|  |  |
| --- | --- |
| **Course Title:** | **Reading 1** |
| **Course Code:** | **ENGL 113** |
| **Program:** | **B.A English** |
| **Department:** | **English** |
| **College:** | **College of Science and Humanities Rumah** |
| **Institution:** | **Majmaah University** |

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# Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3 hours** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | | **√** | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 8/4th Year** | | | | |
| **4. Pre-requisites for this course** (if any)**: Intensive Language Course (ILP) ICENG 001** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: Not Applicable** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 30 | 67% |
| **2** | **Blended** | 10 | 22% |
| **3** | **E-learning** | 5 | 11% |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Learning Hours** |
| **Contact Hours** | | |
| **1** | **Lecture** | 30 hours |
| **2** | **Laboratory/Studio** | 10 hours |
| **3** | **Tutorial** |  |
| **4** | **Others** (Online Quizzes/BB Discussion Board Tasks) | 5 hours |
|  | **Total** | **45 hours** |
| **Other Learning Hours\*** | | |
| **1** | **Study** |  |
| **2** | **Assignments** |  |
| **3** | **Library** |  |
| **4** | **Projects/Research Essays/Theses** |  |
| **5** | **Others** (Online Quizzes/BB Discussion Board) |  |
|  | **Total** | **45 hours** |

# Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course DescriptionThe aim of this course is to provide students with a good fundamental training on reading and vocabulary strategies and skills. The text reading strategies that will be focused on, include(but not limited to): common cognitive and metacognitive strategies, skimming, scanning, utilizing both linguistic and social context to interact more effectively with the text, using schema(background knowledge), making use of Intertextuality (the idea that texts largely shape and are constantly being shaped by other texts), text analysis strategies, discourse analysis strategies, summarizing, problematizing the topic (creating questions about it), explanation, modeling, scaffolding, etc.Fundamental vocabulary learning strategies will be emphasized in the course. Both intentional/direct and incidental/indirect vocabulary strategies will be catered for (again including but not necessarily limited to): guessing strategies, word association, background knowledge, word consciousness, glossing strategies, morphological and semantic analysis/mapping of words, definitions, dictionary use strategies, social strategies, multimodality, etc.Instructors are required to vary both instruction and evaluation strategies in the course, collating or selecting materials that can best actualize the course aims, objectives and rationale (for some practical purposes instructors may draw on any materials from the INTERACTIONS series). |
|  |
| 2. Course Main Objective |
| 1. Acquaint the learners with pre-reading strategies like guessing meanings, discussing the topics/pictures, brainstorming, and tools to analyze a text. 2. Familiarize the learners with surveying the text (skimming, scanning, reading for details, inferring etc. 3. Taking notes while reading the text. 4. To improve reading speed (by reading in chunks) 5. Decode the meanings. 6. Comparing and contrasting ideas, facts and opinion. 7. Summarize the reading materials. |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge & Understanding: By the end of the course students should be able to:** |  |
| 1.1 | Identify main ideas and specific details. | K1.1, 1.2 |
| 1.2 | Match words with the definitions. | K 1.2. 1.3 |
| 1.3 | Identify the contents of the reading passage. | K 1.3 |
| **2** | **Skills : By the end of the course students should be able to:** |  |
| 2.1 | Infer meanings of unfamiliar words. | S 2.1 |
| 2.2 | Employ schemata (background knowledge) to read a text more effectively. | S 2.1, 2.2 |
| 2.3 | Take notes from the long and complex reading texts. | S 2.3 |
| 2.4 | Infer meanings of unfamiliar words. | S 2.4 |
| **3** | **Values: By the end of the course students should be able to:** |  |
| 3.1 | Complete a task or solve a problem by reading articles/essays. | V 3.1 |
| 3.2 | Employ multimodal reading strategies. | V 3.2 |
| 3.3 | Making blogs | V3.1, 3.2 |
| 3.4 | Demonstrate how to use online courses i.e. BB (Blackboard Learn and all its components), materials, electronic journals, websites like Kahoot, cliffs-notes, spark-notes etc. | V 3.3 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Introduction and Orientation to the Course | 3 |
| 2 | Academic Around the World | 3 |
| 3 | Academic Around the World | 3 |
| 4 | Experiencing Nature | 6 |
| 5 | Experiencing Nature | 3 |
| 6 | Living to Eat or Eating to Live? | 3 |
| 7 | Living to Eat or Eating to Live? | 3 |
| 8 | In the Community | 3 |
| 9 | In the Community | 3 |
| 10 | Home | 3 |
| 11 | Home | 3 |
| 12 | Lecture 14 Revision & Review of Course | 3 |
| 13 | Lecture 15: Revision & Review of Course | 6 |
| **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 & Understanding** | | |
| 1.1 | Identify main ideas and specific details. | * Presentation by Instructor * Brainstorming, Mind-mapping, KWL Chart * Class discussions * Students' independent research activities. * Group and Pair work | * Formative and Summative Assessment methods * Bi-Weekly Quizzes * Class Discussions * Assignments * Mid-Terms * Final written exam |
| 1.2 | Match words with the definitions. |
| 1.3 | Identify the contents of the reading passage. |
| **2.0** | **Skills** | | |
| 2.1 | Infer meanings of unfamiliar words. | * Presentation by Instructor * Text reading, * discussion * Brainstorming, Mind-mapping, KWL Chart * Class discussions * Students' independent research activities.   Group and Pair work   * Lectures * Group and Pair Work * Class discussions | * Formative and Summative Assessment methods * Bi-Weekly Quizzes * Class Discussions * Assignments * Mid-Terms * Final written exam |
| 2.2 | Transfer information from the text to a table or graphic organizers. |
| 2.3 | Summarize/paraphrase information in a text. |
| **3.0** | **Values** | | |
| 3.1 | Complete a task or solve a problem by reading articles/essays. | * Class discussions * Students' independent research activities. * Group and Pair work * Formative Assessment Method e.g. KWL Chart, Traffic Lights * Discussion Board on Blackboard Learn * Online Classroom for Reinforcement of Concepts | * Rubric for Timely Submission of Assignments * Rubric for Participation in Group and Pair Work Activities * Rubric for Discussion Board on Blackboard Learn * Online Classroom attendance |
| 3.2 | Employ multimodal reading strategies |
| 3.2 | Demonstrate how to use online courses i.e. BB (Blackboard Learn and all its components), materials, electronic journals, websites like Kahoot, cliffs-notes, spark-notes etc. |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **Quizzes (Weekly basis)** | **On-Going** | **10%** |
| **2** | **Mid-Terms (I & II)** | **6th /11th Week** | **30%** |
| **3** | **Class Participation** | **On-Going** | **5 %** |
| **4** | **Assignments, Projects etc.** | **On-Going** | **5 %** |
| **5** | **Final Examination** | **End of Semester** | **50%** |
| **6** | **Total** |  | **100%** |

