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| Institution : | College of Science and Humanities,Majmaah University | |
| Academic Department : | Department of English Language | |
| Programme : | Bachelor of Arts..... | |
| Course title and code: | Advanced Reading / ENG-311 | |
| Specification Approved Date : | | …./ … / …… H |

**Course Specifications**

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| **Institution:**Majmaah University | **Date:** 16/11/2017 |
| **College/Department :**College of Sciences and Humanities/  English Language | |

**A. Course Identification and General Information**

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| 1. Course title and code: Advanced Reading - ENG-311 |
| 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)  B.A (English) |
| 4. Name of faculty member responsible for the course: Asma Sultana |
| 5. Level/year at which this course is offered: Level 5/ 3rd Year |
| 6. Pre-requisites for this course (if any):ENG 214 |
| 7. Co-requisites for this course (if any): None |
| 8. Location if not on main campus: Hotat Sudair |
| 9. Mode of Instruction (mark all that apply):  70%  √  a. traditional classroom What percentage?  30%  √  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  **Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?   * To develop the student abilities of thinking (critical & analytical abilities) * To understand the main & secondary ideas of texts. * To introduce students to the form, meaning & usage of basic structures in English * To improve students developmental skills approach that encourages speaking, listening ,writing & reading abilities through a wide variety of exercises, discern subtle differences of ideas & shades of meanings * To develop competence in reading. |

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| 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)   * Introduce ICT for reference, * Doing practice of grammatical activities. * Use of different sources for collaborative grammar learning. * A library with English language material should be introduced and a library hour should be introduced to inculcate reading habit. |

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

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| Course Description:  The purpose of the course is to develop the students’ awareness of  the reading process and thinking skills, to produce a communicative rapport with the  text, to comprehend the main ideas, to understand the language and contents of the  text and to infer the author point of views, and enhance their reading strategies and  planning for logical discussion so that they will be able to read in ways that are  expected in schools, colleges and business. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Course Orientation + Introductory Lecture | 1 | 3 |
| New Challenges | 3 | 9 |
| Teamwork & Competition | 3 | 9 |
| Gender & Relationships | 3 | 9 |
| Health & Leisure | 3 | 9 |
| High Tech, Low Tech | 2 | 6 |
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| **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** |

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

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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** | To recognize new words | Lecture | Quiz |
| **1.2** | To reproduce the words in their own sentences | Think-Pair Share | Mid-exam |
| **1.3** | To memorize the spellings of difficult words | Demonstration for the use of dictionary | Dictation |  | /Open-Ended Questions |
| **1.4** | To recognize different types of text with their analytical structures | Lecture | Theory exam |
| **1.5** | To identify the different types of texts with their comprehensive structures and their respective attributes | Giving unknown passages to list out different structures | Practicing assignments |
| **1.6** | To Familiarize with transforming the thought process into words with varied expressions | Picture descriptions |  |
| **2.0** | **Cognitive Skills** |  |  |
| **2.1** | To analyze different word- structures, new phrases, idioms and expressions, different concepts and different types of texts | Lecture | Test |
| **2.2** | To interpret the new vocabulary and development of expression in English language | Skimming &Scanning | Quiz/class-participation |
| **2.3** | To comprehend technical vocabularies and ability to read any type of text | Lecture | Theory exam |
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| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | To Illustrate by giving examples | Collaborative Learning:Pair work | Group Assignment |
| **3.2** | To use cognitive abilities in comprehending a text | New texts to analyze | Group Assignments |
| **3.3** | To develop confidence in understanding any type of text with varied expressions | Situational teaching through context | Final exam |
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| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Demonstrate ideas with more clarity | Lecture | Group Presentations |
| **4.2** | Differentiate fact from opinion | Debates | Debates |
| **4.3** | To analyze critically the given text | Passages to practice | Passages to review |
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| **5.0** | **Psychomotor** | | |
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| **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** | 1st Midterm | 6th or 7th  week | 20% |
| **2** | Participation | All along | 5 % |
| **3** | Quizzes | 8th week | 5 % |
| **4** | Home Assignments | All along | 5 % |
| **5** | Presentations | All along | 5% |
| **6** | 2nd Midterm | Week 13 | 20 % |
| **7** | Final | Week 14 | 40 % |
| **8** |  |  |  |

**D. Student Academic Counseling and Support**

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| 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)  The teacher concerned is available for the students throughout the week during office hours. |

**E Learning Resources**

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| 1. List Required Textbooks  Mosaic reading….Brenda Wegmann Mini Knezevic  Tapestry Reading -5 |
| 2. List Essential References Materials (Journals, Reports, etc.)  ELT Journal |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  www.reading.com  www.texthelp.com |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  TOEFL & IELTS test papers for Reading Comprehension should be made available |

**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.)  The present class-rooms are well-equipped |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)  The present class-rooms are well-equipped |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  A Language Laboratory needs to be established |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   Feed-back from the students to be taken soon after the first the first mid exam  Result analysis of the Mid-term and final exams |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  Peer evaluation to assess ability of faculty members |
| 3. Processes for Improvement of Teaching  Workshops and trainings to be conducted |
| 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)  Check marking of a sample of examination papers either by a resident or a visiting faculty  Unified Question paper |

**Name of Course Instructor: Asma Sultana**

**Signature: Asma… Date Specification Completed: 16/11/2017**

**Program Coordinator:** Dr. Murad Al-Shaboul

**Signature: ………………………….. Date Received: ………………………………......**