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| Institution : |  Majma’ah University |
| Academic Department : | Department of English |
| Programme : | B.A in English |
| Course : |  **Eng111- Basic Language Skills** |
| Course Coordinator : | Dr.M.Fawares |
| Programme Coordinator : | Dr. Salah Alfarwan |
| Course Specification Approved Date :  | …./ … / …… H |

**A. Course Identification and General Information**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. 1 - Course title :
 | **Ready to write 1** | Course Code: | Eng 111 |
| 2. Credit hours : |  (3)  |
| 3 - Program(s) in which the course is offered: | B.A in English |
| 4 – Course Language : | English |
| 1. 5 - Name of faculty member responsible for the course:
 |  |
| 1. 6 - Level/year at which this course is offered :
 | Level 1/1st/ year |
| 7 - Pre-requisites for this course (if any) :None  |
| 8 - Co-requisites for this course (if any) :* **None**
 |
| 9 - Location if not on main campus **:**(Ramah campus) |
| 10 - Mode of Instruction (mark all that apply) |
| A - Traditional classroom |  |  | What percentage?  | **……. %** |  |
| B - Blended (traditional and online) | **X** |  | What percentage?  | **100 %** |  |
| D - e-learning |  |  | What percentage?  | **……. %** |  |
| E - Correspondence |  |  | What percentage?  | **……. %** |  |
| F - Other  |  |  | What percentage?  | **……. %** |  |
| Comments :........................................................................................................... |

**B Objectives**

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| What is the main purpose for this course?The purpose of the course is to acquaint students with the parts of speech, tenses, subject-verb agreement, types of sentences (including simple, compound and complex),various types of modifiers and transitional expressions. This course focuses on reading ,writing and study skills, including those required for vocabulary development and understanding research.  |
| Briefly describe any plans for developing and improving the and course that are being implemented: 1. Students are encouraged to consult the web to practice more well- formed passages. 2. Students are encouraged to take parts and engage in the reading process.3. Providing students with web-based exercises for extra training in reading. |

**C. Course Description**

**1. Topics to be Covered**

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| --- | --- | --- |
| **List of Topics** | **No. of****Weeks** | **Contact Hours** |
| introduction | **1** |  **3** |
| U1 (Student life) | **1** |  **3** |
| U2 (Daily routines) |  **1** |  **3** |
| U3 (People and the environment) | **1** |  **3** |
| U4 (Architecture) | **1** |  **3** |
| U5 ( Education) |  **1** |  **3** |
| U6 (Technology) | **1** |  **3** |
| U7 (Food, drink and culture)  | **1** |  **3** |
| U8 (Cities of the world) | **1** | **3** |
| U9 (Brain power) | **1** | **3** |
| U10 (Staying alive) | **1** | **3** |
| Revision  | **1** | **3** |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| **Contact****Hours** | **39** | **None** | **none** | **none** | **none** | 39 |
| **Credit** | **3** | **None** | **none** | **none** | **none** | 3 |

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

**4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy**

|  | **NQF Learning Domains****And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge** |
| **1.1** | BY the end of the course , students will be able to:* Use intensive and extensive reading skills for both fluency and accuracy
* Develop and extensively use reading strategies like skimming, scanning and guessing words meaning from context.
 |  Lectures  | Quizzes  |
| **1.2** |  |  Class discussion  |  Class exercises and writing assignments  |
| **1.3** |  | .................. |  Mid terms  |
| **1.4** |  | .................. |  Final exam |
| **2.0** | **Cognitive Skills** |
| **2.1** |  Students will have the ability to:  BY the end of the course , students will be able to:* Improve spelling skills and ability to guess the meaning of unknown vocabulary .
* Develop a vocabulary of high-used words.
* write a descriptive paragraph taking into consideration aspects of grammar and vocabulary (e.g. vocabulary concerning describing places and people, adjectives, adverbs… etc)
 | **1-** Exercises**2- Class discussions.** **3- In-class group presentations.** **4-Exercises** |  **Class participation**  |
| **2.2** |  | **Presentation** |  **Home assignments**  |
| **2.3** |  | **Individual meetings** |  **Midterms**  |
| **2.4** | **.....................................................................** | .................. |  **Final exam** |
| **2.5** | **.....................................................................** | .................. |  |
| **2.6** | **.....................................................................** | .................. | **……………………..**  |
| **3.0** | **Interactional Skills & Responsibility** |
| **3.1** | * give students intensive vocabulary review and application in the context of reading.
* help students use increasingly new vocabulary to express themselves effectively and appropriately on topics of immediate relevance.
* Students can act responsibly and ethically in carrying out individual as well as group projects
 | . Exercises | class participation  |
| **3.3** |   |  Exercises |  Final exams |
| **3.4** | - | Exercises | Individual supervision hours |
| **3.5** | **.....................................................................** | .................. | .................. |
| **3.6** | **.....................................................................** | .................. | .................. |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | * Students will use the necessary skills to communicate **.**
 |  |  |
| **4.2** |   | .................. | .................. |
| **4.3** |  | .................. | .................. |
| **4.4** | **.....................................................................** | .................. | .................. |
| **4.5** | **.....................................................................** | .................. | .................. |
| **4.6** | **.....................................................................** | .................. | .................. |
| **5.0** | **Psychomotor** |
| **5.1** | **None** | Conversations | Class discussion  |
| **5.2** | **.....................................................................** | .................. | .................. |
| **5.3** | **.....................................................................** | .................. | .................. |
| **5.4** | **.....................................................................** | .................. | .................. |
| **5.5** | **.....................................................................** | .................. | .................. |
| **5.6** | **.....................................................................** | .................. | .................. |