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

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :** |
| Instructor (Female Section) Ms. Summaira Mushtaq Ahmed  Email: [su.mushtaq@mu.edu.sa](mailto:su.mushtaq@mu.edu.sa)  2 hours per week face-to-face (office hours) on Wednesday (08:00-10:00 a.m.).  Available by email and WhatsApp Course Group |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | * Interactions 1 Reading, ME Gold Edition by Elaine Kirn and Pamela Hartmann. Publisher: McGraw Hill, Year 2007 (**ISBN: 0077116348)** |
| **Essential References Materials** | * Effective **Reading Pre Intermediate Student’s Book AUTHORS**   Jackie McAvoy and Scott Miles  **ISBN-13: 978-0230029156**  **2009 Publisher: Macmillan** |
| **Electronic Materials** | * <http://www.bbc.co.uk/skillswise/topic/reading-and-understanding> * <http://www.manythings.org/voa/scripts/> * <https://www.vocabulary.com/lists/160931> * <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension> * [www.sparknotes.com](http://www.sparknotes.com) * [www.cliffsnotes.com](http://www.cliffsnotes.com) * [www.gradesaver.com](http://www.gradesaver.com) * [www.shmoop.com](http://www.shmoop.com) |
| **Other Learning Materials** |  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Classroom * Required number of chairs |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * E-Podium * Interactive Smart Board * HDMI Cable * Internet/Wi-Fi to access Edugate, * Blackboard (BB Learn) and other online resources |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Stationery:   * Papers, White Board Markers, Pen, Pencils * Papers for printing /photocopying * Chart papers/ Permanent Markers for Activities * Glue, A4 Batteries for PPT Pointer etc. |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching  "Course evaluation" questionnaire done by the students on the university portal at the end of each term. | Instructors and coordinators | Indirect Method |
| "Students' academic experience evaluation" questionnaire done by the students at the end of each term. | Instructors and coordinators | Indirect Method |
| "Program evaluation" questionnaire done by the students at the end of each term. | Instructors and coordinators | Indirect Method |
| Questioning Assessment for Learning strategies/ AfL Strategies Self- Assessment, Peer Assessment etc. | Instructor | Indirect Method |
| Weekly Quizzes and Mid-Term Exams, Final Exam | Instructor | Direct Method |
| Portfolio of Students Work (Class and Home Assignments) | Instructor | Direct Method |
| Samples of representative student work generated in response to typical course assignments/Discussion Board on Blackboard Learn | Instructor | Direct Method |
| End of term college evaluation of course by students ( to be collected by the department) | Students | Indirect Method |
| Evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class. | Students | Indirect Method |
| Evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class. | Students | Indirect Method |
| SWOC Analysis: Strengths, Weaknesses, Opportunities, Challenges | Students  Instructor (Self-Evaluation) | Indirect Method |
| Peer observation to benefit from colleagues’ objective feedback and suggestions for improvement. | Peers | Indirect Method |
|  |  |  |

**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)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | English Department Meeting |
| **Reference No.** | Department Meeting No. 3 |
| **Date** | 02/10/2019-03-02-1441 |