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| 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**

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| **Institution: Majmaah University** | **Date: 01/04/2019** |
| **College/Department : Department of English, College of Education, Majmaah** | |

**A. Course Identification and General Information**

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| 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):  50%  **√**  a. traditional classroom What percentage?  30%  **√**  b. blended (traditional and online) What percentage?  10%  **√**  c. e-learning What percentage?  d. correspondence What percentage?  10%  **√**  f. TBL What percentage?  **Comments:** |

**B Objectives**

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| |  | | --- | | 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. | |

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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)  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)

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| **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. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| **Introduction and orientation with the course** | **1** | **3** |
| **Education and Student Life** | **2** | **6** |
| **City Life** | **2** | **6** |
| **Business and Money** | **3** | **6** |
| **Jobs and Professions** | **1** | **3** |
| **Life Styles Around the World** | **2** | **6** |
| **Digital reading of hypertexts** | **2** | **6** |
| **Reading as a study skill** | **2** | **6** |
| **Revisions and Midterm Exams** | **1** | **3** |

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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.  2 |

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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** | 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** | **Cognitive 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 |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Complete the project and compose a report | Guidance  Groups discussions  Data collection  Interviews  referencing | Observation  Rubric |
| **3.2** |  |  |  |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Making blogs | Blackboard (LMS) blogs  Google blogs | Observation  Rubric |
| **4.2** | Reading Hypertexts | Using internet resources | Assignments evaluation |
| **5.0** | **Psychomotor** | | |
| **5.1** |  |  |  |
| **5.2** |  |  |  |

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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.) Open to change** | **Week Due** | **Proportion of Total Assessment** |
| **1** | **Assignment task 1** | **2nd week** | **2%** |
| **2** | **Assignment 2/quiz 1** | **4th week** | **2%** |
| **3** | **Group comprehension task** | **5th week** | **3%** |
| **4** | **First midterm exam** | **6th week** | **10%** |
| **5** | **Reading for summarizing assignment task 3** | **7thand 8th week** | **2%** |
| **6** | **Students presentations** | **9th and 10th week** | **5%** |
| **7** | **Second midterm exam** | **11th week** | **10%** |
| **8** | **Group project** | **12th and 13th week** | **5%** |
| **9** | **Blackboard (LMS) activities evaluation** | **14th and 15th week** | **1%** |
| **10** | **Final exam** | **16th week** | **60%** |

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

**E Learning Resources**

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| 1. List Required Textbooks   Interactions 2Reading, ME Gold Edition by Elaine Kirn and Pamela Hartmann.Publisher: McGraw Hill, Year 2007 (**ISBN: 0077116380)** |
| 2. 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** |
| 3. 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**

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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.)   * 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**

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| 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: ………………………………......**