



# **COURSE SPECIFICATIONS (CS)**

**Energy and Environment Physics**

**PHYS 477**

**June 2018**



## Course Specifications

Institution: <a href="#">King Saud University</a>	Date: <a href="#">2018</a>
College/Department: <a href="#">College of Science, Physics &amp; Astronomy Department</a>	

### A. Course Identification and General Information

1. Course title and code: <a href="#">Energy and Environment Physics (PHYS 477)</a>			
2. Credit hours: <a href="#">3(3+0+0)</a>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <a href="#">Physics and other science and engineering programs</a>			
4. Name of faculty member responsible for the course <a href="#">Dr.</a>			
5. Level/year at which this course is offered: <a href="#">Eighth level</a>			
6. Pre-requisites for this course (if any): <a href="#">Solid State Physics (PHYS 371)</a>			
7. Co-requisites for this course (if any):			
8. Location if not on main campus <a href="#">1. Main campus in Diriyah, College of Science, Department of Physics &amp; Astronomy</a>			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80%"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

1. What is the main purpose for this course?
  - a) The student should have information about the importance of renewable energy and solar energy conversion
  - b) The student should be able to investigate the physics of solar radiation and solar cells
  - c) The student should be aware with the applications of the solar energy
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
  - Experimental on solar energy
  - Visit to solar energy lab.
  - Write report about solar energy conversion

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

### Course Description:

Energy fundamentals, Fossil fuels, Renewable energy Part-I: Solar radiation and solar energy (thermal, photovoltaics and electro-chemicals), Renewable energy Part-II: Other Energy Alternatives (hydropower, wind power, ocean thermal energy conversion, biomass, geothermal energy, tidal & wave energy), Energy conservation & storage, Energy and transportation, air pollution and environment.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Energy Fundamentals	2	6
Solar Radiation, Solar energy	2	6
Photovoltaics	3	9
Other Energy Alternatives	4	12
Energy Conservation and Storage	2	6
Energy and Transportation	1	3
air pollution and environment.	1	3

### 2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					45
Credit	45					45

### 3. Additional private study/learning hours expected for students per week.

3hours

#### 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<b>Knowledge</b>		
	<ul style="list-style-type: none"> <li>- To recognize a background on energy fundamentals, Solar radiation, solar cells, and other kinds of energy conversion.</li> <li>- To outline some mathematical formulations and laws that control the relation between the energy and environment</li> <li>- To define some applications on renewable energy.</li> </ul>	<ul style="list-style-type: none"> <li>- Lecturers and debates</li> <li>- Homework assignments</li> <li>- Lab demonstrations</li> <li>- small group work</li> </ul>	<ul style="list-style-type: none"> <li>- Exams</li> <li>-peer evaluations</li> <li>- analytical reports</li> <li>-long and short essays</li> <li>- group reports</li> </ul>
2.0	<b>Cognitive Skills</b>		
	<ul style="list-style-type: none"> <li>- To explain the daily life applications of the studied topics.</li> <li>- To explain the most famous and useful instruments build on the studied topics.</li> <li>- To recognize how technology is built from simple to advanced present states</li> <li>- To summarize some interesting experiments and applications in the field of the studied course.</li> </ul>	<ul style="list-style-type: none"> <li>- whole group and small group discussions</li> <li>- Case studies</li> <li>- individual presentation</li> <li>- brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>-portfolios</li> <li>-discussion forums</li> <li>-interviews</li> <li>-debates</li> </ul>
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
	<ul style="list-style-type: none"> <li>- writing reports</li> <li>- To modify the English language</li> <li>- To demonstrate solving problems</li> <li>- To illustrate Searching on the internet</li> <li>- choosing the material of the course</li> </ul>	<ul style="list-style-type: none"> <li>-Guest speakers</li> <li>- whole group and small group discussions</li> <li>- research activities</li> <li>-projects</li> </ul>	<ul style="list-style-type: none"> <li>-Individual and group presentations</li> <li>-speeches</li> <li>- posters</li> <li>- case studies</li> </ul>
4.0	<b>Communication, Information Technology, Numerical</b>		
	<ul style="list-style-type: none"> <li>- To illustrate how to Communicate with others: the lecturer – students in the class</li> <li>- To interpret Information Technology through the Internet and to assess the computer skills</li> <li>- To evaluate the Numerical skills through: solving problems- computation – data analysis – feeling physical reality of results.</li> </ul>	<ul style="list-style-type: none"> <li>- memorization</li> <li>- projects</li> <li>- whole group and small group discussions</li> <li>- brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>- log books</li> <li>- analytical reports</li> <li>- graphic organizers</li> <li>- graphs and tables</li> <li>- group presentations</li> </ul>

5.0	Psychomotor		
	Not applicable	Not applicable	Not applicable

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	First Mid-term exam		15%
2	Second Mid-term exam		15%
3	Home works, assignments, and experimental		30%
4	Final Exam		40%

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- Office hours 3 hr/ week

#### E Learning Resources

##### 1. List Required Textbooks

- 1- Anderson, E. E., Fundamentals of Solar Energy Conversion, Addison-Wesley Publishing Co., 1983.
- 2- Moustafa M. Elsayed et. al, Design of solar thermal systems, Scientific Pub Center, KAA Univ., Jeddah, Saudi Arabia, 1994.
- 3- Shepherd W., Shepherd D. W., Energy Studies, Imperial College Press, 1998.
- 4- Martin A. Green, Third Generation Photovoltaics Advanced Solar Energy Conversion, 2003, Springer.
- 5- A. Albassam, New and renewable energy: their types and resources, Dar Alkheraji for publishing and distribution, Saudi Arabia 2000.
- 6- A. Albassam, Solar energy and its applications, chair of renewable energy and its applications, Physics Dept. king Saud University 2012.
- 7- A. Albassam, Fossil and renewable Energy, chair of renewable energy and its applications, Physics Dept. king Saud University 2015.

##### 2. List Essential References Materials (Journals, Reports, etc.)

- 1- Anderson, E. E., Fundamentals of Solar Energy Conversion, Addison-Wesley Publishing

<p>Co., 1983.</p> <p>2- Moustafa M. Elsayed et. al, Design of solar thermal systems, Scientific Pub Center, KAA Univ., Jeddah, Saudi Arabia, 1994.</p> <p>3- Shepherd W., Shepherd D. W., Energy Studies, Imperial College Press, 1998.</p> <p>4- Martin A. Green, Third Generation Photovoltaics Advanced Solar Energy Conversion, 2003, Springer.</p>
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <p>1- A. Albassam, New and renewable energy: their types and resources, Dar Alkheraji for publishing and distribution, Saudi Arabia 2000.</p> <p>2- A. Albassam, Solar energy and its applications, chair of renewable energy and its applications, Physics Dept. king Saud University 2012.</p> <p>3- A. Albassam, Fossil and renewable Energy, chair of renewable energy and its applications, Physics Dept. king Saud University 2015.</p>
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. <a href="#">Websites on the internet that are relevant to the course topics</a></p>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. <a href="#">Multimedia associated with the text book and the relevant websites</a></p>

#### F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> <li>• <a href="#">Lecture room with at least 25 seats</a></li> </ul>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> <li>• <a href="#">Computer room containing at least 15 systems</a></li> </ul>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> <li>• <a href="#">Availability of demonstrative materials relevant to the course material</a></li> <li>• <a href="#">Safety facilities</a></li> </ul>

#### G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> <li>• <a href="#">Course evaluation by student</a></li> <li>• <a href="#">Students- faculty meetings</a></li> </ul>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> <li>• <a href="#">Peer consultation on teaching</a></li> <li>• <a href="#">Departmental council discussions</a></li> <li>• <a href="#">Discussions within the group of faculty teaching the course</a></li> </ul>
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> <li>• <a href="#">Conducting workshops given by experts on the teaching and learning Methodologies.</a></li> <li>• <a href="#">Periodical departmental revisions of its methods of teaching.</a></li> <li>• <a href="#">Monitoring of teaching activates by senior faculty members.</a></li> </ul>

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Providing samples of all kinds of assessments in the departmental course portfolio of each course
- Assigning group of faculty members teaching the same course to grade the same questions for various students.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils.
- The head of department and faculty take the responsibility of implementing the proposed changes in the course materials.

Name of Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_