|  |  |
| --- | --- |
| **Course Title:** | **Reading and Building Vocabulary 2** |
| **Course Code:** | **ENGL 123** |
| **Program:** | **B.A. English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **x** | Others |  |  |
| **b.** | | Required | | | | **x** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level 3** | | | | |
| **4. Pre-requisites for this course** (if any)**:**  **ENGL 113** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| **none** | | | | | | | | | | | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 25 | 56% |
| **2** | **Blended** | 20 | 44% |
| **3** | **E-learning** |  |  |
| **4** | **Correspondence** |  |  |
| **5** | **Other: Individual Conference** |  |  |

**7. Actual Learning Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Learning Hours** |
| **Contact Hours** | | |
| **1** | **Lecture** | 40 |
| **2** | **Laboratory/Studio** | 5 |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 45 |
| **Other Learning Hours\*** | | |
| **1** | **Study** |  |
| **2** | **Assignments** |  |
| **3** | **Library** |  |
| **4** | **Projects/Research Essays/Theses** |  |
| **5** | **Others** (specify) |  |
|  | **Total** |  |

**\*** 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  |  | | --- | | **Course Description:**  **The focus of this module is to improvise the reading skills that the learners have acquired in the preliminary reading courses. The learners will be exposed to a variety of English texts to comprehend the meanings and ideas. The strategy will be to remove scaffolding gradually and lead the students to autonomous reading comprehension. Since vocabulary is a key factor in better reading, the students will be exposed to blocking vocabulary for decoding meanings, identifying forms and the usages in academic career. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge. Hence, pre-reading will involve skimming, guessing meaning and predicting meaning. Interactive reading aims to equip the learners with gist reading, reading for specific details and inferring ideas etc. Post-reading activities will be selected for the learners to develop analytical acumen and critical thinking by means of quizzes, summary writing, outlining, collaborative reading activities and creative testing.**  **With a major thrust on academic reading skill, the course also aims to flow into integrated skills. Reading activities will also engage the learners in productive skills to demonstrate the knowledge and information acquired as such.** | |
|  |
| 2. Course Main Objective |
| 1. Develop a selection of pre-reading **strategies** to improve the likelihood of **comprehension**. Objective 2. Develop key reading sub-**skills** such as a) skimming, b) scanning, c) identifying the main ideas of texts or paragraphs, and d) guessing **vocabulary** from context. 3. Taking notes from the complex reading texts. 4. Comprehend the textual reading materials and summarize them. |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge:** |  |
| **1.1** | Identify stated and unstated details in reading tasks. | 1.1, 1.2 |
| **1.2** | Explain the contents in a reading text | 1.3 |
| **1.3** | Recognize main ideas in reading materials | 1.4 |
| **2** | **Skills :** |  |
| 2.1 | Scan reading materials for specific details. | 2.3 and 2.4 |
| 2.2 | Analyze essays or articles | 2.5 |
| 2.3 | Take notes from long and complex reading texts | 3.1 |
| 2.4 | Summarize and draw conclusions | 2.5 |
|  |  |  |
| **3** | **Competence:** |  |
| 3.1 | Compose formal and informal reports after skimming and scanning reading materials.  . | 3.1, 3.2 |
| 3.2 | Make blogs for improving reading skills  Develop hypertexts for reading | 3.5, 4.1 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | **Introduction and orientation with the course** | **3** |
| 2 | **Education and Student Life** | **3** |
| 3 | **City Life** | **6** |
| 4 | **Business and Money** | **6** |
| 5 | **Jobs and Professions** | **6** |
| 6 | **Life Styles Around the World** | **6** |
| 7 | **Digital reading of hypertexts** | **6** |
| 8 | **Reading as a study skill** | **6** |
| 9 | **Revisions and Midterm Exams** | **3** |
| 10 |  |  |
| **Total** | |  |

# 

# 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 | Identify stated and unstated details | Presentation, discussion | Observation, quizzes |
| 1.2 | Identify contents of the text for reading | Exposure to online resources, presentations | Quizzes/tests/exams |
| 1.3 | Recognize main ideas in the reading materials | Pair/group work | Assignments/tests |
| **2.0** | **Skills :** | | |
| **2.1** | Scan for specific details. | Display on graphic organizers  Charts/table  Discussions | Observation/rubric |
| **2.2** | Analyze essays or articles | PPP (Presentation-Practice-Production)/pair and group work | Exams  Rubric for evaluation of essays |
| **2.3** | Take notes from the long and complex reading texts. | PPP  Multimodes  Exposure to online resources | Rubric/Dropbox evaluation  Exams |
| **2.4** | Summarize and draw conclusions | Group discussion  Text reading activities | Quizzes, exams, observation |
| **2.5** | Scan for specific details. | Display on graphic organizers  Charts/table  Discussions | Observation/rubric |
| 3.0 | **Competence:** | | |
| 3.1 | Complete the project and compose a report | Guidance  Groups discussions  Data collection  Interviews  referencing | Observation  Rubric |
| 3.2 | Making blogs | Blackboard (LMS) blogs  Google blogs | Observation  Rubric |
| 3.3 | Develop hypertexts for improving reading skills | Using internet resources | Assignments evaluation |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Class activities and home assignments | All through the semester | 10 % |
| **2** | Midterm Exam 1 | Week 7 | 15 % |
| **3** | Project | Week 8 | 20% |
| **4** | Midterm Exam 2 | Week 10 | 15 % |
| **5** | Final Exam | After the course finishes | **40%** |

**\*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 : 8hour per course per week** |
| 1. The faculty member will be available during office hours for counseling and support 2. The Student Advisor is also available all the time to help the students |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Interactions 2 Reading, ME Gold Edition by Elaine Kirn and Pamela Hartmann. Publisher: McGraw Hill, Year 2007 (**ISBN: 0077116380)** |
| **Essential References Materials** | **Understanding Texts and Readers Responsive Comprehension Instruction with Leveled Texts Reading Skills for Advanced Students**  **AUTHORS**  Jennifer Serravallo  **ISBN-13: 978-0325108926**  **ISBN-10: 9780325108926** |
| **Electronic Materials** | * <https://takeielts.britishcouncil.org/prepare-test/practice-tests/reading-practice-test-1-academic> * <https://www.bestmytest.com/toefl/reading> * <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension> |
| **Other Learning Materials** | Blackboard (LMS), University website |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Lecture rooms well-equipped with teaching aids * Language labs * Library * Conference hall |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | • Laptop computer  • Multimedia projector system  Internet acess |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Peer evaluation * Class observations by supervisors |

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# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | By meetings and discussing that in regular bases |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Self-evaluation  Peers | By doing peer-evaluating per course. |
| Processes for Improvement of Teaching | Quality Coordinators  Program coordinators | Training sessions, workshops to facilitate experience exchange among faculty members  Regular meetings to discuss and solve problems  Discussion of challenges in the classroom with colleagues and supervisors  Encouraging faculty members to attend professional development conferences  Keep up to date with pedagogical theory and practice  Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty staff member of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) | Instructors  Head of the Department  Quality Coordinators  Course Coordinator  Program Coordinator | 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Double-check papers by a second reader in case of students who believe they are underrated. |
| Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. | Discussion in the WhatsApps Groups of Department of English  Review Committees  Discussions with Quality Coordinator | 1. Compare syllabi and course description with other universities (including those on the net) 2. Bi-annual meetings of faculty members to discuss improvement 3. 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**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** | Department Council. |
| **Reference No.** | Department Council Meeting No. |
| **Date** | 7-2-1442 H |