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| Institution : | Faculty of Education for Boys, Al-Zulfi |
| Academic Department : | English Language Department |
| Programme : | English Language Program for Under Graduates |
| Course : | Advanced Reading ENG311 |
| Course Coordinator : | Dr. Syed Shahzad Hussain Zaidi |
| Programme Coordinator : | Dr. Abdul-Karim Saji Al-Harbi |
| Course Specification Approved Date :  | 28 / 4 / 1436 H |

**A. Course Identification and General Information**

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| --- | --- | --- | --- |
| 1 - Course title : | **Advanced Reading** | Course Code: | **ENG 311** |
| 2. Credit hours : |  **3 hrs.** |
| 3 - Program(s) in which the course is offered: | **English Language Program for Under Graduates** |
| 4 – Course Language : | **English**  |
| 5 - Name of faculty member responsible for the course: | **Dr. Syed Shahzad Hussain Zaidi**  |
| 6 - Level/year at which this course is offered : | **Level Five** |
| 7 - Pre-requisites for this course (if any) :* **Reading & Vocabulary Building 3, ENG 214**
 |
| 8 - Co-requisites for this course (if any) :* **Any extra material relevant to the course topics collected from website or library.**
 |
| 9 - Location if not on main campus **:*** **English Language Department Al Zulfi Campus**
 |
| 10 - Mode of Instruction (mark all that apply) |
| A - Traditional classroom | **√** |  | What percentage?  | **100 %** |  |
| B - Blended (traditional and online) |  |  | What percentage?  |  |  |
| D - E-learning |  |  | What percentage?  | **……. %** |  |
| E – Correspondence |  |  | What percentage?  | **……. %** |  |
| F - Other  |  |  | What percentage?  | **……. %** |  |
| Comments :* **Interactive teaching & learning strategies are effectively used, e.g. group work, pair work, and individual reading, etc.**
 |

**B. Objectives**

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| What is the main purpose for this course?* **Building up the reading capabilities of students to handle heavy academic reading.**
* **Drawing inferences from reading.**
* **Evaluating different viewpoints on a common subject matter.**
* **Distinguishing main ideas from supporting ideas in a reading text.**
* **Paying attention to the use of figurative language.**
 |
| Briefly describe any plans for developing and improving the course that are being implemented :* **Using the internet to provide useful and relevant vocabulary while expanding critical reading skills and higher order skills (Bloom's taxonomy).**
 |

**C. Course Description**

**1. Topics to be covered**

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| --- | --- | --- |
| **List of Topics** | **No. of****Weeks** | **Contact Hours** |
| **Course Orientation**  | 1 | 3 |
| **Unit One: Art**  | 2 | 6 |
| **Unit Two: Organizations** | 2 | 6 |
| **Unit Three: Places**  | 2 | 6 |
| **Unit Four: Science and Technology** | 3 | 9 |
| **Unit Five: Health and Well- Being** | 2 | 6 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| **Contact****Hours** | **36** | **3** | **NA** | **NA** | **............** | **36** |
| **Credit** | **3** | **3** | **NA** | **NA** | **............** | **36** |

|  |  |
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| **3. Additional private study/learning hours expected for students per week.** | **6-8 hrs**. |

