



## **T6. Course Specifications (CS)**

**ENG. 114-3**

### **Reading 1**

### Course Specifications

Institution	Najran University	Date of Report: 27/3/1438
College/Department	College of Science and Arts/ Department of English	

#### A. Course Identification and General Information

1. Course title and code: <b>ENG 114- Reading 1</b>			
2. Credit hours: <b>3 hours</b>			
3. Program(s) in which the course is offered. <b>English Program</b>			
4. Name of faculty member responsible for the course: <b>Dr. Sardar Fadhul-Haq/ T./Ahmed Muhammed Mahmoud/ Faten Hokash</b>			
5. Level/year at which this course is offered: <b>Level 1/ First year</b>			
6. Pre-requisites for this course (if any): <b>None</b>			
7. Co-requisites for this course (if any): <b>None</b>			
8. Location if not on main campus: <b>Main campus</b>			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments: No Comments			

## B Objectives

1. What is the main purpose for this course?

**Develop the students' basic skills pertaining to reading comprehension of different types of texts.**

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)

### Developing Study skills:

- Using dictionaries.
- Preparing vocabulary cards.
- Having online extra exercise.

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

### Course Description:

The course aims at supporting strategic reading through conferring, small groups, and assessment. Each strategy learnt is cross-linked to skills, genres, and reading levels to develop students' knowledge of step-by-step strategies for skilled reading, guide the students with prompts aligned to the strategies and adjust instructions to help in deciphering new vocabulary from text clues.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
<ul style="list-style-type: none"> <li>• <b>Connecting to the topic; previewing the topic and vocabulary; reading the article; recognizing the main structure in a text book</b></li> <li>• <b>Recognizing the topic, main idea and supporting details; Getting meaning from context;</b></li> <li>• <b>Recognizing words with the same or similar meaning; focusing on high frequency words; matching vocabulary words with definitions (part 2, pp 11-13); using the Internet (assignment)</b></li> </ul>	2	6 hours



<ul style="list-style-type: none"> <li>Connecting to the topic; previewing the topic and vocabulary; reading the article; identifying cause and effect (by using a diagram)</li> <li>Recognizing titles and paragraph topics, main ideas and supporting details</li> <li>Getting meaning from context; recognizing words with the same or similar meaning; matching vocabulary items with examples; focusing on high frequency words (part 2, p 30); using the Internet (assignment)</li> </ul>	2	6 hours
<ul style="list-style-type: none"> <li>Connecting to the topic; previewing the topic and vocabulary; reading the article; recognizing main idea questions for paragraph topic</li> <li>Recognizing one- or two- sentence statements of the main idea; Recognizing supporting details; matching paragraph titles with topics (part 2, p 49)</li> <li>Getting meaning from context; recognizing vocabulary categories; focusing on high frequency words; using the Internet (assignment)</li> </ul>	1	3 hours
<ul style="list-style-type: none"> <li>Connecting to the topic; previewing the topic and vocabulary; reading the article; identifying topics of paragraphs;</li> <li>Identifying the main idea by asking questions; changing false statements to true ones; using punctuation to recognize supporting details; skimming for topics and main ideas (part 2, pp. 70-73)</li> <li>Mid-term test (1)</li> </ul>	1	3 hours
<ul style="list-style-type: none"> <li>Finding illustrations of words; identifying similar meanings and meaning categories; recognizing nouns and verbs; finding definitions of vocabulary items</li> <li>Connecting to the topic; previewing the topic and vocabulary; reading the article; recognizing topics in a reading about history</li> <li>Recognizing the main idea; identifying time and time order details; skimming to find time and place in history (part 2, pp 93- 96)</li> </ul>	1	3 hours
<ul style="list-style-type: none"> <li>Getting meaning from context; identifying words with similar and opposite meanings; identifying nouns and adjectives; focusing on high frequency words (assignment)</li> <li>Connecting to the topic; previewing the topic and vocabulary; reading the article; understanding conversation in paragraph form</li> <li>Understanding the point; recognizing supporting details about opinions; understanding stories with anecdotes</li> </ul>	1	3 hours



<ul style="list-style-type: none"> <li>Understanding new vocabulary in context; recognizing nouns, verbs and adjectives; using adverbs and adjectives of manner; using the Internet (assignment)</li> <li>Connecting to the topic; previewing the topic and vocabulary; reading the article; recognizing reading structure using a mind map and completing a mind map</li> <li>Figuring out new or difficult vocabulary; identifying synonyms; identifying parts of speech; choosing word forms with suffixes</li> </ul>	1	3 hours
<ul style="list-style-type: none"> <li>Connecting to the topic; previewing the topic and vocabulary; reading the article; completing an outline</li> <li>Classifying stories and putting events in order (part 2, pp 168-170; understanding vocabulary from context</li> </ul>	1	3 hours
<ul style="list-style-type: none"> <li>Understanding suffixes; choosing from word family; using the Internet (assignment)</li> <li>Connecting to the topic; previewing the topic and vocabulary; reading the article; recognizing of the written conversation;</li> <li>understanding the main idea; understanding left-out words and references</li> </ul>	1	3 hours
<ul style="list-style-type: none"> <li>Identifying negative prefixes; writing opposites</li> <li>Recognizing words with similar meanings; focusing on high frequency words (part 2, pp 195- 6)</li> <li>Connecting to the topic; previewing the topic and vocabulary</li> </ul>	1	3 hours
<ul style="list-style-type: none"> <li>Reading the article; recognizing reading structure : similarities and differences</li> <li>Using a Venn diagram to recognize supporting details; understanding prefixes; practicing prefixes, stems and suffixes</li> <li>Identifying antonyms; focusing on high frequency words; using the Internet (assignment)</li> </ul>	2	6 hours
<ul style="list-style-type: none"> <li>Revision</li> </ul>	1	3 hours

