



**College:** Engineering  
**Programme** Electrical Engineering  
**Course :** Fundamental of  
Electric Circuit

## Course Report

Institution :	Al Majmaah University	Date of CR	25 / 1 / 2017
College/ Department	Engineering/ Electrical Engineering		

### A Course Identification and General Information

1. Course title: Fundamental of Electric Circuits.		Code	EE 101.	Section	43	
2. Name of course instructor		Dr Yazeed Qasaymeh		Location :	College of Engineering	
3. Year and semester to which this report applies: 2016/2017 First Semester						
4. Number of students starting the course?		9	Students completing the course?		9	
5. Course components:						
	Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	45	15	0	0	0	60
Credit	3	0	0	0	0	3

### B- Course Delivery :

#### 1. Coverage of Planned Program

Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations (*)
Basic circuit elements and concepts	8	8	.....
Basic laws of circuit theory: Ohm's law, Kirchoff's law	12	12	.....
Techniques of circuit analysis: Nodal and mesh analysis.	12	12	.....
Circuit theorems: superposition principle, Thevenin theorems	12	12	.....
Circuit theorems: Norton theorems; maximum power transfer theorem;	8	8	.....
Electric circuit phasors and vectors, Analyzing electric circuit active and reactive powers.	8	8	.....

( \* ) if there is a difference of more than 25% of the hours planned

## 2. Consequences of Non-Coverage of Topics

Topics not Fully Covered (if any)	Effectuated Learning Outcomes	Possible Compensating Action
None		

## 3. Course learning outcome assessment.

List course learning outcomes		List methods of assessment for each LO	Summary analysis of assessment results for each LO
<b>Knowledge</b>			
.....		.....	.....
<b>Cognitive Skills</b>			
c	Identify the basic circuits elements	Standardized exams	67% [final exam Q1]
	Relate the basic circuits laws	Standardized exams	70% [1st exam Q2]
	Adapt techniques of circuit analysis	Standardized exams	71% [2nd exam Q2]
	Construct an equivalent circuit using Thevenin and Norton		
	Relate phasors and vectors in order to be used in analyzing A.C circuits		
<b>Interpersonal Skills &amp; Responsibility</b>			
.....		.....	.....
<b>Communication, Information Technology, Numerical</b>			
a	Perform the basic circuit theorems as superposition and maximum power transfer	Standardized exams	59% [Final exam Q5-I]
<b>Psychomotor</b>			
.....		.....	.....

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

The text and reference books problems will be used as self-homework's related to each topic of the course.

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

List Teaching Methods set out in Course Specification	Were They Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
Giving Lectures		X	None

### C. Results

#### 1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Analysis of Distribution of Grades
A+	0	0 %	.....
A	0	0 %	.....
B+	0	0 %	.....
B	2	22.22 %	One student was close to B+
C+	0	0 %	.....
C	1	11.11 %	.....
D+	0	0 %	.....
D	3	33.33 %	They were weak and hardly passed
F	3	33.33 %	Students who failed from previous patches and students couldn't develop solutions using the circuits basic theories
Denied Entry	0	0 %	.....
In Progress	0	0%	.....
Incomplete	0.	0 %	.....
Pass	6	66.66 %	.....
Fail	3	33.33 %	.....
Withdrawn	0	0 %	.....

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

The results are within the normal distribution and pass percentage is good.

## 3. Variations from planned student assessment processes (if any) .

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

Variation	Reason
None	

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

Variation	Reason
None	

## 4. Student Grade Achievement Verification :

Method(s) of Verification	Conclusion
All papers are reviewed by independent reviewer from the department who will who will double check the sum of the total marks	Level of fairness of collection is fairly high
Grades approved by Head of department and the dean of the EC.	Approved

## D. Resources and Facilities

Difficulties in access to resources or facilities (if any)	Consequences of any difficulties experienced for student learning in the course
None	

## E. Administrative Issues

Organizational or administrative difficulties encountered (if any)	Consequences of any difficulties experienced for student learning in the course
None	

## F Course Evaluation

### 1 Student evaluation of the course (Attach summary of survey results)

a. List the most important recommendations for improvement and strengths <ul style="list-style-type: none"><li>• Clarify the basic guidelines</li><li>• Clarify the requirements for success</li><li>• Sources of assistance availability</li></ul>
b. Response of instructor or course team to this evaluation <ul style="list-style-type: none"><li>• A copy of the syllabus was given to each student in the first lecture. The syllabus contains</li></ul>

the main headlines of the course.

- The success requirements were clarified on grading schedule that explained on the syllabus. Each exam grades were highlighted and each question grade in every exam was highlighted.
- The textbook and reference book were mentioned clearly on the syllabus. Whilst, the office hours were highlighted clearly on both the syllabus and hanged on the instructor office door.

