ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course REPORT
(CR)

Assembly Language
CIS 225-Z

Dr. Zeiad Mohamed El-Saghir Abdoun

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 Almajmaah University	Date of Course Report 20/ 03/ 1436
College/ Department College of Science / Department of Computer science and Information	

A. Course Identification and General Information

1. Course title : **Assembly Language**	Code # **(CIS-225-Z)** Section # **81**
2. Name of course instructor **Dr. Zeiad Mohammed El-Saghir Abdoun**	Location **Az Zulfi**
3. Year and semester to which this report applies. **1st Semester – 1435/1436**	
4. Number of students starting the course? 3	Students completing the course? 3

5. Course components (actual total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	2	-	2	-	-	60
Credit	2	-	1	-	-	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
80x86 Processor Architecture :Introduction, Processor Model, Programmer's model, 8086 hardware details, Clock generator 8284A, Bus buffering and latching, Processor Read & Write bus cycles, Ready and wait state generation, Minimum versus Maximum mode operation.	8	8	
Memory Interfacing :80x86 processor-Memory interfacing, Address decoding techniques, Memory Devices – ROM,	12	12	

EPROM, SRAM, FLASH, DRAM devices, Memory internal organization, Memory read and write timing diagrams, DRAM Controller			
Basic I/O Interfacing :Parallel I/O, Programmed I/O, I/O port address decoding, The 8255A Programmable Peripheral Interface(PPI), programming 8255, Operation modes, Interface examples – Keyboard matrix, LCD/7-Segment Display, stepper motor, A/D and D/A converter.	12	12	
Serial I/O Interface: Asynchronous communication, UART 8251, Interfacing serial I/O devices.	12	12	
Interrupts :Interrupt driven I/O, Software & Hardware interrupts, Interrupt vectors and vector table, Interrupt processing, The 8259A Programmable Interrupt Controller(PIC)- cascading of 8259s, programming 8259.	16	16	

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	Effected Learning Outcomes	Possible Compensating Action
No topics	-	-

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Acquire knowledge of computing and mathematics appropriate to microprocessors and assembly language including simulation and modeling	Written Exam Homework assignments Class Activities Quizzes	The average level is 1.83 for 3 students.
2	Design, implement, develop and evaluate complicated computer-based systems to meet desired needs.	Written Exam Homework assignments Lab assignments Class Activities Quizzes	

3	Function effectively on teams to accomplish a common goal.	Lab assignments Projects	
4	Use current techniques, skills, and tools necessary for microprocessors and their applications practice	Lab Exam Homework assignments Lab assignments Class Activities	

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

- Individual presentations
- Brainstorming
- Small group discussion
- Whole group

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)

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	
• Lectures • Homework • conversation		√	
• Conversation among students. • Indirect questions. • Work group for some cases.		√	
• Making groups and distributed tasks. • Presentation skills. • Skill constructive Monetary and dialogue and discussion with others • The ability to clearly express an opinion, and accept the opinions of others		√	
• E-mail • Web sit		√	

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
D+	1	33.33%	
D	1	33.33%	
F	1	33.33%	
Denied Entry	0	0%	
In Progress	3	100%	
Incomplete	0	0	
Pass	2	66.66%	
Fail	1	33.34%	
Withdrawn	0	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
-	-
-	-
-	-

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
Interview students, including answers and model answer sheet and learning resources for decision	Good results The average level is 1.83 for 3 students.

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 Strengths: - The course encourages students to work as a team. - The course prerequisites are appropriate for the course. - The course is strongly related to the courses in higher levels. - The textbook for this course and the level of the textbook are appropriate for this course. Recommendations for improvement: - Providing students with more practical information related to assembly language. - Providing students with more information that form a background for this course. - Encourage students to work as a team to implement real assembly projects. - Encourage students not to delay the beginning of the lecture.
b. Response of instructor or course team to this evaluation - The course team acknowledges these recommendations for improvement.
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

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. Providing students with more information that form a background in computer science	- More examples are added - An extra exercises and solved problems are added.	Reasonable results	
b. Encourage students not to attend lectures late	- Explain the importance of attending a full lecture - Give less important information at the beginning of each lecture	Reasonable results	
c.			
d.			

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

- The use of multimedia to enrich the students' information.
- Enable students to prepare and make presentations.
- Increase related scientific activities.
- More examples are added.
- An extra exercises and solved problems are added.
- Explain the importance of attending a full lecture.
- Give less important information at the beginning of each lecture.

3. Action Plan for Improvement for Next Semester/Year				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Bridge the gap between up-to-date information and reference text books	- Give students the formal and theoretical bases in software engineering. - Give students more implementation exercises that cover their understanding of the course.	1435	1436	Course coordinator
b. Overcome the problem of attending lectures late.	- Explain the importance of attending a full lecture. - Give less important information at the beginning of each lecture.	1435	1436	Course coordinator
c. Overcome the problem of insufficient background in computer science.	- adding more examples and case studies. - Solving extra exercises.	1435	1436	Course coordinator
d.				
e.				

Name of Course Instructor: **Dr. Zeiad Mohammed El-Saghir Taha Abdoun**

Signature: ……. **Date Report Completed:** 20/ 03/ 1436

Program Coordinator: Prof. Yosry Azzam

Signature: Yosry Azzam **Date Received:** _____