



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	Majmaah University
Academic Department :	Department of English, College of Education
Program:	B.A. English
Course title and code:	ENGL213 (Reading 3) New Course
Specification Approved Date :	17/ 06 / 1440 H

Course Specifications

Institution: Majmaah University	Date: 12/02/2019
College/Department : Department of English, College of Education, Majmaah	

A. Course Identification and General Information

1. Course title and code: Reading 3(ENGL213)																				
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 4																				
6. Pre-requisites for this course (if any): ENGL123 (Reading 2)																				
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):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 35%;">What percentage?</td> <td style="width: 20%; text-align: center;"><input type="text" value="50%"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="30%"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="10%"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. TBL</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="10%"/></td> </tr> </table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50%"/>	b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30%"/>	c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>	d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>	f. TBL	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
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Comments:																				



B Objectives

The aims of this course are to develop the abilities of the students to read a complex text with technical vocabulary and understand it effectively. The students will be able to make inferences, predict meanings, summarize a passage, use context clues, identify topic sentences, supporting details, and concluding sentences and extract main ideas through skimming and scanning.

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)

Course Description:

The focus of this module is on Reading Skills and Strategies, Building Vocabulary and Study Skills, Testing. These concentrations are carried over by providing students with new essays and questions that will enable them to gauge and improve their reading comprehension. Vocabulary, critical thinking skill-building and inferential comprehension activities provide the opportunity to practice necessary skills for standardized testing. Three hours a week are dedicated to teaching this course. This course is tailored to develop students' abilities to read, analyze and criticize various long texts. Students will practice some traditional reading skills such as skimming and scanning. Various topics will be discussed and analyzed.

Students will be asked to identify the writer's stance or attitude towards the content of each passage they read. In addition to that, they are highly encouraged to express their opinions on and attitudes towards the topics discussed in the classroom. Moreover, they are highly motivated to spark their imagination to discuss and write about some topics they read such as imagining they are writing a résumé and to apply the techniques they learn on how to write a successful résumé.

Students are highly encouraged to interact with each other in some activities which motivate group-work. This will develop their skills to listen to each other and instigate their tendency to negotiate and persuade others of their viewpoints.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction and orientation with the course	1	3
New Challenges- pre-reading, reading and post-reading	2	6
Teamwork and competition-gist reading, reading for specific details, inference	2	6

Relationships-dissection of the essay, comprehension through a graphic organizer	3	6
Health and Leisure-distinguish between facts and fiction	1	3
High Tech and Low Tech-making adjective from nouns, critical reading	2	6
Digital reading of hypertexts	2	6
Reading as a study skill	2	6
Revisions and Midterm Exams	1	3

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

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

2

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 introduction and conclusion	Presentation, discussion	Observation, quizzes
1.2	Identify ingredients of a paragraph and an essay	Exposure to online resources, presentations	Quizzes/tests/exams
1.3	Recognize the paraphrased main idea	Pair/group work	Assignments/tests
2.0	Cognitive Skills		
2.1	Skim for gist reading	Display on graphic organizers Charts/table Discussions	Observation/rubric
2.2	Distinguish between main ideas and supporting details	PPP (Presentation- Practice- Production)/pair and group work	Exams Rubric for evaluation of essays
2.3	Scan a text for specific details and information	PPP Multimodes Exposure to online resources	Rubric/Dropbox evaluation Exams
2.4	Determine the author's purpose	Group discussion Text reading activities	Quizzes, exams, observation
3.0	Interpersonal Skills & Responsibility		
3.1	Complete the project and compose a diagnostic 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			



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	2 nd week	2%
2	Assignment 2/quiz 1	4 th week	2%
3	Group comprehension task	5 th week	3%
4	First midterm exam	6 th week	10%
5	Reading strategies assignment task 3	7 th and 8 th week	2%
6	Students presentations	9 th and 10 th week	5%
7	Second midterm exam	11 th week	10%
8	Group project	12 th and 13 th week	5%
9	Blackboard (LMS) activities evaluation	14 th and 15 th week	1%
10	Final exam	16 th week	60%

D. Student Academic Counseling and Support

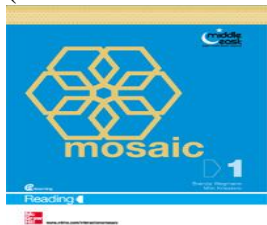
1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

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

E Learning Resources

1. List Required Textbooks

Mosaic 1 Reading, ME Gold Edition by Miki Knezevic, Publisher: McGraw Hill, Year 2007 (ISBN: 0077116429)



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

Effective Reading
Teacher's book
Reading Skills for Advanced Students
AUTHORS
 Simon Greenall, [Michael Swan](#)
ENGLISH TYPE
ISBN
 9780521317603

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

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



<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> • Classroom feedback • Online feedback by students on the University Website • Questionnaires
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> • Peer Review • Opinion of the students • Faculty Members feedback
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> • Seminars • Training programs by the University • Revisions in the light of feedback
<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> <ul style="list-style-type: none"> • Quality documents/evaluation • Summative and formative assessment • Grade system and re-checking • Prescribed reports
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> • 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. AiedElenizi

Signature: Date Received:

