



Course Specifications

Course Title:	History of Mathematics.
Course Code:	415 math-3
Program:	B.Sc Mathematics.
Department:	Mathematics.
College:	Sciences & Arts
Institution:	Najran University.



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A. Course Identification

1. Credit hours:	3
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	
4. Pre-requisites for this course (if any):	Non
5. Co-requisites for this course (if any):	Non

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3	100%
2	Blended	---	---
3	E-learning	---	---
4	Correspondence	---	---
5	Other	---	---

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	45
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (Exams)	4
	Total	49
Other Learning Hours*		
1	Study	30
2	Assignments	10
3	Library	10
4	Projects/Research Essays/Theses	---
5	Others (o.h)	10
	Total	109

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes**1. Course Description - (Note: General description in the form used in Bulletin or handbook)**

Mathematics in the Ancient Egyptians- Mathematics at the Babylonians- Mathematics in the Greeks- The History of arithmetic in India and china- Mathematics in the Islamic Period- The development of Mathematics in Europe until the 19th Century- Mathematics in the 20th Century.

2. Course Main Objective

The main objective of the course is improve the students understanding of the historical development of mathematics. To emphasize the role of Arabs and Muslims in development of mathematics.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Learn about the history of Mathematics for different countries.	
1.2	Able to solve the exercises	
1.3	Solve some problems during the lecture with some tips	
2	Skills :	
2.1	Able to explain and interpret the old concept of mathematics	
2.2	Enable the students to analyze the mathematical problems	
2.3	Simplify and analyze the given problem	
3	Competence:	
3.1	Work as part of a team and independently	
3.2	Take responsibility to illustrate the problems	
3.3	Illustrate how to communicate with Peers, Lectures and Community.	

C. Course Content

No	List of Topics	Contact Hours
1	Mathematics in the Ancient Egyptians	6
2	Babylonian Mathematics	6
3	Greeks Mathematics	6
4	The History of arithmetic in India	3
5	The History of arithmetic in China	3
٦	Mathematics in the Islamic Period	٦
7	The development of Mathematics in Europe until the 19 th Century	٦
8	Mathematics in the 20 th Century	9
Total		45

D. Teaching and Assessment**1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods**

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Learn about the history of Mathematics for different countries.	Beginning each chapter by giving general idea and benefits of it. Demonstrate course.	Written Exams.
1.2	Able to solve the exercises	Providing key ways to solve the exercises.	Quiz Exercises,
1.3	Solve some problems during the lecture with some tips	Discussions with the students during the lectures.	Homework& Assignments Written Exams
2.0	Skills		
2.1	Able to explain and interpret the old concept of mathematics.	Encouraging the students to solve complicated problems with different methods	Written Exams.
2.2	Enable the students to analyze the mathematical problems.	Ask the students to attend the lectures for practice solving problems.	Check the solutions of the homework problems.
1.3	Simplify and analyze the given problem.	Discussing with the students how to simplify and analyze the given problem.	Exercises, Homework& Assignments
3.0	Competence		
3.1	Work as part of a team and independently	Teach them the importance of missed lectures and ask them to take them. Give the students the necessary tasks and duties.	Discussions in the class during the lecture. Unified Reports and Seminars: To assess the integration work done by students in a unified report and presentations.
3.2	Take responsibility to illustrate the problems.	Making the students to use the library and internet. Encouraging them to attend the lectures without absent by allotting marks for attendance.	Quizzes of some past lectures. Ask the absent students about the last lecture.
3.3	Illustrate how to communicate with Peers, Lectures and Community.	Creating working groups with peers to collectively prepare.	Discussing the group work with data sheets.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Exercises, Homework& Assignments	Open	5%
2	Quiz	Open	5%
3	Written Test(1)	7 th Week	20%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
4	Written Test(2)	13 th Week	20%
5	Final Exam	End of Semester	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Introducing the course syllabus, grading scale and the distribution of marks for the course in the first lecture of the course.

The office hours for this course are 3 hours per week.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Howard Eves. An Introduction to the History of Mathematics, 4th Edition. Holt, Rinehart, and Winston, New York 1998.
Essential References Materials	Carl B. Boyer. A History of Mathematics. Oxford University Press, 1993. www.sciencedirect.com .
Electronic Materials	Other electronic materials available on the internet
Other Learning Materials	None.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> Classroom with suitable seats Library.
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> Data show Smart Board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list.)	None.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course report, Program report and Program self-study.	The coordinator of the course and the colleagues who are teaching the same subject must put a unique process of evaluation.	Student course evaluation at the conclusion of the course.

Evaluation Areas/Issues	Evaluators	Evaluation Methods
A tutorial lecture must be added to this course.		The colleagues who teach the same course must discuss together to evaluate their teaching plan for uniformity in the course.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

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

The following points may help to get the course effectiveness:

- I. Student evaluation.
- II. Course report.
- III. Program report.
- IV. Program self-study.

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	