

T6. Course Specifications

(CS)

ENG 224=3

READING 4

Course Specifications

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|---|---------------------------|
| Institution: Najran University | Date of Report: 10/3/1438 |
| College/Department College of Science & Arts / English Department | |

A. Course Identification and General Information

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|--|-------------------------------------|------------------|-----------------------------------|
| 1. Course title and code: ENG 224 / Reading 4 | | | |
| 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) | | | |
| English Program | | | |
| 4. Name of faculty member responsible for the course T./ Yasser Jafsher/ Samy Ibrahim Ms. Farrah Ghafoor/ Maha Al Qahtani / Asia Babikar | | | |
| 5. Level/year at which this course is offered Level 4/ Second year | | | |
| 6. Pre-requisites for this course (if any) ENG 215, Reading 3 | | | |
| 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?

The purpose of this course is to improve students' upper-intermediate to advanced reading skills including analyzing paragraphs, skimming for the main ideas (explicit or implicit), guessing meaning of words from context and scanning for specific information.

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. Students are encouraged to use certain websites in gathering data for individual & group projects.
2. Students are encouraged to increase the use of data show.
3. Students are encouraged to improve essential language skills like skimming and scanning in texts.

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

Course Description:

This course aims to develop students' skills in reading correctly and master various reading skills such as skimming, scanning, summarizing ideas, guessing meaning of new vocabulary in contexts..... etc., also developing students' skills in browsing web sites to get new information in order to improve their language skills.

1. Topics to be Covered

| List of Topics | No. of Weeks | Contact Hours |
|--------------------------------------|--------------|---------------|
| Chapter One: Names | 3 | 9 |
| Chapter Two: Games | 3 | 9 |
| Chapter Three: Helping Others | 3 | 9 |

| | | |
|------------------------|---|---|
| Chapter Four: Movies | 3 | 9 |
| Chapter Four: Families | 3 | 9 |

| 2. Course components (total contact hours and credits per semester): | | | | | | |
|--|-------------|----------|------------|-----------|--------|-------|
| | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | 3x 15 weeks | ----- | ----- | ----- | ----- | 45 |
| Credit | 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 | Recognize reading strategies, skimming, scanning, pre-viewing, & guessing the meaning from the context. | - Lecturing - Presentations - Discussion | 1. Midterm exams 2. Final written exam |

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|------------|--|--|--|
| 1.2 | Memorize new vocabulary & deduce their meaning in different contexts. | - Lecturing - Presentations - Discussion | 1. Midterm exams 2. Final written exam |
| 2.0 | Cognitive | | |
| 2.1 | Apply the varied reading strategies practically. | - Lecturing - Presentations - Discussion | 1. Midterm exams 2. Final written exam |
| 2.2 | Analyze paragraphs through skimming for the main idea (explicit or implicit), scanning for specific information, making inferences, summarizing & recalling information. | - Lecturing - Presentations - Discussion | 1. Midterm exams 2. Final written exam |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Demonstrate their sense of responsibility for learning by completing both reading and writing assignments in due time. | 1. Cooperative learning 2. Self-learning strategies | Observation cards Online participation, assignments & Quizzes |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | Utilize websites and other internet resources as part of the preparation for their group projects and presenting their ideas in academic English. | 1. Cooperative learning 2. Self-learning | Observation cards Online participation, assignments & Quizzes |
| 5.0 | Psychomotor | | |

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 | 2.1 | 2.2 | 3.1 | | 4.1 | 4.2 |
| 1.1 | | | √ | | | | | | |
| 1.2 | | | √ | | | | | | |
| 2.1 | | | | | √ | | | | |
| 2.2 | | | | √ | | | | | |
| 3.1 | | | | | | √ | | | |
| 4.1 | | | | | | | | √ | |
| | | | | | | | | | |

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 written examination | 16/17 | 50% |
| 4 | Online participation & Quizzes | To be decided by the instructor | 10% |

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

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| <p>1. List Required Textbooks</p> <p>Jack C Richards & Samuela Eckstut-Didier</p> <p><i>Richards, Jack C. & Samuela Eckstut-Didier (2012). Strategic Reading Level 2, 2nd Edition. Cambridge: CUP.</i></p> |
| <p>1. List Essential References Materials (Journals, Reports, etc.)</p> <p>Wegmann, Brenda & Miki Knezevic. <i>Mosaic 2: Reading</i>. London: McGraw-Hill, 2008.</p> |
| <p>2. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <p>1) Grelette, Francois (2007). <i>Developing Reading Skills: A Practical Guide to Reading</i>. Cambridge: Cambridge Language teaching library.</p> <p>2) Glendinning, Eric H. & Beverly Holmström (2004). <i>Study Reading: A Course in Reading Skills for Academic Purposes</i>. Cambridge: Cambridge University press.</p> |
| <p>4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)</p> <ul style="list-style-type: none"> ➤ http://www.perfectyourenglish.com/ ➤ http://www.aypunch.com/ ➤ 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/ ➤ World Newspapers: http://www.actualidad.com/ ➤ www.mhhe.com/interactionsmosaic (An electronic version of <i>Mosaic 1: Reading</i>) ➤ http://www.ira.org/ (International Reading) ➤ www.howjsay.com (online pronouncing dictionary) ➤ www.babylon.com (online dictionary with synonyms) ➤ www.naturalreaders.com (text self-reading programs) |
| <p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p>All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.</p> |

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.) |
| <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) |
| None |

G Course Evaluation and Improvement Processes

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| 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. 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. |
| 3 Processes for Improvement of Teaching |

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.

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)

1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.

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

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: **T./ Yasser Jafsher/ Samy Ibrahim**
/Farrah Ghafoor/ Asia Babikar/Maha Al Qhtani

Signature: Farrah Ghafoor

Date Report Completed: 10/3/1438

Name of Field Experience Teaching Staff _____

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

Signature: _____

Date Received: 10/3/1438

Reviewed by quality coordinator:

Dr. Asmaa Al-Adham