



## **COURSE REPORT**

**(CR)**

***Optical Mineralogy***  
***(224 Geo)***  
***Group # 610***

**Summer semester**

**1432**

To be completed by course instructors at the end of each course and given to program coordinator.

If the course is taught in more than one location the course report should be prepared for each location by the course instructors responsible for the course in each location.

A combined report should be prepared by the course coordinator and the separate location reports attached.

## Course Report

*For guidance on the completion of this template, refer to Section 2.5 of Chapter 2 in Part 2 in this Handbook*

Institution	<b>King Saud University</b>
College/ Department :	<b>College of Science / Department of Geology &amp; Geophysics</b>

### A. Course Identification and General Information

1. Course title and code. : <b><i>Optical Mineralogy (224 Geo)</i></b>
2. If course is taught in more than one section indicate the section to which this report applies <b>This session has been run throughout summer semester 1432 ; the group no is 610, <u>This course report for the group no 610</u></b>
3. Year and semester to which this report applies. <b><i>Summer semester (143)2.</i></b>
4 Location (if not on main campus):

### B. Course Delivery

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
<b>1.</b> Introduction: nature of light, optical classification of crystals.	<b>4</b>	<b>4</b>	
<b>2.</b> Mineral preparation for microscopic study.	<b>3</b>	<b>3</b>	
<b>3.</b> Isotropic and anisotropic minerals, Polarized light.	<b>4</b>	<b>4</b>	
<b>4.</b> The polarizing microscope, index of Refraction.	<b>4</b>	<b>4</b>	
<b>5.</b> Interference colours , interference figures <b><i>and minerals optical sign.</i></b>	<b>4</b>	<b>4</b>	
<b>6.</b> Uniaxial crystal optics, biaxial crystal	<b>4</b>	<b>4</b>	

optics.				
7. The minerals indicatrix	4	4		
8. Application of the colour chart to the study of minerals, <i>and minerals description.</i>	3	3		
<p>2. Consequences of Non Coverage of Topics</p> <p>For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.</p>				
Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program		
<i>Basic of physics</i>	<i>Most of Student do not show good background in physics, that might be covered via the 101 Phy course</i>	<i>Compensated action has been carried out by edifying some topics of Prerequisite (Introduction to Physics –101 Phy), and by giving them a text book in physics to increase their knowledge in order to copy within the lecture sessions.</i>		
<p>3. 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)</p>				
Domains	List Teaching Strategies 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	



<p>b. Cognitive Skills</p>	<ol style="list-style-type: none"> <li>1. <i>Evaluating and assessing the student understanding of homework activity.</i></li> <li>2. <i>Solving all practical applied difficulties within/during the practical sessions</i></li> <li>3. <i>Case studies related to the studied topics.</i></li> <li>4. <i>Students had the opportunity to implements what they have been achieved within the lecturing session time, and learned how to apply what they have taken in their future life. i.e. to effectuate their knowledge skills.</i></li> <li>5. <i>Running several short exams (Quizzes) within the session to evaluate their their performance.</i></li> <li>6. <i>Performing the med terms and final exams.</i></li> <li>7. <i>Monitoring the students lectures and Lab. attendance during the time duration of the semester.</i></li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p><i>No computer Lab. Available and No PC connected to Data show in the lecture room / sometimes students use their own computers if available</i></p>
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c. Interpersonal Skills and Responsibility	<ol style="list-style-type: none"> <li>1. <i>Encouraging students by continuous writing to gain knowledge and confidence in their writing, dialogues, and increasing their scientific thinking.</i></li> <li>2. <i>Working out all problems they face during practical sessions.</i></li> <li>3. <i>Pushing the students to practise discussions during the lectures.</i></li> <li>4. <i>Encouraging students to present and led-part of the lecture.</i></li> <li>5. <i>Running a continuous student's evaluation within/throughout the semester session.</i></li> </ol>	N	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> <li>• <i>The students needs more incentives and encouragement / start with students to present part of their skills by running an further home Exercises.</i></li> <li>• <b>It is an essential to enhance and to develop students abilities and skills in English language.</b></li> <li>• <b>Due the short time of the smmer course</b></li> </ul>
d. Numerical and Communication Skills	<ol style="list-style-type: none"> <li>1. <i>Using up-to-date computer video programs that are related to course outlines and objectives in the practical sessions</i></li> <li>2. <i>Utilizing the computer software and programs in the course, such as Microsoft office (Power Point, word, Excel) ... etc.</i></li> <li>3. <i>Increase the ability of students to utilize the internet knowledge and data to be considered as one of their educational resource to fulfil their scientific needs and knowledge.</i></li> </ol>		<p>y</p> <p>Y</p> <p>Y</p>	<p><i>Via the internet, by using their personal computers.</i></p> <p><i>By using their personal computers.</i></p>

