|  |  |  |
| --- | --- | --- |
| Institution : | University College of Science and Humanities, Majmaah University | |
| Academic Department : | Department of English Language | |
| Programme : | B.A | |
| Course title and code: | Reading and Vocabulary Building ENG-113 | |
| Specification Approved Date : | | 16/11/2017 |

**Course Specifications**

|  |  |
| --- | --- |
| **Institution:** Majmaah University | **Date:** 16/11/2017 |
| **College/Department :** UniversityCollege of Science and Humanities (Hotat Sudair) English Language | |

**A. Course Identification and General Information**

|  |
| --- |
| 1. Course title and code: Reading and Vocabulary Building - ENG-113 |
| 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)  B.A (English) |
| 4. Name of faculty member responsible for the course: Asma Sultana |
| 5. Level/year at which this course is offered: Level 1/ IST Year |
| 6. Pre-requisites for this course (if any):None |
| 7. Co-requisites for this course (if any): None |
| 8. Location if not on main campus: Hotat Sudair |

**B Objectives**

|  |
| --- |
| 1. What is the main purpose of this course?   * To encourage the students to read a short story, simple passage effectively. * To develop the abilities to skim and scan the text. * To identify the supporting details and concluding sentences. * To summarize the main idea and make inferences from punctuations and examples. |

|  |
| --- |
| 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)   * Introduce ICT for reference, * Doing practice of grammatical activities. * Use of different sources for collaborative grammar learning. |

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

|  |
| --- |
| * To develop the abilities of the students to read a complex text * To comprehend technical vocabulary * To make Inferences, predict meanings * To identify Topic sentences, supporting details and concluding sentences * To summarize a passage |

|  |  |  |
| --- | --- | --- |
| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| General Introduction+ Academic Life around the world | 2 | 6 |
| Experiencing Nature | 3 | 9 |
| Living to Eat or Eating to Live | 3 | 9 |
| In the Community | 3 | 9 |
| Home | 3 | 9 |
| Review | 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.  3 |

|  |  |  |  |
| --- | --- | --- | --- |
| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategies | | | |
| **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** | To identify vocabulary in different contexts | Lecture/Asking Questions | Mid-exams |
| **1.2** | To skim and scan for main ideas and details | Practicing with passages or situations | Mid-exams |
| **1.3** | To identify visual feature to identify,  the information. | Information Transfer | Open-Ended Questions |  | /Open-Ended Questions |
| **2.0** | **Cognitive Skills** |  |  |
| **2.1** | To be able to identify meaning from the context | Think Pair-Share | Quiz on MCQ’S/T/F,MAT |
| **2.2** | To Summarize the main idea and to list out the supporting details | Lecture | Mid-exams |
| **2.3** | To Infer | Practicing passages | Open-ended questions |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | To participate in class discussion | Discussions | Class-Participation |
| **3.2** | To develop the inter-personal skills in completing the D2L assignments in due-time | Collaborative learning: Task based | Group-assignments |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Use of communicative drills | Role plays/Situational teaching | Presentations. |
|  |  |  |  |
| **5.0** | **Psychomotor** | | |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 1st Midterm | 6th / 7th  Week | 20% |
| **2** | Participation | All along | 5 % |
| **3** | Quizzes | 8th week | 5 % |
| **4** | Home Assignments | All along | 5 % |
| **5** | Presentations | Week 14 | 5% |
| **6** | 2nd Midterm | 12th /13th  Week | 20 % |
| **7** | Final | Week 15 | 40 % |

**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)  The teacher concerned is available to the students throughout the week during office hours. |

**E Learning Resources**

|  |
| --- |
| 1. List Required Textbooks   * Interactions 1(Pamela Hartmann,Elaine Kirn) * Rebecca L. Oxford,*Tapestry Reading 1* |
| 2. List Essential References Materials (Journals, Reports, etc.)  ELT Journal |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   * + - www.reading.com     - [www.texthelp.com](http://www.texthelp.com) * http://www.edufind.com/english/reading/ * http://www.englishclub.com/reading * http://reading.ccc.comment.edu/reading/ |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  TOEFL & IELTS test papers for Reading Comprehension should be made available |

**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.)  The present class-rooms are well-equipped |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)  The present class-rooms are well-equipped |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  A Language Laboratory needs to be established |

**G Course Evaluation and Improvement Processes**

|  |
| --- |
| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   Feed-back from the students to be taken soon after the first the first mid exam  Result analysis of the Mid-term and final exams |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  Peer evaluation to assess ability of faculty members |
| 3. Processes for Improvement of Teaching  Workshops and trainings to be conducted |
| 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)  Check marking of a sample of examination papers either by a resident or a visiting faculty  Unified Question paper |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement  Referring to the net sources/ICT for new strategies of teaching “Reading” |

**Name of Course Instructor: Asma Sultana**

**Signature: Asma… Date Specification Completed: 16/11/2017**

**Program Coordinator:** Dr. Murad Al-Shaboul

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