## 2. Other Evaluation :

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	Action Results	Action Analysis
a) More exercises from the course reference book	exercises from the reference book were solved during class hours and given as assignments	Student improved their skills in getting answers and perform accurate calculations compared the beginning of the semester	
b) Student participation	The students were more involved during the theory explanation and solving the examples.	Student improved their skills in getting answers and perform accurate calculations compared to the semester beginning	
c) Micro-projects	The students were asked to design and present a prototyped micro-project that related the theory into practice	The students were able to relate the theory to practice during their presentation of the microproject	

## 2. List what other actions have been taken to improve the course

- Force the students to use both the textbook and the reference book.

## 3. Action Plan for Next Semester/Year

Actions Recommended for Further Improvement	Intended Action Points (should be measurable)	Start Date	Completion Date	Person Responsible
a) More exercise and self-homework	More time in exercise and assignments will be given to students	Beginning of Second semester 2016/2017	End of Second semester 2016/2017	Course Instructor
b) Student participation	Ask student to complete solving some problems to the end during the class	Beginning of Second semester 2016/2017	End of Second semester 2016/2017	Course Instructor
c) Micro-projects	The students will be asked for micro-projects for the purpose of relating theory to practice	Beginning of Second semester 2016/2017	End of Second semester 2016/2017	Course Instructor
d) Review the course CLOs	The course CLOs will be updated by course instructor and reviewed by assigned committees	Beginning of second semester 2016/2017	End of second semester 2016/2017	Course Instructor

### Course Instructor:

Name: Dr Yazeed Qasaymeh

Signature: .....

Date Report Completed: 25/ 1 / 2017

### Program Coordinator:

Name: Dr Abdullah Almuhasien

Signature: .....

Date Received : / / 2017



## **Important Notes:**

- A separate Course Report (CR) should be submitted for every course and for each ( section " Male & Female" or Academic Programme 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 (Separate reports attached ) and given to the program coordinator At the end of each course
- Course Reports are to discuss by the academic ( Programme ) Department Council





هـ 1437/1438 ي عماجلا ماعلا نيعم ررقم في سيردتلا تئيه وضع مبيقتل صفا الاول 38/37

مسقلا : تسدنهلما تيناير هكلا

تعبيط طاشنلا ررقملا ب : فراضحه

رقملا مقر : 43638

ددع نيلجسلا : 9

لاكلية : تسدنهلما تعمجلاب

ساقملا برر : تايساسا رناودلا تيناير هكلا

مرملا زقرر : 101 رهك

سأتملا ذاققر : ديزيدمحم مركا ممياسة

تئسأ تصاخ امبثدحل لآخر رقملا

م	دوبن مبيقتلا	لا قفاوا مطلقا (1)		لا اوافق (2)		قفاوا لا دحام (3)		قفاوا بشدة (5)		ن	طسوتملا يباسحلا	تسبنا %
		%	ددعلا	%	ددعلا	%	ددعلا	%	ددعلا			
1	ناك ررقملا ذيفنت عايشلا او يتلا بلط يئم هوادأ تئستم عموطخلا تيساسلا للمقرر .	100	1	0	0	0	0	0	0	1	1	20
1	ناك ررقملا ذيفنت عايشلا او يتلا بلط يئم هوادأ تئستم عموطخلا تيساسلا ررقملا .	12.5	1	0	0	25	2	37.5	3	8	3.63	72.6
2	ناك وضع تئيه سيردتلا امزتم طعايل كشب ررقملا عال ماكل ثم : ادب ددحملا تقولا في تارضاحملا ، مناد لكشب سيردتلا تئيه وضع دجاوت دادعلا سيردتلا في تدعاسملا داوملا ديچلا ، وهكذا .	12.5	1	12.5	1	12.5	1	37.5	3	8	3.5	70
2	ناك وضع تئيه سيردتلا امزتم طعايل كشب ررقملا اعطاعيل ماك (مثل: ادب ددحملا تقولا في تارضاحملا ، مناد لكشب سيردتلا تئيه وضع دجاوت دادعلا سيردتلا في تدعاسملا داوملا ديچلا ، وهكذا).	100	1	0	0	0	0	0	0	1	1	20
3	يدل وضع تئيه سيردتلا يذلا موقئ مبدقتب ررقملا اذھ ماملل ماك يوتحمب المقرر .	100	1	0	0	0	0	0	0	1	1	20
3	يدل وضع تئيه سيردتلا يذلا موقئ مبدقتب ررقملا اذھ ماملل ماك يوتحمب المقرر .	0	0	0	0	50	4	12.5	1	8	3.88	77.6
4	ناك وضع تئيه سيردتلا ادجوم تدعاسملا للاخ تاعاسملا المكتبية .	0	0	12.5	1	25	2	37.5	3	8	3.75	75
4	ناك وضع تئيه دناسير ادجوم تدعاسملا للاخ تاعاسملا المكتبية .	100	1	0	0	0	0	0	0	1	1	20
5	ناك وضع تئيه سيردتلا اسمحتم امل موقئ بتديسه .	0	0	0	0	37.5	3	25	2	8	4	80
5	ناك وضع تئيه سيردتلا اسمحتم امل موقئ بتديسه .	100	1	0	0	0	0	0	0	1	1	20
6	ناك وضع يهت سيردتلا امتمهم يدبم ناكو يمدقت انيعم لي .	100	1	0	0	0	0	0	0	1	1	20
6	ناك وضع تئيه سيردتلا امتمهم يدبم ناكو يمدقت انيعم لي .	0	0	0	0	25	2	50	4	8	4	80
7	انديمو ائيدر ررقملا في مديق امل كن اك ، (ةوررقملا صوصنلا ، تاصيختلا ، عجارملا ، امو شابيهها) .	12.5	1	12.5	1	12.5	1	37.5	3	8	3.5	70
7	انديمو ائيدر ررقملا في مديق امل كن اك ، (ةوررقملا صوصنلا ، تاصيختلا ، عجارملا ، امو شابيهها) .	100	1	0	0	0	0	0	0	1	1	20
8	تناكر داصملا يتلا اهتجتحا في ررقملا اذھ فرافتم املك جاتحا اليها .	0	0	12.5	1	12.5	1	37.5	3	8	4	80
8	تناكر داصملا يتلا اهتجتحا في ررقملا اذھ فرافتم املك تنك جاتحا اهيللا .	100	1	0	0	0	0	0	0	1	1	20
9	ناك كانه مادختسا لعف تئقتلا عدلا يميلعت في هذا المقرر .	100	1	0	0	0	0	0	0	1	1	20
9	اكن كانه مادختسا لعف تئقتلا عدلا يميلعت في هذا المقرر .	12.5	1	0	0	25	2	37.5	3	8	3.63	72.6
10	تدجو اميچشت عاقلا تئسلا ريوطتو تصاخلا يراكفا في هذا المقرر .	100	1	0	0	0	0	0	0	1	1	20
10	تدجو اميچشت عاقلا تئسلا ريوطتو تصاخلا يراكفا في هذا المقرر .	12.5	1	0	0	12.5	1	50	4	8	3.75	75

