Education Evaluation Commission

هيئة تقويم التعليم

المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation&
Assessment**

T6. COURSE SPECIFICATIONS
(CS)

Course Code :		**140 ENG-2**
Course Title :		**Reading**
Program	**:**	**Preparatory Year**
Credits	**:**	**2**
Contact Hours:		**4**

Course Specifications

Institution: **Najran University**	Date: **5/5/1439**
College/Department : **Deanship of Preparatory Year**	

A. Course Identification and General Information

1. Course title and code: **140-Eng-2 Reading Skills**

2. Credit hours: 2

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)
  English Language Program

4. Name of faculty member responsible for the course
Course Team

5. Level/year at which this course is offered: **PYP Level 1 2017-2018 (1438/39)**

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: **NA**

9. Mode of Instruction (mark all that apply):

   a. traditional classroom   [ ]   What percentage?   [ ]

   b. blended (traditional and online)   [√]   What percentage?   [90%]

   c. e-learning   [√]   What percentage?   [10%]

   d. correspondence   [ ]   What percentage?   [ ]

   f. other   [ ]   What percentage?   [ ]

Comments:

B Objectives

1. What is the main purpose for this course?
The main purpose of this course is to equip students with the basic skills and strategies necessary for a successful reader of academic texts.

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)
• **Free reading to support some topics** • **Enriching the course with E-learning materials**

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

Course Description:
This course aims to enable students to read academic paragraphs effectively; build vocabulary and take notes. The course guide students to employ basic reading skills and strategies: It will help students to skim for and distinguish between topics and main ideas. It will also facilitate recognizing supporting details by using punctuation marks, numbers and connecting words. In addition, the course make use of contextual clues to infer meanings of unfamiliar words from context. To better understand a text, the course help students to use graphic organizers, mind mapping, outlining, literal meaning and inferences.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Part 1: Reading for Pleasure Part 2 Unit 1:Previewing and Making Predictions	2	8
Part 2 Unit 2:Scanning	1	4
Part 2 Unit 3:Making Inferences	1	4
Part 2 Unit 4:Building a Powerful Vocabulary	1	4
Part 2 Unit 5:Learning to Look for the Topic	1	4
Part 2 Unit 6:Understanding Paragraphs	1	4

Part 2 Unit 7: Finding the Pattern of Organization	2	8
Part 2 Unit 8:Skimming	1	4
Part 3 Unit: Thinking Skills	1	4
Part 4 Unit 1:Fiction- The Diamond family	1	4
Part 4 Unit 2:Biography- Two Popular Authors	1	4
Part 4 Unit 3:Non Fiction- Reading Power Magazines	1	4

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	4/week					56
	Actual	4/week					56
Credit	Planed	2					2
	Actual	2					2

3. Additional private study/learning hours expected for students per week. | 10 |

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** **By the end of the course, students will be able**		
1.1	**To recognize topics, main ideas and supporting details of the readings**	**group work, discussion and direct method**	**First Midterm, Second Midterm, Final exam.**
1.2			
2.0	**Cognitive Skills** **By the end of the course, students will be able:**		
2.1	**To predict meanings of unfamiliar words from context.**	**Pair work, problem solving**	**First Midterm, Second Midterm, Final exam.**

2.2	To develop academic vocabulary in many ways such as categorization, synonyms, opposites, suffixes, prefixes and parts of speech	Group work, games, journals, memorization, brainstorming	
3.0	**Interpersonal Skills & Responsibility** **By the end of the course, students will be able:N/A**		
3.1			
3.2			
4.0	**Communication, Information Technology, Numerical** **By the end of the course, students will be able:**		
4.1	**To write about the information of a text.**		
4.2	**To interpret the information in different reading context.**	**group work, debate, discussion**	**First Midterm, Second Midterm, Final exam**
5.0	**Psychomotor** **By the end of the course, students will be able:N/A**		
5.1			
5.2			

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	**First Mid-term exam**	6	25 marks
2	**Second Mid-term exam**	11	**25 marks**
3	**Final exam**	16	50 marks
4			
5			
6			
7			
8			

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)
Ten office hours per week for each teacher

E. Learning Resources

1. List Required Textbooks
Reading Power 1: by Linda Jeffries and Beatrice S. Mikulecky

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

Book Dictionary
Smart Online and Offline Dictionaries
Teacher's manual

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
www.elt.mcgraw-hill.com
engvid.com

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
PPT slides to be uploaded by course teachers on Black Board system

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.)
Classrooms

2. Technology resources (AV, data show, Smart Board, software, etc.)
Classroom facilities and e-library

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
E-learning materials

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
Online questionnaire for students
Students Edu gate Evaluation Report

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
Course orientation and workshop
Visits by course coordinator
Peer observation

3. Processes for Improvement of Teaching
Classroom observation by colleagues
 are collected and then discussed
Monthly Meetings
Emails, WhatsApp group to share ideas, teaching strategies and challenges during the course.

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)

Marking and checking takes different phases : First, group of teachers involve in marking the answer scripts. After that , they cross check question wise
Then, comes the teacher filtering. Finally, there is a random sample filtering done by members of exam committee

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
Faculty Development Program, Curricular & Exam Review Committee. Internal and External reviews

Name of Course Instructor/Supervisor: Bilal Ahmad Itoo

Signature: _____   Date Specification Completed: _ **5/5/1439**
Program Coordinator:

Signature: Date Received: _____