Course Specification

— (Bachelor)

Course Title: Reading & Vocab Building 2

Course Code: ENGL 123

Program: Bachelor of Arts

Department: English Department

College: Education

Institution: Majmaah University

Version: 2023 TP - 153

Last Revision Date: 29 September 2023

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A.	☐University	☐College	■Department	☐Track	☐Others
B.	■Required			☐Elective	

3. Level/year at which this course is offered: (2)

4. Course general 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.

5. Pre-requirements for this course (if any):

ENGL 113 (Reading & Vocabulary Building 1)

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

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.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	56%
2	E-learning	20	44%
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	40
2.	**Laboratory/Studio**	5
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Identify advanced reading terms and techniques	K1	*Lecturing *Structured - class discussion	*Exams *Assignment
2.0	**Skills**			
2.1	Cognitive: Apply relevant reading techniques, methods and strategies to understand and recompose texts.	S1	*Display on graphic organizers *Charts/table *Interactive class discussions	*Exams *Assignment *In class activities
2.2	Communication: produce knowledge effectively through reading advanced texts and writing points of view.	S1	*Pair and group work	*Rubrics and exercises
3.0	**Values, autonomy, and responsibility**			
3.1	Responsibility: Comply with relevant intellectual property ethics and academic integrity.	V1	* Lecturing *Structured class discussion	*Observation

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction and Orientation with the Course	3
2.	Meeting New People , Learning New Things	3
3.	Come Rain or Shine	6
4.	Diet? A Piece of Cake	6
5.	A Connected World	6
6.	Make Yourself at Home	6
7.	Multicultural Communities	6
8.	A Picture of Health	6
9.	Revisions and Exams	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment	2nd or 3rd week	10%
2.	Quiz	4th week	10%
3.	Midterm-exam	8th week	30%
4.	Participation + presentation (values)	During the term	10%
5.	Final exam	16th week	40%
Total			**100**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	New Interactions 2: Reading and Writing by Elaine Kirn, Pamela Hartmann, and McGraw -Hill Education Authors. New Edition series editor: Danae Kozanoglou 2020 by McGraw Hill education
Supportive References	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	o https://takeielts.britishcouncil.org/prepare-test/practice-tests/reading-practice-test-1-academic o https://www.bestmytest.com/toefl/reading o http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension
Other Learning Materials	Contents in Blackboard (LMS), University website

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	• Lecture rooms well-equipped with teaching aids • Language labs • Library & Conference hall
Technology equipment (projector, smart board, software)	• Laptop computer • Multimedia projector system • Internet access
Other equipment (depending on the nature of the specialty)	Available in the University

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	• Students • Head of the Department • Program Coordinators	Indirect (CES + PES + SES) Direct assessment of course learning outcomes.
Effectiveness of Students assessment	• Head of the Department • Program coordinators • Peer Instructors	• Check the marking of a sample of examination papers either by a resident or visiting faculty member • Arrange with another institution to have two common test items included on an

		exam and compare marks given. • Double-check papers by a second reader in case of students who believe they are underrated.
Quality of learning resources	Course Coordinator Quality Coordinators Program coordinators	Annual meetings of faculty members to discuss improvement of learning resources.
The extent to which CLOs have been achieved	Instructors Head of the Department Quality Coordinators Course Coordinator Program Coordinator	Tests -questionnaires - reports (Direct, Indirect)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	