

ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE REPORT

(CR)

Concepts of Programming Languages

CSI 257-Z

Noureldin Laban

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	Faculty of Science	Date of Course Report
College/ Department	Department of Computer Science and Information	

A. Course Identification and General Information

1. Course title	: Concepts of Programming Languages	Code	CIS 237-Z	Section:	84	
2. Name of course instructor	Noureldin Laban	Location				
3. Year and semester to which this report applies.	1435					
4. Number of students starting the course?	1	Students completing the course?	1			
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45					45
Credit Hours	45					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
1. Preliminaries	9	12	
2. Evolution of the Major Programming Languages	6	6	
3. Describing Syntax and Semantics	12	15	
4. Names, Bindings, and Scopes	9	12	
5. Data Types	6	-	No enough time
6. Expressions and Assignment Statements	3	-	No enough time



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
Data Types	Not effect	Will be cover in the successive course
Expressions and Assignment Statements	Not effect	Will be cover in the successive course

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Understand the fundamental programming constructs: Names, Bindings, and Scopes, Data Types, Expressions and Assignment Statements, Statement-Level Control Structures, subprograms.	Quizzes Exams Midterms Final examination	Excellent
2	Name the key programming language concepts: syntax, semantic.	Quizzes Exams Midterms Final examination	good
3	Improved background for choosing appropriate languages	Continuous discussions with the students during the lectures.	good
4	Increased ability to learn new languages	Continuous discussions with the students during the lectures.	very good
5	Better understanding of significance of implementation	Doing homework. Check the problems solution.	above average
6	Better use of languages that are already known	Discussion of how to simplify or analyses some problems.	good
7	Work cooperatively in a small group environment.	Quizzes of some previous lectures. Ask the absent students about last lecture.	good
8	Save time and space in each task.	Discussion during the lecture.	average



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)

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	
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.		√	
Encourage the student to look for some complicated problems in the different references.		√	
Ask the student to attend lectures for practice solving problem.			
Homework assignments.		√	
Ask the students to search the internet and use the library. Encourage them how to attend lectures regularly by assigning marks for attendance.		√	
Teach them how to cover missed lectures. Give students tasks of duties		√	
Creating working groups with peers to collectively prepare: solving problems and search the internet for some topics.	√		Only one student
Give the students tasks to measure their: mathematical skills, computational analysis and problem solving.		√	
Encourage the student to ask for help if needed.		√	
Encourage the student to ask good question to help solve the problem.		√	



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 %	90-100
B	0	0 %	80-89
C	1	100 %	70-79
D	0	0 %	60-69
F	0	0 %	< 60
Denied Entry	0		
In Progress	0		
Incomplete	0		
Pass	1	100%	
Fail	0	0 %	
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

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) Not Available	2. Consequences of any difficulties experienced for student learning in the course.
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any) None	2. Consequences of any difficulties experienced for student learning in the course.
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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

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
a.				
b.				
c.				
d.				
e.				

Name of Course Instructor: Nouredin Laban

Signature: Nouredin Laban

Date Report Completed: 28/7/1435

Program Coordinator: Dr. Yousry Azzam

Signature: _____ Date Received: 28/7/1435