1437/1438 هـ في عماجلا ماعلا نيعم ررقم في س يردتلا تئيه وضع مبيقتل صفا الأول 38/37

مسقلا : تسدنهلا تيناير هكلا

تعيبط طاشنلا ررقملا ب : فراضح

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مرملا زقرر : 101 رهك

سأتملا ذاققر : ديزيدمحم مركا مياسة

تئسأ تصاخ امبث دل لآخر رقملا

م	دوب مبيقتلا	لا قفاوا مطلقا (1)		لا وافق (2)		قفاوا يلا دحام (3)		قفاوا بشدة (5)		ن	طسوتما يياسحلا	تسبنا %
		%	دعلا	%	دعلا	%	دعلا	%	دعلا			
12	تيفصلا تطشلا هذا المقرر ( في نم تبلطي تلا ايشلا تدعاس لماعلا، وهكذا ) في ريوطتي فرعمي تاراهمو تلا ررقملا فدحيي لتعليمها .	12.5	1	0	0	12.5	1	50	4	8	3.75	75
12	تيفصلا تطشلا) ررقملا اذ في في نم تبلطي تلا ايشلا تدعاس لماعلا، وهكذا) في ريوطتي فرعمي تاراهمو تلا ررقملا فدحيي لتعليمها .	100	1	0	0	0	0	0	0	1	1	20
13	تناك تيمك لمعلا في ررقملا اذ تيسانت مع ددع تااعسلا قدمتعملا تصصخملا للمقرر .	100	1	0	0	0	0	0	0	1	1	20
13	تناك تيمك لمعلا في ررقملا اذ تيسانت مع ددع تااعسلا قدمتعملا تصصخملا للمقرر .	0	0	0	0	37.5	3	37.5	3	8	3.88	77.6
14	تمدة في تاجردت اباولا تارابتخاوا في ررقملا اذ ل لاذ وقت معقول .	0	0	0	0	12.5	1	62.5	5	8	4.13	82.6
14	تمدة في تاجردت اباولا تارابتخاوا في ررقملا اذ ل لاذ وقت معقول .	100	1	0	0	0	0	0	0	1	1	20
15	حيحصت ناك ي تاجاو ي تارابتخاو لاداع ومناسبا .	100	1	0	0	0	0	0	0	1	1	20
15	حيحصت ناك ي تاجاو ي تارابتخاو لاداع ومناسبا .	0	0	0	0	25	2	50	4	8	4	80
16	تحضوي ا لتصل ن يبر ررقملا اذ تاررقملاو ىرخلا بالبرنامج ( القسم ) .	12.5	1	0	0	25	2	37.5	3	8	3.63	72.6
16	تحضوي ا لتصل ن يبر ررقملا اذ تاررقملاو ىرخلا جمانر بلا ب ( القسم) .	100	1	0	0	0	0	0	0	1	1	20
خومجلا		52.92	22	1.67	4	11.67	28	48	20		2.40	48.02
ريدقتلا : ريغ ي ضرر م												





