

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

COURSE SPECIFICATION

Introduction to Law

2017

Course Specification

For Guidance on the completion of this template, please refer to Handbook 2 of Internal Quality Assurance Arrangements

Institution	Al-Baha University, KSA
College/Department:	Faculty of Administrative and Financial Sciences

A. Course Identification and General Information

1. Course title and code:	Introduction to Law
Course Code:	16061301
2. Credit hours:	3
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	Business Administration
4. Name of faculty member responsible for the course:	Dr. Mahmoud Abdelfattah
5. Level/year at which this course is offered:	1st year/2 nd Semester
6. Pre-requisites for this course (if any)	
7. Co-requisites for this course (if any)	
8. Location if not on main campus:	TBA

B. Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course; This course is a general introduction to the legal system and to the types of legal reasoning used by lawyers and judges. This course focuses on legal sciences whereas it deals with the analysis of the theory of the law and contains the legal basis and its types as (Mandatory rules of law – supplementary rules of law – comparison between the custom and law and different types of laws) and then discusses the theory of right, and finally discusses the theory of obligation.</p>
<p>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); A variety of instructional methods may be used depending on content area. These include but are not limited to lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Introduction to the legal system	2	6
The Building Blocks of Law; Federal and State	2	6
Enacted Law and Deductive Legal Reasoning	2	6
How Cases Move Through the Courts I	2	6
How Cases Move Through the Courts II	2	6
Sovereignty of the Law Systems	2	6
Getting Into Court: Threshold Issues and the Availability of Federal Court Review	2	6
Constitutional Law: How Much Does Precedent Matter?	2	6

2. Course components (total contact hours per semester):			
Lecture: Varies	Tutorial: Varies	Practical/Fieldwork/Internship: None	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week) 4-6

<p>4. Development of Learning Outcomes in Domains of Learning</p> <p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> • A brief summary of the knowledge or skill the course is intended to develop; • A description of the teaching strategies to be used in the course to develop that knowledge or skill; • The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
<p>a. Knowledge</p>
<p>(i) Description of the knowledge to be acquired</p> <p>By the end of the semester the student will:</p> <ul style="list-style-type: none"> • Understand basic legal concepts and terminology, the organization of the federal and state court systems, and how litigation moves through the courts • Understand different types of legal reasoning used in cases involving both common law and enacted/statutory law • Be able to read and understand key legal documents, especially judicial opinions but also litigation documents such as complaints and briefs • Know how to brief a legal case, analyze a legal case and apply it to a new fact pattern • Perform legal research by finding the applicable case law or statute and writing a legal memorandum • Understand basic concepts in Federal constitutional law and administrative law
<p>(ii) Teaching strategies to be used to develop that knowledge</p> <p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.</p>

(iii) Methods of assessment of knowledge acquired

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

b. Cognitive Skills

(i) Cognitive skills to be developed

Upon completion of the course the student will be able to:

- Understand basic legal concepts and terminology, the organization of the federal and state court systems, and how litigation moves through the courts
- Understand different types of legal reasoning used in cases involving both common law and enacted/statutory law
- Be able to read and understand key legal documents, especially judicial opinions but also litigation documents such as complaints and briefs
- Know how to brief a legal case, analyze a legal case and apply it to a new fact pattern
- Perform legal research by finding the applicable case law or statute and writing a legal memorandum
- Understand basic concepts in Federal constitutional law and administrative law

(ii) Teaching strategies to be used to develop these cognitive skills

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of students cognitive skills

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

c. Interpersonal Skills and Responsibility	
(i) Description of the interpersonal skills and capacity to carry responsibility to be developed	<p>Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for the business professional in today's society.</p>
(ii) Teaching strategies to be used to develop these skills and abilities	<p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.</p>
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility	<p>Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behavior when making judgments or taking personal actions and demonstrate effective listening and feedback.</p>
d. Communication, Information Technology and Numerical Skills	
(i) Description of the skills to be developed in this domain.	<p>Upon successful completion of this course, the student will be clear about the origin of the ideas that are use in the field of law. In which the student will frequently be referring to the ideas of others such as judges, lawyers, and public prosecutor. The student will be encouraged to discuss cases and concepts in this class with classmates. Through which talking with others will help the student acquire the most out of the course by considering different angles and opinions.</p>
(ii) Teaching strategies to be used to develop these skills	<p>The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.</p>
(iii) Methods of assessment of students numerical and communication skills	

<p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p>
<p>e. Psychomotor Skills (if applicable)</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p>
<p>(ii) Teaching strategies to be used to develop these skills</p>
<p>(iii) Methods of assessment of students psychomotor skills</p>

<p>5. Schedule of Assessment Tasks for Students During the Semester</p>			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Discussion Questions		10%
2	Short Assignments		10%
3	Quizzes	4, 8	10%
4	Examination I	6	10%
5	Examination II	12	10%
6	Final Examination	17	50%

D. Student Support

<p>1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)</p> <p>Instructor will be available for student consultation and academic advice on Saturdays, Mondays, and Wednesdays between the hours of 1:00- 2:30pm. Additional assistance by appointment only.</p>
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E. Learning Resources

1. Required Text(s): TBA
2. Essential References; TBA
3- Recommended Books and Reference Material (Journals, Reports, etc): TBA
4- Electronic Materials, Web Sites: TBA
5- Other learning material such as computer-based programs/CD, professional standards/regulations
Internet Explorer, version 6.x or above, and Windows Media Player, version 10 or above. (Version 9 of Windows Media Player may be used only if using Windows 2000 or earlier operating system).

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Classes will be held in business computer laboratory and will accommodate approximately twenty-five (25) students. An appropriate number of computers must be available for each student.
2. Computing resources Students will have access to Microsoft Excel, Microsoft Access, and Microsoft Office systems.
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) Business computer laboratory must encompass twenty-five (25) student workstations, network printer, and scanners for student use.

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

<p>Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.</p>
<p>3 Processes for Improvement of Teaching</p> <p>Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.</p>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <p>To help instructor review the extent of the students achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review.</p>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and currency, teaching and assessment methods, match between all of the above.</p>

Faculty In charge
Dr. Mahmoud Abdelfattah

Head of Department
Dr. Mohammed Saeed Makni

Vice Dean (Academic Affair)
Dr. Mohammed Saeed Makni

Dean
Dr. Mohammed Al Zehrani