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| 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-3  ENG-214 | |
| Specification Approved Date : | | …./ … / …… H |

**Course Specifications**

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

**Course Identification and General Information**

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| 1. Course title and code: Reading and Vocabulary Building - ENG-214 |
| 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 3/ 2nd Year |
| 6. Pre-requisites for this course (if any):ENG 124 |
| 7. Co-requisites for this course (if any): None |
| 8. Location if not on main campus: Hotat Sudair |
| 9. Mode of Instruction (mark all that apply):  70%  √  a. traditional classroom What percentage?  30%  √  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  **Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?   * To help students develop their reading skills and become more familiar with language structures. * To develop the abilities to skim and scan a given text * To draw inferences * To guess meaning from the context * To develop analytical, cognitive skills to compare, discuss various issues * . |

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| 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)**

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| Course Description:   * 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 |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| General Introduction to the Course | 1 | 3 |
| Introduction | 1 | 3 |
| Global connections | 2 | 6 |
| Language and communication | 2 | 6 |
| Tastes and Preferences | 3 | 9 |
| New Frontiers | 3 | 9 |
| New Ceremonies | 3 | 9 |

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| **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** |

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

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| 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** | To express the main ideas in readings in order to determine whether the main idea is properly understood. | Asking questions/Lecture | Active participation/  Mid-exams |
| **1.2** | To synthesize ideas from different sources in order to analyze and draw conclusions. | Information Transfer | Home Assignments |
| **1.3** | To Utilize visual features in a reading as they identify, repeat, or summarize important information. | Picture to text/  Text to picture | Work sheets |  | /Open-Ended Questions |
| **1.4** | Draw inferences/conclusions from reading to fully understand a writer's meaning. | Unknown passages to practice | Final Examination |
| **2.0** | **Cognitive Skills** |  |  |
| **2.1** | To use the vocabulary | Asking to scan for words | ...............Test |
| **2.2** | To think critically. | Class-discussions | Class Participation |
| **2.3** | To state the independent learning through self-learning. | Reference skills.............. | Peer-Tutoring |
| **2.4** | To develop in them communicative competence. | ........Dialogue-writing on the given situations................... | Test |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | To develop the inter-personal skills to complete D2L assignments in due time | Collaborative learning:Task based | Group assignments |
| **3.2** | To participate in class discussion | Discussions | Class-Participation |
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| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Use of communicative drills | Role plays/ | Presentations. |
| **4.2** |  |  |  |
| **5.0** | **Psychomotor** | | |
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| **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** | Presentation | All along | 5% |
| **6** | 2nd Midterm | 12th /13th Week | 20 % |
| **7** | Final | Week 14 | 40 % |

**D. Student Academic Counseling and Support**

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| 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 for the students throughout the week during office hour |

**E Learning Resources**

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| 1. List Required Textbooks   * Interactions 2(Pamela Hartmann,Elaine Kirn) * Rebecca L. Oxford,*Tapestry Reading 3* |
| 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**

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| 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.)   * Laptop computer * Multimedia projector system * Computer lab |
| 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**

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| 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: ………………………………......**