



جامعة المجمعة  
Majmaah University

رؤية  
VISION  
2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA

# COURSE SPECIFICATIONS (CS)

**Ramadan 1438 H , June 2017**

Institution:	Majmaah University
Academic Department :	Department of English, College of Education
Program:	B.A. English
Course title and code:	ENGL123 (Reading 2) New Course
Specification Approved Date :	26/ 07 / 1440 H

## Course Specifications

<b>Institution: Majmaah University</b>	<b>Date: 01/04/2019</b>
<b>College/Department : Department of English, College of Education, Majmaah</b>	

### A. Course Identification and General Information

1. Course title and code: Reading and Vocabulary Building2(ENGL123)																				
2. Credit hours: 3																				
3. Program(s) in which the course is offered. B.A. English (If general elective available in many programs indicate this rather than list programs)																				
4. Name of faculty member responsible for the course: Muhammad Iqbal Muhammad																				
5. Level/year at which this course is offered: Level 3																				
6. Pre-requisites for this course (if any): ENGL113 (Reading 1)																				
7. Co-requisites for this course (if any): NA																				
8. Location if not on main campus: Main Campus, Majmaah University																				
9. Mode of Instruction (mark all that apply):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 40%;">What percentage?</td> <td style="width: 15%; text-align: center;"><input type="text" value="50%"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="30%"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="10%"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. TBL</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="10%"/></td> </tr> </table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50%"/>	b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30%"/>	c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. TBL	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
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<b>Comments:</b>																				



## B Objectives

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.

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)

1. Flexibility in the selection of the text book – a book covering latest strategies of reading
2. Course contents to be modified in view of the latest development
3. Incorporate digital reading components

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

### 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.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<b>Introduction and orientation with the course</b>	<b>1</b>	<b>3</b>
<b>Education and Student Life</b>	<b>2</b>	<b>6</b>
<b>City Life</b>	<b>2</b>	<b>6</b>
<b>Business and Money</b>	<b>3</b>	<b>6</b>
<b>Jobs and Professions</b>	<b>1</b>	<b>3</b>
<b>Life Styles Around the World</b>	<b>2</b>	<b>6</b>

Digital reading of hypertexts	2	6
Reading as a study skill	2	6
Revisions and Midterm Exams	1	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45					45
	Actual	45					45
Credit	Planned	3					3
	Actual	3					3

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

2

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.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course 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

<b>2.0</b>	<b>Cognitive Skills</b>		
<b>2.1</b>	Scan for specific details.	Display on graphic organizers Charts/table Discussions	Observation/rubric
<b>2.2</b>	Analyze essays or articles	PPP (Presentation- Practice- Production)/pair and group work	Exams Rubric for evaluation of essays
<b>2.3</b>	Take notes from the long and complex reading texts.	PPP Multimodes Exposure to online resources	Rubric/Dropbox evaluation Exams
<b>2.4</b>	Summarize and draw conclusions	Group discussion Text reading activities	Quizzes, exams, observation
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
<b>3.1</b>	Complete the project and compose a report	Guidance Groups discussions Data collection Interviews referencing	Observation Rubric
<b>3.2</b>			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
<b>4.1</b>	Making blogs	Blackboard (LMS) blogs Google blogs	Observation Rubric
<b>4.2</b>	Reading Hypertexts	Using internet resources	Assignments evaluation
<b>5.0</b>	<b>Psychomotor</b>		
<b>5.1</b>			
<b>5.2</b>			

### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.) Open to change	Week Due	Proportion of Total Assessment
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1	Assignment task 1	2 <sup>nd</sup> week	2%
2	Assignment 2/quiz 1	4 <sup>th</sup> week	2%
3	Group comprehension task	5 <sup>th</sup> week	3%
4	First midterm exam	6 <sup>th</sup> week	10%
5	Reading for summarizing assignment task 3	7 <sup>th</sup> and 8 <sup>th</sup> week	2%
6	Students presentations	9 <sup>th</sup> and 10 <sup>th</sup> week	5%
7	Second midterm exam	11 <sup>th</sup> week	10%
8	Group project	12 <sup>th</sup> and 13 <sup>th</sup> week	5%
9	Blackboard (LMS) activities evaluation	14 <sup>th</sup> and 15 <sup>th</sup> week	1%
10	Final exam	16 <sup>th</sup> week	60%

#### 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)

2 hours a week. Besides, there is a separate arrangement of students' counselling through a Student Advisor

#### E Learning Resources

- List Required Textbooks  
Interactions 2 Reading, ME Gold Edition by Elaine Kirn and Pamela Hartmann. Publisher: McGraw Hill, Year 2007 (ISBN: 0077116380)

- List Essential References Materials (Journals, Reports, etc.)

**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**

- List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<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>

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

Blackboard (LMS), University website

## **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.)

- Number of seats 30
- 5 Computer labs with 24 seats in each
- Internet access

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

Classrooms and computer labs

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

- Projectors
- Smartboard
- Internet access

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

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

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Classroom feedback
- Online feedback by students on the University Website
- Questionnaires

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Peer Review
- Opinion of the students
- Faculty Members feedback

3. Processes for Improvement of Teaching

- Seminars
- Training programs by the University
- Revisions in the light of feedback





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)

- Quality documents/evaluation
- Summative and formative assessment
- Grade system and re-checking
  - Prescribed reports

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

- **Discussion in the WhatsApp Group of Department of English**
- **Review Committees**
- **Discussions with quality supervisors**

**Name of Course Instructor: Muhammad Iqbal Muhammad**

**Signature: ..... Date Specification Completed: 17/06/2018**

**Program Coordinator: Dr. AiedAlenizi**

**Signature: ..... Date Received: .....**

