



Course Specifications

Course Title:	Reading and Building Vocabulary 2
Course Code:	ENGL 123
Program:	B.A. English
Department:	English
College:	Science and Humanities in Rumah
Institution:	Majmaah University



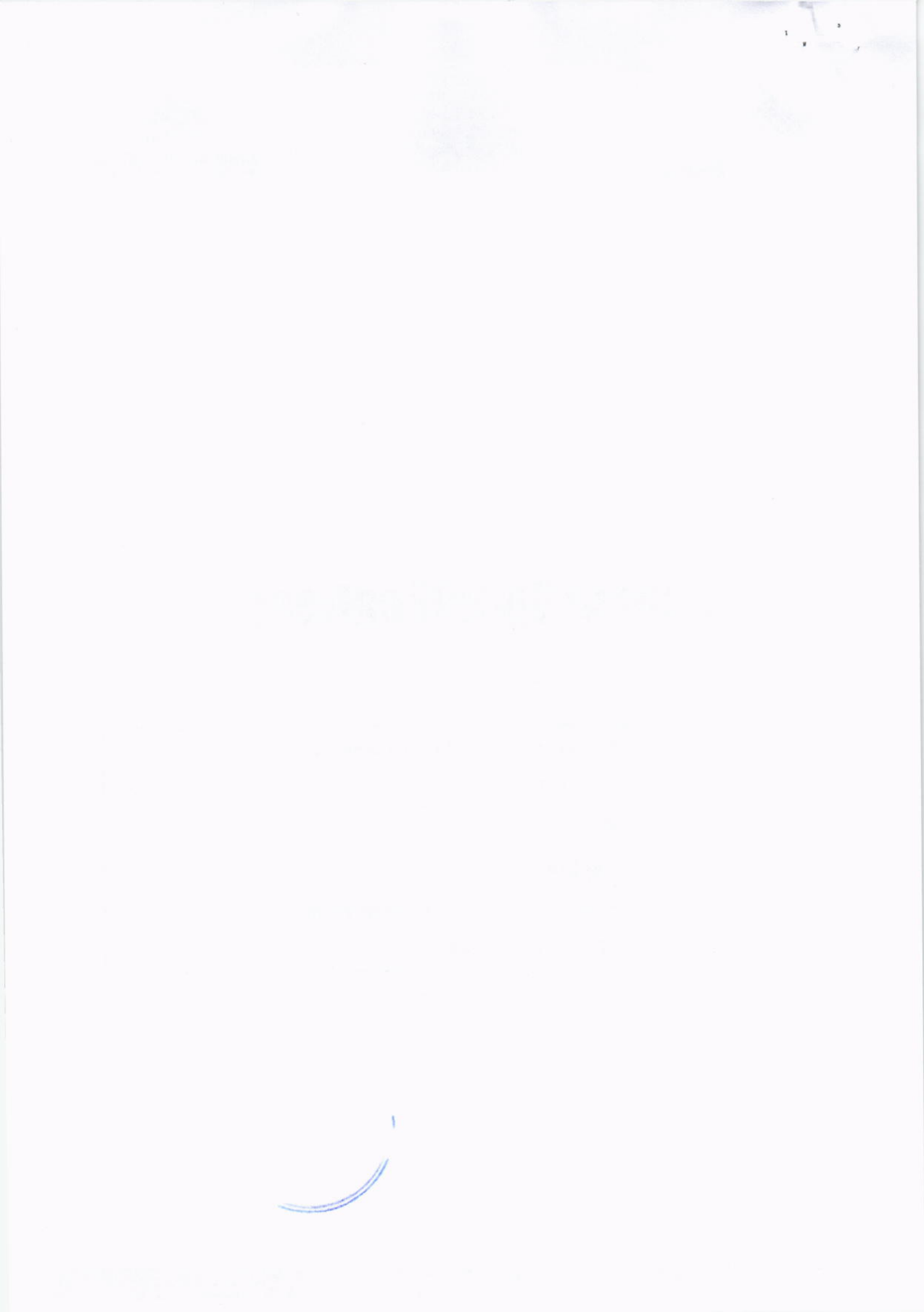


Table of Contents

A. Course Identification.....	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes.....	4
1. Course Description.....	4
2. Course Main Objective.....	4
3. Course Learning Outcomes.....	4
C. Course Content	5
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	7
F. Learning Resources and Facilities.....	7
1. Learning Resources	7
2. Facilities Required.....	7
G. Course Quality Evaluation.....	8
H. Specification Approval Data	9





A. Course Identification

1. Credit hours:			
2. Course type			
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"/>	
3. Level/year at which this course is offered: Level 3			
4. Pre-requisites for this course (if any): ENGL 113			
5. Co-requisites for this course (if any): none			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	56%
2	Blended	20	44%
3	E-learning		
4	Correspondence		
5	Other: Individual Conference		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	40
2	Laboratory/Studio	5
3	Tutorial	
4	Others (specify)	
	Total	45
Other Learning Hours*		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* 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

Course Description:

The focus of this module is to improvise the reading skills that the learners have acquired in the preliminary reading courses. The learners will be exposed to a variety of English texts to comprehend the meanings and ideas. The strategy will be to remove scaffolding gradually and lead the students to autonomous reading comprehension. Since vocabulary is a key factor in better reading, the students will be exposed to blocking vocabulary for decoding meanings, identifying forms and the usages in academic career. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge. Hence, pre-reading will involve skimming, guessing meaning and predicting meaning. Interactive reading aims to equip the learners with gist reading, reading for specific details and inferring ideas etc. Post-reading activities will be selected for the learners to develop analytical acumen and critical thinking by means of quizzes, summary writing, outlining, collaborative reading activities and creative testing.

