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| Institution : | University College of Science and Humanities,Majmaah University | |
| Academic Department : | English | |
| Programme : | BA | |
| Course title and code: | Reading and Vocabulary Building 2 **ENG** 124 | |
| Specification Approved Date : | | …./ … / …… H |

**Course Specifications**

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| **Institution:**Majmaah University | **Date**: 26/2/1439 |
| **College/Department :**  College of Science and Humanities/English Language | |

**A. Course Identification and General Information**

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| 1. Course title and code: Reading and Vocabulary Building-2 ,ENG 124 |
| 2. Credit hours:3 |
| 3. Program(s) in which the course is offered.  B. A. in English |
| 4. Name of faculty member responsible for the course  Reef Alharbi |
| 5. Level/year at which this course is offered:  Level 2 / first Year |
| 6. Pre-requisites for this course (if any):ENG 113 |
| 7. Co-requisites for this course (if any):  None |
| 8. Location if not on main campus: HotatSudair |
| 9. Mode of Instruction (mark all that apply):  **100 %**  **\***  a. traditional classroom What percentage?  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  **Comments:** |

**B Objectives**

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| * What is the main purpose for this course? * The aim of this course is * To encourage the students to skim and scan a text * To identify the topic sentences, supporting sentences and concluding sentences in a paragraph. To encourage students to read a simple reading passage with vocabulary, phrases, and sentences. and can predict words meanings. * To use vocabulary in social context * To Infer meaning and understand homophones, antonyms, synonyms * To summarize a passage effectively * To guess meanings from punctuation, other sentences, logic, examples, opposites, and “in other words”, “e.g. & i.e.”. |

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)  1. To Increase exposure to English pronunciation;  2. To Increase use of web based language analysis materials;  3. Regularly change and update textbooks and references;  4. To Encourage students to do practical phonetic study;  5. To Increase using of e-linguistics; and  6. To Set up a students’ language and linguistics club  7. Update text books and references.  8. Use IT or web-based reference material such as videos.  9. Use Electronic resources for worksheets and quizzes.  . |

**C. Course Description**(Note: General description in the form used in Bulletin or handbook)

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| Course Description:  The aim of this course is to develop the abilities of the students to read and comprehend a text. And move them to a more difficult text, understanding the main idea, guessing meanings from the context, making inferences, and summarizing a passage in their own words. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Introduction | 1 | 3 |
| ]Education & Student Life | 2 | 6 |
| City Life | 2 | 6 |
| Business & Money | 2 | 6 |
| Jobs & Professions | 2 | 6 |
| Global Connections | 1 | 6 |
| |  | | --- | | Language & Communication | | Tastes & Preferences | | 1 | 3 |
| 2 | 6 |
| 1 | 3 |
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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | **45** | **None** | **None** | **None** | **None** | **45 hours** |
| **Actual** | **45** | **None** | **None** | **None** | **None** | **45 hours** |
| **Credit** | **Planed** | **3** | **None** | **None** | **None** | **None** | **3 hours** |
| **Actual** | **3** | **None** | **None** | **None** | **None** | **3 hours** |

