

T6. Course Specifications (CS)

(ENG. 214-3)

Reading 3

Course Specifications

Institution	Najran University	Date of Report: 29/ 3 / 1438
College/Department:	College of Science & Arts / English Department	

A. Course Identification and General Information

1. Course title and code:		
Reading 3 (ENG 214-3)		
2. Credit hours : 3 Hours		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)		
English Program		
3. Name of faculty member responsible for the course: T./ Yasser Jafsher & T./Sarah Medawis		
5. Level/year at which this course is offered: Level 3/ 2nd Year		
6. Pre-requisites for this course (if any) Eng. 124 Reading 2		
7. Co-requisites for this course (if any) None		
8. Location if not on main campus Main Campus		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage? <input type="text" value="100%"/>
c. E-learning	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
f. Other	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
Comments:		
No Comments		

B Objectives

1. What is the main purpose for this course?
<ul style="list-style-type: none"> The main purpose of the course is to improve reading skills of intermediate-level students through focusing on varied academic topics, providing students with a holistic approach to effective reading through different and intriguing reading perspectives & strategies as well as acquiring new vocabulary.
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)
<ul style="list-style-type: none"> Encourage students to conduct web-based extra exercises and use online dictionaries.

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

Course Description:
The study of this course makes the students more effective and confident readers by providing high-interest readings on varied subjects and by teaching them skills and strategies for effective reading, vocabulary building, note-taking, and critical thinking. The course also encourages students to discuss and write about the ideas they discovered in the readings, making them better speakers and writers of English as well.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Chapter One : New Challenges	2	6
Chapter Two: Teamwork and Competition	1	3
Chapter Three: Relationships	1	3
Chapter Four: Health and Leisure	2	6
Chapter Five: High Tech, Low Tech	1	3
Chapter Six : Money Matters	2	6
Chapter seven : Remarkable Individuals	2	6
Chapter eight : Creativity	1	3
Chapter Nine: Human behavior	2	6

Revision					1	3
2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	42	-----	-----	-----	-----	42
Credit	3	-----	-----	-----	-----	3

3. Additional private study/learning hours expected for students per week. **(3) Hours per week.**

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognize reading strategies to increase reading efficiency & improve concentration and memory skills.	- Lecturing - Discussion - Presentations	First midterm, second midterm and final exams.
1.2	Memorize new vocabulary & differentiate between the varied synonyms and antonyms.	- Lecturing - Discussion - Presentations	
2.0	Cognitive Skills		
2.1	Identify the meaning of new vocabulary by relying on immediate context or overall meaning.	- Lecturing - Problem solving - Discussion	- Achievement tests - Observation cards

2.2	Apply reading strategies effectively through predicting the content of a reading section and recognizing linguistic, grammatical, and literary connotations.		
3.0	Interpersonal Skills & Responsibility		
3.1	Participate effectively & responsibly in team work while having the ability lead a time.	- Cooperative learning - Self-learning strategies	Online participation & Quizzes
4.0	Communication, Information Technology, Numerical		
4.1	Use modern methods of technology to improve reading skills.	- Self-learning strategies	Online participation & Quizzes
4.2	Communicate with others in correct spoken and written English.	- Cooperative learning - Self-learning strategies	Online participation & Quizzes
5.0	Psychomotor		
5.1	Not applicable		
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	1.2	1.3	2.2		3.1		4.1	4.2
1.1			√						
1.2			√						
2.1				√					
2.2				√					
3.1						√			
4.1								√	
4.2									√

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm Exam 1	7	20%
2	Midterm Exam 2	11	20%
3	Final examination	16/17	50%

4	Online participation & Quizzes	To be decided by the instructor	10%
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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)

Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising

Besides:

1. Students are divided according to their levels among faculty members for academic counseling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.
5. Academic Advising icon is activated online through the University gate.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.

E. Learning Resources

1. List Required Textbooks

B. Knezevic, M. & B. Wegmann (2012). *Mosaic 1. Reading*. United Kingdom: McGraw-Hill Education.

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

Jeffries, Linda & Beatrice S. Mikulecky (2011). *Reading Power 3(3rd Edition)*. UK: Pearson Education.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Judy Miller & Robert Cohen (2013). *Longman Academic Reading Series 3: Reading Skills for College, 1st Edition*. UK: Pearson Education ESL.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

- Cambridge Dictionary: <http://dictionary.cambridge.org/>

- **Identifying details:** <http://elearn.mtsac.edu/amla/readingroom/details.htm>
- **More Short Stories:** <http://www.englishclub.com/reading/short-stories.htm>
- **Topics magazine for learners of English:** <http://www.topics-mag.com/>
- **English Language Activities, Exercises And Tests:** <http://www.world-english.org/>

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

All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.

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.)
<ul style="list-style-type: none"> • Lecture rooms that accommodate for the large number of students.
2. Computing resources (AV, data show, Smart Board, software, etc.)
Laptop or desktop computer, data show & smart board.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
<ul style="list-style-type: none"> • NA

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> - Students' questionnaire evaluating teaching staff member and courses. - Indirect Course Learning outcomes effectiveness assessment questionnaire by students. - Assessment of Electronic learning effectiveness questionnaire by students. - Feedback of students' acquisition of taught material in the previous lectures. - Exam Paper Evaluation by students. - Meetings with students.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
<ul style="list-style-type: none"> - Self-evaluation report. - Peer evaluation. - Program Head evaluation report. - Peer review of marks on corrected exam papers.

<ul style="list-style-type: none"> - Revision of exam paper marks' sheets. - Revision of Random corrected exam papers. - Review of exam papers by Measurement & Assessment Committee. - Review of course report by a committee of staff members. - Course Specification Updating & Review by Internal Review Committee in collaboration with Staff members.
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> 1. Regular meetings with teaching staff members where problems are discussed and solutions given 2. Discussion of challenges in the classroom with colleagues and supervisors. 3. Encouragement of faculty members to attend professional development conferences, seminars, workshops & training programs. 4. Keep up-to-date with pedagogical theory and practice 5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results.
<p>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)</p> <ol style="list-style-type: none"> 1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> 1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.

Name of Instructors: **Yasser Jafsher & Sarah Medawis**

Signature: _____ Date Report Completed: 29/ 3 / 1438

Name of Field Experience Teaching Staff _____

Program Coordinators: Dr. Hussien Habtour & T./ Looloo Al-Raimy

Signature: _____ Date Received: 29/ 3 / 1438

Course specification reviewed & Updated by quality coordinator:

Dr. Asmaa Al-Adham