With a major thrust on academic reading skill, the course also aims to flow into integrated skills. Reading activities will also engage the learners in productive skills to demonstrate the knowledge and information acquired as such.

2. Course Main Objective

1. Develop a selection of pre-reading **strategies** to improve the likelihood of **comprehension**. Objective
2. Develop key reading sub-**skills** such as a) skimming, b) scanning, c) identifying the main ideas of texts or paragraphs, and d) guessing **vocabulary** from context.
3. Taking notes from the complex reading texts.
4. Comprehend the textual reading materials and summarize them.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Identify stated and unstated details in reading tasks.	1.1, 1.2
1.2	Explain the contents in a reading text	1.3
1.3	Recognize main ideas in reading materials	1.4
2	Skills :	
2.1	Scan reading materials for specific details.	2.3 and 2.4
2.2	Analyze essays or articles	2.5
2.3	Take notes from long and complex reading texts	3.1
2.4	Summarize and draw conclusions	2.5
3	Competence:	



CLOs		Aligned PLOs
3.1	Compose formal and informal reports after skimming and scanning reading materials.	3.1, 3.2
3.2	Make blogs for improving reading skills Develop hypertexts for reading	3.5, 4.1

C. Course Content

No	List of Topics	Contact Hours
1	Introduction and orientation with the course	3
2	Education and Student Life	3
3	City Life	6
4	Business and Money	6
5	Jobs and Professions	6
6	Life Styles Around the World	6
7	Digital reading of hypertexts	6
8	Reading as a study skill	6
9	Revisions and Midterm Exams	3
10		
Total		

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Identify stated and unstated details	Presentation, discussion	Observation, quizzes
1.2	Identify contents of the text for reading	Exposure to online resources, presentations	Quizzes/tests/exams
1.3	Recognize main ideas in the reading materials	Pair/group work	Assignments/tests
2.0	Skills :		
2.1	Scan for specific details.	Display on graphic organizers Charts/table Discussions	Observation/rubric
2.2	Analyze essays or articles	PPP (Presentation-Practice-Production)/pair and group work	Exams Rubric for evaluation of essays

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.3	Take notes from the long and complex reading texts.	PPP Multimodes Exposure to online resources	Rubric/Dropbox evaluation Exams
2.4	Summarize and draw conclusions	Group discussion Text reading activities	Quizzes, exams, observation
2.5	Scan for specific details.	Display on graphic organizers Charts/table Discussions	Observation/rubric
3.0	Competence:		
3.1	Complete the project and compose a report	Guidance Groups discussions Data collection Interviews referencing	Observation Rubric
3.2	Making blogs	Blackboard (LMS) blogs Google blogs	Observation Rubric
3.3	Develop hypertexts for improving reading skills	Using internet resources	Assignments evaluation

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Class activities and home assignments	All through the semester	10 %
2	Midterm Exam 1	Week 7	15 %
3	Project	Week 8	20%
4	Midterm Exam 2	Week 10	15 %
5	Final Exam	After the course finishes	40%

*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 : 8hour per course per week

1. The faculty member will be available during office hours for counseling and support
2. The Student Advisor is also available all the time to help the students

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Interactions 2 Reading, ME Gold Edition by Elaine Kirm and Pamela Hartmann. Publisher: McGraw Hill, Year 2007 (ISBN: 0077116380)
Essential References Materials	Understanding Texts and Readers Responsive Comprehension Instruction with Leveled Texts Reading Skills for Advanced Students AUTHORS Jennifer Serravallo ISBN-13: 978-0325108926 ISBN-10: 9780325108926
Electronic Materials	<ul style="list-style-type: none"> ○ 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
Other Learning Materials	Blackboard (LMS), University website

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> • Lecture rooms well-equipped with teaching aids • Language labs • Library • Conference hall
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> • Laptop computer • Multimedia projector system Internet access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> • Peer evaluation • Class observations by supervisors



G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Instructors and coordinators	By meetings and discussing that in regular bases
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Self-evaluation Peers	By doing peer-evaluating per course.
Processes for Improvement of Teaching	Quality Coordinators Program coordinators	<p>Training sessions, workshops to facilitate experience exchange among faculty members</p> <p>Regular meetings to discuss and solve problems</p> <p>Discussion of challenges in the classroom with colleagues and supervisors</p> <p>Encouraging faculty members to attend professional development conferences</p> <p>Keep up to date with pedagogical theory and practice</p> <p>Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</p>
Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty staff member of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)	Instructors Head of the Department Quality Coordinators Course Coordinator Program Coordinator	<ol style="list-style-type: none"> 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Double-check papers by a second reader in case of students who believe they are underrated.



Evaluation Areas/Issues	Evaluators	Evaluation Methods
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Discussion in the WhatsApps Groups of Department of English Review Committees Discussions with Quality Coordinator	<ol style="list-style-type: none"> 1. Compare syllabi and course description with other universities (including those on the net) 2. Bi-annual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

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

Council / Committee	Department Council.
Reference No.	Department Council Meeting No.
Date	7-2-1442 H