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| 3. Additional private study/learning hours expected for students per week.  2 hours per week |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy | | | |
| **On the table below are the five NQF Learning Domains, numbered in the left column.**  **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) | | | |
| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| **1.1** | To Improve students’ developmental skills approach that encourages sentence writing skills and grammar related abilities through a wide variety of exercises | Class discussion | Quizzes assignments, tests and exams |
| **1.2** | To Introduce students to the history, scope, and usage of basic concepts in computer skills. | Communicative drills | Class presentations based on outside reading activities to be covered |
| **2.3** | To Reference text expands students understanding of the well-organized and abundant core of material. | Lecture and power point presentation | Assignments, tests and exams |
| **2.4** | To Introduce students to a wide range of exercises designed to get students to talk about their ideas, their everyday lives, and their environment. | Collaborative learning/Team work | Midterms/open ended and objective type questions |
| **2.5** | To Expose students to open-ended practical tasks for grammar and sentence writing skills | Use predicting skills. | Home Assignments |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | To enhance their vocabulary | Lectures | Class participation |
| **2.2** | To think critically | Class discussion | Individual assignments and group quizzes, tests and exams |
| **2.3** | To learn basic knowledge of grammar. | Communicative drills | Class presentations |
| **2.4** | To use English in daily life events | Collaborative learning/Team work | Individual assignments and group quizzes, tests and exams |
| **2.5** | To learn Grammar in use | Use predicting skills. | Home Assignments |
| **2.6** | To enhance their vocabulary | Lectures | Final written exam |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | To complete computer assignments in due time | 1. Students are made aware of the significance of time management in teaching learning process | Active class participation reflects the students ability to keep up with the computer schedule effectively |
| **3.2** | To participate in class discussion and think independently | Discussions | The habit of doing home work will certify to the student’s ability to fulfil assignments and respect deadlines |
| **3.3** | To act responsibly in carrying out individual as well as group assignments | Individual counselling | Performance on midterms and final exams are evidence of the student’s ability to recollect |
| **3.4** | To have the important skills to communicate, listen, negotiate, and evaluate their strengths and | Group work and pair work | Performance on midterms and final exams are evidence of the student’s ability to recollect |
| **3.5** | To have the important skills to communicate, listen, negotiate, and evaluate their strengths and of interest to stimulate the free expression of ideas in structured as well as open discussion. | Group work and pair work | Instructor’s assessment |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | To use of electronic journals and data basis | Encourage students to make extensive use of material on the web | Allocate marks for the use of web-based material in students' presentations. |
| **4.2** | To use of PowerPoint and laptop – projector systems | Encourage students to consult the specialist in the computer lab for help on web-based material | Distribute rubric at beginning of assignment so students know what they will be evaluated on |
| **4.3** | To use of communicative drills | Demand the use of PowerPoint when giving presentations | Appreciate the responsive students and encourage the slow learners to come forward and participate. |
| **4.4** | To experience predicting skills | Demonstrate and give blog and module assignments and coach students in how to carry them out |  |
| **5.0** | **Psychomotor** | | |
| **5.1** | **Not Applicable** |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 1st midterm | week 6-7 | 20 % |
| **2** | Participation | All along | 10 % |
| **3** | Quizzes | All along | 5 % |
| **4** | Home Assignments | All along | 5 % |
| **5** | 2nd midterm | Week 11-12 | 20 % |
| **6** | Final | Week 14 | 40 % |
| **7** |  |  |  |
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**D. Student Academic Counseling and Support**

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| 8hour per course per week |

**E Learning Resources**

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| 1. List Required Textbooks  |  | | --- | | Michael, Ryal. Tapestry Reading 2  Interactions 2 by Pamela Hartmann & Elaine Kirn | |
| 1. List Essential References Materials (Journals, Reports, etc.)   None |
| 1. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   www.eslcafe.com  www.geocities.com/soho/atrium  www.204.pair.com/ebaack  www.io.com  http://owl.english.purdue.edu/  www.better.english.com  www.eviews.net/references.html  www.ohiou.edu/esl/english/index.html |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.)  30 seats |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   * Lecture rooms well equipped with teaching aids * Language labs * Library * Conference hall |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)   * Laptop computer * Multimedia projector system |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  Peer evaluation,  Class observations by supervisors |

**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  2. End of term college evaluation of course by students ( to be collected by the department)  3. 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 Instructor or by the Department  By doing peer-evaluating per course.  1. Peer evaluation to assess ability of faculty members to work with their colleagues,  2. Class observations by supervisors |
| 1. Processes for Improvement of Teaching   Training sessions  2. Workshops to facilitate experience exchange among faculty members  3. Regular meetings to discuss and solve problems  4. Discussion of challenges in the classroom with colleagues and supervisors  5. Encouraging faculty members to attend professional development conferences  6. Keep up to date with pedagogical theory and practice  7. 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 (e.g. 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)  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. |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  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 |

**Name of Course Instructor:Reef Alharbi**

**Signature: Reef Date SpecificationCompleted:26/2/1439**

**Program Coordinator:Dr. MuradAl.Shboul**

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**Signature: ………………………….. Date Received: ………………………………......**