
Adverb and specification	1
Genitive by a preposition	1
Genitive by addition	1
Adjective, emphasis, syndesis and apposition	1
Infinitive and hyperbole	1
Total	14

	Planned	Actual	Reason for
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Topics Covered	Contact Hours	Contact Hours	Variations if there is a difference of more than 25% of the hours planned

2. Consequences of Non Coverage of Topics

Topics (if any) not Fully Covered	Affected Learning Outcomes	Possible Compensating Action

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification.

- lectures
- dialogue
- practice

Plans have been achieved according to the system of lectures and cooperative

learning.

Study fields	List Teaching Methods set out in Course Specification	Have they been effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
		Yes	No	
Knowledge	<ul style="list-style-type: none"> - lectures - scientific discussions - practice - home assignment 	Yes		
Cognitive skills	<ul style="list-style-type: none"> - broaden the student's knowledge - develop the student's ability to understand - enable student to write in correct handwriting, language and style. 	Yes		<ul style="list-style-type: none"> - Some students don't care about doing their home assignment. - The basics of linguistic skills of some students are

	- focus on correcting common linguistic mistakes.			weak. - it is suggested to increase the duration of grammar 2.
Skills of dealing with others and taking responsibility	<ul style="list-style-type: none"> • To enhance the skill of oral reading. • Utilizing the skill of discussion and dialogue to build relationships with others. • To discover the talented in oratory. 	Yes		<ul style="list-style-type: none"> • The time dedicated for application is not enough. • There is no plan to discover the talented and encourage them. • Deactivating the innovative distinctive centre.
Communication and numerical skills	To make the programmes available to students to benefit and apply them in linguistics.	Yes		Lack of linguistic programmes, computers or electronic classes in the department.

Psychomotor skills (if any)				
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4- Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 1- Increase the duration of the course for more practice.
- 2- providing computers and programmes.
- 3- setting plans to discover the talented.
- 4- numbers of students mustn't exceed 20.

1. Distribution of Grades

- 1- Number of students who began the study course: 29
- 2- Number of students who have completed the study course : 29
- 3- number of students who passed 28 the percentage is
- 4- number of students who failed 1 the percentage is 0%
- 5- number of students who haven't completed 0 the percentage is

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A+	3	95-100	
A	2	90-94	
B+	0	85-89	
B	3	80-84	
C+	3	75-79	
C	4	70-74	
D+	5	65-69	
D	8	60-64	
E	1	<60	
Denied Entry	2		
In Progress			
Incomplete	2		
Pass	28		
Fail	0		

Withdrawn	0		
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2. Analyze special factors (if any) affecting the results

1. Distribution of Grades

1- Number of students who began the study course: 34

2- Number of students who have completed the study course : 32

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A+	1	95-100	
A	0	90-94	
B+	3	85-89	
B	3	80-84	
C+	8	75-79	
C	7	70-74	

D+	4	65-69	
D	6	60-64	
E		<60	
Denied Entry	1		
In Progress			
Incomplete			
Pass	32		
Fail	0		
Withdrawn	1		

Incomplete	Pass	Fail
0	32	0
0%	100%	0%

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

1. Distribution of Grades

1- Number of students who began the study course: 27

2- Number of students who have completed the study course : 27

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A+	2	95-100	
A	2	90-94	
B+	2	85-89	
B	4	80-84	
C+	3	75-79	
C	6	70-74	
D+	3	65-69	
D	5	60-64	
E		<60	
Denied Entry			

In Progress			
Incomplete			
Pass	27		
Fail	0		
Withdrawn	0		

Incomplete	Pass	Fail
0	27	0
0 %	100%	0%

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

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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
1. Review the exam questions by another member of the teaching staff.	Suitable
2- Review the results by another member of the teaching staff.	Suitable

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.
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Lack of references in the department.	<p>1- Time is not enough.</p> <p>2- The students' linguistic skills are weak.</p>
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E. Administrative Issues

<p>1 Organizational or administrative difficulties encountered (if any)</p> <p>- Lack of electronic classes and computers.</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p>
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F. Course Evaluation

<p>1- Student evaluation of the course (Attach survey results report)</p>
<p>a. List the most important recommendations for improvement and strengths</p> <p>- Time is not enough.</p> <p>Lack of ability to work as a group.</p>
<p>b. Response of instructor or course team to this evaluation</p> <p>1- To raise interest for presenting and developing skills.</p>
<p>2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)</p>

a. List the most important recommendations for improvement and strengths

Points of criticism:

1- Lack of using technology.

Points of strengths:

Mastering the information of the course.

b. Response of instructor or course team to this evaluation

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 in each step-effects

Other steps to develop the level of the course this semester / academic year.
Give a quick summary of any other steps that have been taken to develop the level of the course and the results achieved.

- Pay more attention to practice.

3. Action Plan for Improvement for Next Semester/Year

- Preparing computers and programmes.
- Setting a plan to discover the talented and the innovative.

Actions Recommended	Completion Date	Person Responsible

4- Recommendations for the program coordinator (if necessary)

The number of students don't exceed 20.

Name of Course Instructor Dr. Mohammed Saleh Shetyowey Alkhawaldah

Signature:

Date Report Completed 10/3/1435