**5. Schedule of Assessment Tasks for Students During the Semester:**

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| --- | --- | --- | --- |
|  | **Assessment task** | **Week Due** | **Proportion** **of Total Assessment** |
| **1** | **1st midterm** | **Week9**  | **20%** |
| **2** | **Class exercises, assignments and project**  | **All a long**  | **20%** |
| **3** | **Quizzes** | **Week 6**  | **10%** |
| **4** | **Participation and attendance**  | **All along**  | **10%** |
| **5** | **Final exam**  | **End of the semester**  | **40%** |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** | **.........................................................................** | ................ | .................... |

**D. Student Academic Counseling and Support**

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| Reachable via email or personal attendance.  |

**E. Learning Resources**

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| **1. List Required Textbooks** : Harrison, R.(2010) Academic Skills: Reading ,Writing and Study Skills. New York: Oxford University Press. |
| **2. List Essential References Materia**l: [Blanchard](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_1/175-1394249-4093501?_encoding=UTF8&field-author=Karen%20Blanchard&search-alias=books&sort=relevancerank), K. &[Root](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_2/175-1394249-4093501?_encoding=UTF8&field-author=Christine%20Root&search-alias=books&sort=relevancerank), C. (2010).*Ready to Write 1: A First Composition Text* (3rd Edition).Pearson Education ESL. |
| **3.List Recommended Textbooks and Reference :** |
| **4. List Electronic Materials**  http//: [www.ramahstudents.pbworks.com](http://www.ramahstudents.pbworks.com) |
| **5. Other learning material :*** **.............................................................**
* **.............................................................**
* **............................................................**
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**F. Facilities Required**

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| **1. Accommodation*** **.............................................................**
* **.............................................................**
* **............................................................**
 |
| **2. Computing resources*** **.............................................................**
* **.............................................................**
* **............................................................**
 |
| **3.** **Other** **resources*** **.............................................................**
* **.............................................................**
* **............................................................**
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**G Course Evaluation and Improvement Processes**

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| **1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:*** **Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class**
* **End of term college evaluation of course by students ( to be collected by the**

**department)** * **End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.**
 |
| **2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :*** **Peer observation to benefit from colleagues’ objective feedback and suggestions for improvement.**
 |
| **3 Processes for Improvement of Teaching :*** **Training sessions**
* **Workshops to facilitate the exchange of experiences amongst faculty members**
* **Regular meetings where problems are discussed and solutions given**
* **Discussion of challenges in the classroom with colleagues and supervisors**
* **Encouragement of faculty members to attend professional development conferences.**
* **Keep up to date with pedagogical theory and practice**
* **Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results**
 |
| **4. Processes for Verifying Standards of Student Achievement*** **Check marking of a sample of examination papers either by a resident or visiting faculty member**
* **Students who believe they are under graded can have their papers checked by a second reader.**
 |
| **5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :*** **. Compare syllabus and course description with other universities (including those on the net)**
* **2. Bi-annual meetings of faculty members to discuss improvement**
 |

**Course Specification Approved**

**Department Official Meeting No ( ….. ) Date … / …. / ….. *H***

|  |  |  |
| --- | --- | --- |
| **Course’s Coordinator** |  | **Department Head**  |
| ***Name***  | Dr.Fawares |  | ***Name :*** | Dr. Salah Alfarwan |
| ***Signature :*** | .......................... |  | ***Signature :*** | .......................... |
| ***Date :*** | …./ … / …… *H* |  | ***Date :*** | …./ … / …… *H* |