



# Course Specifications

<b>Course Title:</b>	<b>English Language: Reading Skills</b>
<b>Course Code:</b>	<b>140 ENG-2</b>
<b>Program:</b>	<b>Preparatory Year</b>
<b>Department:</b>	<b>English</b>
<b>College:</b>	<b>Deanship of Preparatory Year</b>
<b>Institution:</b>	<b>Najran University</b>



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## A. Course Identification

<b>1. Credit hours:</b> 2
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 1
<b>4. Pre-requisites for this course (if any):</b> None
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended	4	%١٠٠
3	E-learning		
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	56
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	
<b>Other Learning Hours*</b>		
1	Study	28
2	Assignments	20
3	Library	10
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	58

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times



## B. Course Objectives and Learning Outcomes

### 1. 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.

### 2. Course Main Objective

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

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge: By the end of the course, students will be able</b>	
1.1	To recognize topics, categories, main ideas and supporting details of the readings.	
1.2	To develop academic vocabulary in many ways such as categorization, synonyms, opposites, suffixes, prefixes and parts of speech.	
2	<b>Skills : By the end of the course, students will be able</b>	
2.1	To write about the information of a text.	
2.2	To interpret the information in a different reading context.	
2.3	To predict meanings of unfamiliar words from context.	
3	<b>Competence: By the end of the course, students will be able</b>	
3.1		
3.2		
3.3		
3...		

## C. Course Content

No	List of Topics	Contact Hours
1	Part 1: Reading for Pleasure Part 2 Unit 1:Previewing and Making Predictions	8
2	Part 2 Unit 2:Scanning	4
3	Part 2 Unit 3:Making Inferences	4
4	Part 2 Unit 4:Building a Powerful Vocabulary	4
5	Part 2 Unit 5:Learning to Look for the Topic	4
6	Part 2 Unit 6:Understanding Paragraphs	4
7	Part 2 Unit 7: Finding the Pattern of Organization	8
8	Part 2 Unit 8:Skimming	4
9	Part 3 Unit: Thinking Skills	4
10	Part 4 Unit 1:Fiction- The Diamond family	4
11	Part 4 Unit 2:Biography- Two Popular Authors	4



12	Part 4 Unit 3: Non Fiction- Reading Power Magazines	4
<b>Total</b>		56

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	To recognize topics, categories, main ideas and supporting details of the readings.	Group work, discussion and direct method	First Midterm, Second Midterm, Final exam.
1.2	To develop academic vocabulary in many ways such as categorization, synonyms, opposites, suffixes, prefixes and parts of speech.	Group work, games, journals, memorization, brainstorming	First Midterm, Second Midterm, Final exam.
...			
<b>2.0</b>	<b>Skills</b>		
2.1	To write about the information of a text.	Pair work, group work	First Midterm, Second Midterm, Final exam.
2.2	To interpret the information in different reading context.	group work, debate, discussion	First Midterm, Second Midterm, Final exam.
2.3	To predict meanings of unfamiliar words from context.	Pair work, problem solving	First Midterm, Second Midterm, Final exam.
<b>3.0</b>	<b>Competence</b>		
3.1			
3.2			
...			

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	<b>First Mid-term exam</b>	6	25 marks
2	<b>Second Mid-term exam</b>	11	25 marks
3	<b>Final exam</b>	16	50 marks

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Ten office hours per week for each teacher



## F. Learning Resources and Facilities

## 1. Learning Resources

<b>Required Textbooks</b>	<b>Reading Power 1: by Linda Jeffries and Beatrice S. Mikulecky</b>
<b>Essential References Materials</b>	<b>Book Dictionary Smart Online and Offline Dictionaries Teacher's manual</b>
<b>Electronic Materials</b>	<a href="http://www.elc.mcgraw-hill.com">www.elc.mcgraw-hill.com</a> engvid.com
<b>Other Learning Materials</b>	<b>PPT slides to be uploaded by course teachers on Black Board system</b>

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<b>Classrooms</b>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<b>Classroom facilities and e-library</b>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<b>E-learning materials</b>

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Online questionnaire for students Students Edu-gate Evaluation Report
Extent of achievement of course learning outcomes	Course Coordinator	Direct
Quality of learning resources	Quality Unit	Direct

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	Asad Haidar	
<b>Reference No.</b>	1-18-5-1440	
<b>Date</b>	29/2/2019	