



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:	ENGL113 (Reading 1) New Course
Specification Approved Date :	00/ 00 / 1440 H

## Course Specifications

<b>Institution:</b> Majmaah University	<b>Date:</b> 23/04/2019
<b>College/Department :</b> Department of English, College of Education, Majmaah	

### A. Course Identification and General Information

1. Course title and code: Reading and Vocabulary Building 1 (ENGL113)																				
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 2																				
6. Pre-requisites for this course (if any): Preparatory Intensive Course																				
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: 30%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 40%;">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 percent</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. TBL/Project</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 percent	<input type="text"/>	f. TBL/Project	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
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<b>Comments:</b>																				



## B Objectives

1. Acquaint the learners with pre-reading strategies like guessing meanings, discussing the topics/pictures, brainstorming, and tools to analyze a text.
2. Familiarize the learners with surveying the text (skimming, scanning, reading for details, inferring etc.
3. Taking notes while reading the text.
4. To improve reading speed (by reading in chunks)
5. Decode the meanings.
6. Comparing and contrasting ideas, facts and opinion.
7. Summarize the reading materials.

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. Following SARS technique (Selecting, Adapting, Rejecting and Supplementing reading materials)
2. Selection of the text book to meet the emerging trends.
3. Updating the course contents.
4. Incorporate digital/e-learning reading components

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

### Course Description:

### ENGL 113 Reading and Vocabulary (1)

The aim of this course is to provide students with a good fundamental training on reading and vocabulary strategies and skills. The text reading strategies that will be focused on, include (but not limited to): common cognitive and metacognitive strategies, skimming, scanning, utilizing both linguistic and social context to interact more effectively with the text, using schema (background knowledge), making use of Intertextuality (the idea that texts largely shape and are constantly being shaped by other texts), text analysis strategies, discourse analysis strategies, summarizing, problematising the topic (creating questions about it), explanation, modeling, scaffolding, etc.

Fundamental vocabulary learning strategies will be emphasised in the course. Both intentional/direct and incidental/indirect vocabulary strategies will be catered for (again including but not necessarily limited to): guessing strategies, word association, background knowledge, word consciousness, glossing strategies, morphological and semantic analysis/mapping of words, definitions, dictionary use strategies, social strategies, multimodality, etc.

Instructors are required to vary both instruction and evaluation strategies in the course, collating or selecting materials that can best actualize the course aims, objectives and

rationale (for some practical purposes instructors may draw on any materials from the INTERACTIONS series).

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<b>Introduction and Orientation to the Course</b>	<b>1</b>	<b>3</b>
<b>Academic Around the World</b>	<b>3</b>	<b>9</b>
<b>Experiencing Nature</b>	<b>2</b>	<b>9</b>
<b>Living to Eat or Eating to Live?</b>	<b>3</b>	<b>9</b>
<b>In the Community</b>	<b>3</b>	<b>6</b>
<b>Home</b>	<b>3</b>	<b>6</b>
<b>Revisions and Midterm Exams</b>	<b>1</b>	<b>3</b>

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
<b>Contact Hours</b>	<b>Planned</b>	<b>45</b>					<b>45</b>
	<b>Actual</b>	<b>45</b>					<b>45</b>
<b>Credit</b>	<b>Planned</b>	<b>3</b>					<b>3</b>
	<b>Actual</b>	<b>3</b>					<b>3</b>

3. Additional private study/learning hours expected for students 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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identify main ideas and specific details.	Presentation, Text reading, discussion	Observation, quizzes exams
1.2	Match words with the definitions.	Exposure to online resource like dictionaries, presentations	Quizzes/tests/exams
1.3	Identify the contents of the reading passage.	Pair/group work	Assignments/tests
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Infer meanings of unfamiliar words.	Discussion	Observation/rubric/quizzes
2.2	Transfer information from the text to a table or graphic organizers.	Display on graphic organizers Charts/table Discussions	Exams Rubric for evaluation of essays
	Employ schemata (background knowledge) to read a text more effectively.		
2.3	Take notes from the long and complex reading texts.	Display by indentation or on graphic organizers Charts/table Discussions	Rubric/Dropbox evaluation Assignments Exams
2.4	Summarize/paraphrase information in a text.	Group discussion Text reading activities	Assignments, exams, observation
2.5	Use a range of vocabulary reading strategies: word consciousness, glossing strategies, morphological and semantic analysis/mapping of words, definitions, dictionary use strategies, social strategies, multimodality, etc.	Mixed methods of lecturing, class presentations, reading assignments, projects, etc.	Midterms and Final Exams Allotting marks for particular vocabulary strategies, etc.
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Complete a task or solve a problem by reading articles/essays.	Guidance Groups discussions	Observation Rubric

		Data collection Interviews referencing	
3.2	Employ multimodal reading strategies.		
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	Making blogs	Blackboard (LMS) blogs Google blogs	Observation Rubric
4.2	Reading Hypertexts	Using internet resources	Assignments evaluation
5.0	<b>Psychomotor</b>		
5.1			
5.2			

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.) Open to change</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	Assignment task 1	2 <sup>nd</sup> week	2%
2	Assignment 2/quiz 1	4 <sup>th</sup> week	2%
3	Group comprehension task	5 <sup>th</sup> week	3%
4	First midterm exam	6 <sup>th</sup> week	10%
5	Reading for summarizing assignment task 3	7 <sup>th</sup> and 8 <sup>th</sup> week	2%
6	Students presentations	9 <sup>th</sup> and 10 <sup>th</sup> week	5%
7	Second midterm exam	11 <sup>th</sup> week	10%
8	Group project	12 <sup>th</sup> and 13 <sup>th</sup> week	5%
9	Blackboard (LMS) activities evaluation	14 <sup>th</sup> and 15 <sup>th</sup> week	5%
10	Final exam	16 <sup>th</sup> 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

- List Required Textbooks  
Interactions 1 Reading, ME Gold Edition by Elaine Kirn and Pamela Hartmann. Publisher: McGraw Hill, Year 2007 (ISBN: 0077116348)

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

### Effective Reading Pre Intermediate Student's Book

#### AUTHORS

Jackie McAvoy and Scott Miles

ISBN-13: 978-0230029156

2009

Publisher: Macmillan

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<http://www.bbc.co.uk/skillswise/topic/reading-and-understanding>

<http://www.manythings.org/voa/scripts/>

<https://www.vocabulary.com/lists/160931>

<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

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Classroom feedback
- Online feedback by students on the University Website
- Questionnaires

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Peer Review
- Opinion of the students
- Faculty Members feedback

3. Processes for Improvement of Teaching

- Seminars
- Training programs by the University
- Revisions in the light of feedback

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)

- Quality documents/evaluation
- Summative and formative assessment
- Grade system and re-checking
  - Prescribed reports

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

- **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: 23/04/2019**

**Program Coordinator: Dr. Aied Alenizi**

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