e. Psychomotor Skills (if applicable)	<b>1. Monitoring the mineral and rocks thin section preparation.</b> <b>2. Collecting and identifying the minerals in the Lab sessions either in mega samples or under microscope..</b>		<b>Y</b>	<b>Applied within the Lab session that have been run within the course session.</b>
<p>4. Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.</p> <ol style="list-style-type: none"> <li><b>1. Pushing the student to practise more homework that followed by small short quiz.</b></li> <li><b>2. Run a broad and continuous collaboration and teamwork discussion activities.</b></li> <li><b>3. Handing over most the required licensed educational of metamorphic rock processing software (if not all), to have them available for the student use within the Lab. and teaching session.</b></li> <li><b>4. Encouraging and pushing student to read articles that are related to course objectives, and argue their achievements; to seek their abilities of writing, reading and understanding to increase their scientific sense and knowledge.</b></li> <li><b>5. Students shall have different training courses of reading, typing, internet scientific search engines, Microsoft office and the scientific programs will be applied for this course(i.e. Students' should learn them self to increase their scientific knowledge, and via this step student will act and communicate within the lecture's session..</b></li> </ol>				

**C. Results:**

1 Number of students starting the course:	<b>4 students</b>																																																													
2 Number of students completing the course:	<b>4 students</b>																																																													
<p>3 Distribution of Grades :</p> <p>(If percentage marks are given indicate numbers in each 5 percentile group)</p> <table border="1"> <thead> <tr> <th></th> <th>No</th> <th rowspan="10" style="text-align: center; vertical-align: middle;">OR</th> <th>%</th> <th>No</th> <th>%</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>A</td> <td><b>0</b></td> <td>95-100</td> <td><b>0</b></td> <td>70-74</td> <td><b>1</b></td> </tr> <tr> <td>B</td> <td><b>0</b></td> <td>90-94</td> <td><b>0</b></td> <td>65-69</td> <td><b>0</b></td> </tr> <tr> <td>C</td> <td><b>1</b></td> <td>85-89</td> <td><b>0</b></td> <td>60-64</td> <td><b>3</b></td> </tr> <tr> <td>D</td> <td><b>3</b></td> <td>80-84</td> <td><b>0</b></td> <td>&lt; 60</td> <td><b>0</b></td> </tr> <tr> <td>F</td> <td><b>0</b></td> <td>75-79</td> <td><b>0</b></td> <td></td> <td></td> </tr> <tr> <td>Denied Entry</td> <td><b>0</b></td> <td>Denied Entry</td> <td colspan="2"></td> <td><b>0</b></td> </tr> <tr> <td>In Progress</td> <td><b>0</b></td> <td>In Progress</td> <td colspan="2"></td> <td><b>0</b></td> </tr> <tr> <td>Incomplete</td> <td><b>0</b></td> <td>Incomplete</td> <td colspan="2"></td> <td><b>0</b></td> </tr> <tr> <td>Pass</td> <td><b>4</b></td> <td>Pass</td> <td colspan="2"></td> <td><b>4</b></td> </tr> </tbody> </table>			No	OR	%	No	%	No	A	<b>0</b>	95-100	<b>0</b>	70-74	<b>1</b>	B	<b>0</b>	90-94	<b>0</b>	65-69	<b>0</b>	C	<b>1</b>	85-89	<b>0</b>	60-64	<b>3</b>	D	<b>3</b>	80-84	<b>0</b>	< 60	<b>0</b>	F	<b>0</b>	75-79	<b>0</b>			Denied Entry	<b>0</b>	Denied Entry			<b>0</b>	In Progress	<b>0</b>	In Progress			<b>0</b>	Incomplete	<b>0</b>	Incomplete			<b>0</b>	Pass	<b>4</b>	Pass			<b>4</b>
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Failed	0		Failed	0
Withdrawn	0		Withdrawn	0

4 Result Summary:

Passed:	No	<b>4</b>	Percent	<b>100</b>	Failed	No	<b>0</b>	Percent	<b>0</b>
Did not complete	No	<b>0</b>	Percent	<b>0</b>	Denied Entry	No	<b>0</b>	Percent	<b>0</b>

4 Special factors (if any) affecting the results

- The students who failed, they are not acting seriously.
- The students attendance is moderately done by students,
- Students' performance was below the standard, even though all attempts were applied to improve their knowledge and abilities in gaining the standard level of education.

**Students' results is acceptable**

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

a. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason
<i>In-class activities were not applied as planned</i>	<i>Because more time has been burned up to increase their knowledge, and remove their feeling of tedious and borin, in additin, the summer session is shortened to 8 wks., + month of Ramadan</i>

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason
<i>Continuous evaluation of the student by running a class discussions, and brain storming.</i>	<i>Student's English skill is very week, so, they cannot read via textbooks, scientific articles.</i>

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion
<b>All the exams papers have been reviewed and evaluated by Prof. Abdullah Amri</b>	
<b>Peer-to-Peer evaluation run by Dr. Dr. Osama Kaod</b>	

**D. Resources and Facilities**

<p>1. Difficulties in access to resources or facilities (if any)</p> <p><i>1.No computer Lab. Available for practical session.</i></p> <p><i>2. Data show facility is not equipped</i></p>	<p>3. Consequences of any difficulties experienced for student learning in the course.</p> <p><i>1.Students could not use up-to-date computer programs in the practical sessions.</i></p> <p><i>2.Case studies related to the studied topics cannot be run in the class.</i></p>
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<i>within the lecture theatre.</i>	
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**E. Administrative Issues**

1 Organizational or administrative difficulties encountered (if any):  <p style="text-align: center;"><i>No difficulties come upon.</i></p>	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 if available) <p style="text-align: center;"><b>The students evaluation Questionnaire attached herewith.</b></p>	
a List the most important criticisms and strengths the strength : <ul style="list-style-type: none"> <li>• <b>Practicing the student lecturing.</b></li> <li>• <b>Quizzes followed the homework session.</b></li> <li>• <b>Student using their personal computers to do homework.</b></li> </ul>	
b Response of instructor or course team to this evaluation <ul style="list-style-type: none"> <li>• <b>Some students enforced the instructor to keep in touch with their performance , activities through out the course.</b></li> </ul>	
2. Other Evaluation -- What evaluations were received? Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):  <p style="text-align: center;"><i>Not Started (relevant) yet</i></p>	
a List the most important criticisms and strengths  -----	
b Response of instructor or course team to this evaluation  <p style="text-align: center;"><b>Very positively acted with</b></p>	

**G. Planning for Improvement**

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s).	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.
2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.).	

3. Action Plan for Next Semester/Year		
<b>Actions Required</b> <i>1. Furnish the Geology Department's Practical Lab with computers</i> <i>2. Furnish all computers with the educational licensed programs and softwares to be used by students .</i> <i>3. Grouping the student in the class room to read an article and discussing it and then scripting it, followed by an evaluation analysis.</i> <i>4. students needs training courses in Active learning</i>	<b>Completion Date</b> <b>1431 - 1432</b>  <i>1431 - 1432</i>  <i>1431 - 1432</i>  <i>1431 - 1432</i>	<b>Person Responsible</b> <i>Head of the Department</i>  <i>Head of the Department</i>  <i>Head of the Department</i>  <i>Vice-Dean of the Faculty for students affairs</i>
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		
<i>The essential plan is to equip the Geology Petrology Lab. with computers and its relative data program and data show, as well as providing all or most of the required educational software to be applied. This is beside the activation of a data show device located at the classrooms to be utilized in/for the lecturing and Lab purposes.</i>		

**Name of Course Instructor :** *Assist. Professor Dr. Bassam A. Abu Amarah.*

**Signature:** \_\_\_\_\_ **Date Report Completed:** 20/9/1432

**Received by Program Coordinator** **Date:** \_\_\_\_\_