**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** | **The ability to acquire academic reading skills, synthesize ideas to evaluate texts and draw conclusions throughout the course.** | * **Theme-based approach to reading**
* **Systematic presentation and recycling of vocabulary**
* **Asking questions to focus the reading process**
* **PowerPoint presentations and using the internet to provide relevant vocabulary**
* **Silent and loud reading**
 | * **Quizzes, tests and homework assignments**
 |
| **2.0** | **Cognitive Skills** |
| **2.1** | **Academic reading skills and being able to evaluate texts.** | **Developing students' academic reading skills, e.g. the ability to take notes, make inferences, and understand the cause and effect via implementing a communicative teaching approach to the foreign language.** | **Quizzes, tests, oral presentations, debates, etc.** |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | **The interpersonal skills are developed through a lot of active learning activities, e.g. pair\group work, cooperative learning, brain storming, etc.** | **Adopting an interactive approach to teaching that provides students with practice in comprehension, building vocabulary, making inferences, finding the main idea, determining cause and effect, scanning, summarizing, paraphrasing and understanding the sequence of events.**  | **Students' presentations, annotating, marking texts, etc.** |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | **Sharing texts, using the internet for further reading.** | **Focusing students' attention on the importance of integrating CALL in the teaching and learning of EFL.** | **Sharing reading material and quizzes on vocabulary.** |
| **5.0** | **Psychomotor** |
| **5.1** | **Dexterity could be considered here.**  | **Integrating reading tasks with writing tasks as much as possible.** | **Written assignments.**  |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment task** | **Week Due** | **Proportion** **of Total Assessment** |
| **1** | **Vocabulary tests**  | **Throughout the course** | **10** |
| **2** | **Written Quizzes**  |
| **3** | **Written mid-term examination** | **8** | **20** |
| **4** | **Home assignments** | **Weekly** | **10** |
| **5** | **Written tasks based on reading comprehension passages** |
| **6** | **Reading tests & Individual / group discussions** |
| **7** | **Written Final Examination** | **13** | **60** |

**D. Student Academic Counseling and Support**

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| **Academic advisors are available anytime during the week. Teaching staff are assigned a number of students to offer any academic or social help for them.** |

**E. Learning Resources**

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| **1. List Required Textbooks :** * **Ackert, P. &Lee, L. (2005). "Reading and Vocabulary Development 4. Concepts and Comments", Heinle Cengage Learning.**
 |
| **2. List Essential References Materials :*** Beatrice, S. (2007). "**Advanced Reading Power**", Pearson Longman.
* Anderson, N. (...). "**Active: Skills for Reading4**", USA Heinle.
 |
| **3. List Recommended Textbooks and Reference Material :*** **Below is a link to a list of 101 recommended books for college – bound readers which staff members can refer to:**

**http://www.alevelsz.com/Attachments/product/201404/college\_board\_recommended\_books.pdf**  |
| **4. List Electronic Materials :****http:\\elt.heinle.com\readingandvocabulary** |
| **5. Other learning material :*** **CDs attached to the book.**
 |

**F. Facilities Required**

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| **1. Accommodation*** **(Lecture rooms, language laboratories if necessary, etc.)**
 |
| **2. Computing resources*** **NA**
 |
| **3.** **Other** **resources*** **NA**
 |

**G. Course Evaluation and Improvement Processes**

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| **1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:*** **Surveys and questionnaires.**
* **Students' marks on the achievement tests.**
* **Students' oral & written response to tasks and assignments**
 |
| **2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :*** **Revision of learning and teaching by departmental committee, and academic plans college committee.**
 |
| **3 Processes for Improvement of Teaching :****Workshops on teaching methods, and review of recommended teaching strategies.****- Updating learning sources.****- Utilization of modern teaching facilities like the smart board.****- Encouragement of students to explore useful relevant resources such as the World Wide Web.** |
| **4. Processes for Verifying Standards of Student Achievement*** **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.**
 |
| **5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :*** **Periodically referring to the '' *To the instructor''* tips at the beginning of the textbook for a better classroom performance.**
 |

**Course Specification Approved**

**Department Official Meeting No ( ) Date / / 1436 *H***

|  |  |  |
| --- | --- | --- |
| **Course’s Coordinator** |  | **Department Head**  |
| ***Name :*** | **Dr. Syed Shahzad Hussain Zaidi** |  | ***Name :*** | Dr. Abdul-Karim Al-Harbi |
| ***Signature :*** |  |  | ***Signature :*** | .......................... |
| ***Date :*** | 28 / 4 / 1436 *H* |  | ***Date :*** |  |