



Course Specification

— (Bachelor)

Course Title: **Reading**

Course Code: **ENGD 112**

Program: *Enter Program Name.*

Department: *Enter Department Name .*

College: **Applied College**

Institution: **Majmaah University**

Version: **version 1**

Last Revision Date: **18/9/2023**



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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: (level 1)

4. Course general Description:

The aim of this course is to provide students with a good fundamental training on reading skills and vocabulary strategies. Fundamental vocabulary learning strategies will be emphasized 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. Also, there is a focus on reading skills and strategies.

These skills and strategies 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 correctly, analyze and criticize various texts in a simple a way. 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 main idea of the text and the supporting ideas as well. 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 discuss and write about some topics they read about as part of the assessment.

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



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

NA

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

NA

7. Course Main Objective(s):

By the end of the course, students should be able to:

1. Recognize reading structure in a textbook
2. Recognize the topic, main idea, and supporting details in a paragraph.
3. Read and analyze texts critically.
4. Guessing meaning from the context.
5. Using punctuation correctly.
6. Use resources to increase vocabulary and gain deeper understanding by using context clues and reading what is between the lines.
7. Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level information.

Summarize and paraphrase the main parts of a text by giving the main idea, sub-ideas, etc

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45





2.	Laboratory/Studio	
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	To recognize the topic, main idea, and supporting details in a paragraph.	K1	Lectures. Discussions. Cooperative learning.	Faculty developed exams and Assignments.
1.2	To predict the meaning of new words from the context.	K1	Lectures. Discussions. Cooperative learning.	Quizzes Exercises exams Observations
...				
2.0	Skills			
2.1	To infer the lexical relation between the vocabulary used in the reading comprehension.	S1	Lectures. Discussions Brain storming	Faculty developed exams and Assignments.
2.2	To analyze texts critically and distinguish between main ideas and important details	S1	Cooperative learning Brain storming	Quizzes, exercises, observation
...				
3.0	Values, autonomy, and responsibility			
3.1	To cultivate students' ability to respect, appreciate, and	V1	-Discussions Presentation-	Assignments and tasks



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	understand one's own culture and the culture of other nations.			
3.2				
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction & orientation	3
2.	Unit 1. Hello	3
3.	Unit 2 : holidays	3
4.	Unit 3 : family and friends	3
5.	Unit 4 : cities	3
6.	Unit 5 : my things + quiz	3
7.	Unit 6 : we love it	3
8.	Mid-term 1	3
9.	Unit 7 : daily life	3
10.	Unit 8 : work and study	3
11.	Unit 9 : travel & Unit 10 : famous people	3
12.	Unit 11 : true stories + quiz	3
13.	Unit 12 : The Weekend	3
14.	Mid-term 2	3
15.	REVISION	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	6 & 12	%10
2.	Midterm Exam	8 & 14	%40
3.	Assignments	All the way through	%5
4.	participation/ presentations/ reflections	All the way through	%5
5.	Final Exam	17-18	%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	Life beginner
Supportive References	Mosaic 1 Reading, ME Gold Edition by Miki Knezevic, Publisher: McGraw Hill, Year 2007 (ISBN: 0077116429)
Electronic Materials	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	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom, 30 to 40 chairs for 40 students, smart boards and whiteboards. The course book is online and all the materials given to the students are available electronically
Technology equipment (projector, smart board, software)	Smart board · Laptops · Overhead Projector · TVs
Other equipment (depending on the nature of the specialty)	Digital content. Video. Audio tracks

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	students	Indirect "Students' academic experience evaluation" questionnaire done by the students at the end of each term. - "Program evaluation" questionnaire done by the students at the end of each term.
Effectiveness of Students assessment	Measuring of learning outcome unit	Direct – systemic tools
Quality of learning resources	Students and teacher	Indirect "Course evaluation" questionnaire done by the students on the university



Assessment Areas/Issues	Assessor	Assessment Methods
		portal at the end of each term.
The extent to which CLOs have been achieved	coordinators	Direct Observations (form)
Other	coordinators	Direct Observations (form)

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