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45	-----	-----	-----	-----	45
Credit	3	-----	-----	-----	-----	3

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

3 hours

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize reading strategies/skills & how to recall ideas.	1. Lectures 2. Class discussion 3. Presentations	1. Mid-term exams 2. Final exam
1.2	Memorize new vocabulary & differentiate between the varied synonyms and antonyms.	1. Lectures 2. Class discussion 3. Presentations	1. Mid-term exams 2. Final exam
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Locate main ideas and supporting details that are explicitly and implicitly mentioned in a text & recognize the text structure.	1. Lectures 2. Class discussion 3. Presentations 4. Problem solving	1. Mid-term exams 2. Final exam
2.2	Guess the meaning of new vocabulary from context clues, and distinguish the different parts of speech.	1. Lectures 2. Class discussion 3. Presentations	1. Mid-term exams 2. Final exam
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Appreciate others' point of view and show his when participating effectively in team work.	- Cooperative learning - Self-learning strategies	Online participation & Quizzes
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use the web to look up for new vocabulary & develop reading skills.	Discussion Style -cooperative learning	Online participation & Quizzes

4.2	Communicate in correct written & spoken English.	method	
5.0	<b>Psychomotor</b>		
5.1	NA		

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	1.2	1.3	2.1	2.2	3.1		4.1	4.2
1.1			√						
1.2			√						
2.1				√					
2.2					√				
3.1						√			
4.1								√	
4.2									√

#### 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	<b>Midterm Exam 1</b>	7	20%
2	<b>Midterm Exam 2</b>	11	20%
3	<b>Final examination</b>	16/17	50%
4	<b>Online participation &amp; Quizzes</b>	To be decided by the instructor	10%

#### 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)

*Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising*



Besides:

1. Students are divided according to their levels among faculty members for academic counseling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.
5. Academic Advising icon is activated online through the University gate.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.

## E. Learning Resources

### 1. List Required Textbooks

**Kirn, E. and Hartmann, P. (2009). *Interactions 1 Reading*. UK: McGraw-Hill Education.**

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

Gear, Adrienne (2015). *Reading Power, Revised & Expanded Edition: Teaching Students to Think While They Read 2<sup>nd</sup> ed.* US: Pembroke Publishers.

### 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Bottcher, Elizabeth (2013). *Longman Academic Reading Series 1*. UK: Pearson Education ESL.

Serravallo, Jennifer (2015). *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. US: Heinemann.

Richardson, Jan (2016). *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader*. US: Scholastic Teaching Resources.

### 4. List Electronic Materials (e.g. Web Sites, Social Media, Blackboard, etc.)

- **Cambridge Dictionary:** <http://dictionary.cambridge.org/>
- **Identifying details:** <http://elearn.mtsac.edu/amla/readingroom/details.htm>
- **More Short Stories:** <http://www.englishclub.com/reading/short-stories.htm>
- **Topics magazine for learners of English:** <http://www.topics-mag.com/>
- **English Language Activities, Exercises And Tests:** <http://www.world-english.org/>



5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

**All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.**

#### **F. Facilities Required**

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture rooms that accommodate for the large number of students.

2. Computing resources (AV, data show, Smart Board, software, etc.)

Laptop or desktop computer, data show & smart board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- NA

#### **G Course Evaluation and Improvement Processes**

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Students' questionnaire evaluating teaching staff member and courses.
- Indirect Course Learning outcomes effectiveness assessment questionnaire by students.
- Assessment of Electronic learning effectiveness questionnaire by students.
- Feedback of students' acquisition of taught material in the previous lectures.
- Exam Paper Evaluation by students.
- Meetings with students.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Self-evaluation report.
- Peer evaluation.
- Program Head evaluation report.
- Peer review of marks on corrected exam papers.
- Revision of exam paper marks' sheets.
- Revision of Random corrected exam papers.
- Review of exam papers by Measurement & Assessment Committee.
- Review of course report by a committee of staff members.

- Course Specification Updating & Review by Internal Review Committee in collaboration with Staff members.
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> <li>1. Regular meetings with teaching staff members where problems are discussed and solutions given</li> <li>2. Discussion of challenges in the classroom with colleagues and supervisors.</li> <li>3. Encouragement of faculty members to attend professional development conferences, seminars, workshops &amp; training programs.</li> <li>4. Keep up-to-date with pedagogical theory and practice</li> <li>5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results.</li> </ol>
<p>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)</p> <ol style="list-style-type: none"> <li>1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.</li> </ol>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> <li>1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.</li> </ol>

Name of Instructors: **Dr. Sardar Fadhlul-Haq/ T./Ahmed Muhammed Mahmoud/ Faten Hokash Hokash**

Signature: *Dr. Sardar Fadhlul-Haq/ T./Ahmed Muhammed Mahmoud/ Faten Hokash*

Date Report Completed: 23/3/1438

Name of Field Experience Teaching Staff \_\_\_\_\_

Program Coordinators: Dr. Al-Khier Atamna & Mrs./ Looloo Al-Raimy

Signature: \_\_\_\_\_ Date Received: 23/3/1438

**Reviewed & Updated by quality coordinator: Dr. Asmaa Al-Adham // Dr. Muhammad Al-Askary**