Course Specifications

Course Title:	Reading & vocabulary building -2-
Course Code:	**ENGL 123**
Program:	B. A. in English Language
Department:	**Department of English**
College:	College of Science and Humanities in Al-Ghat
Institution:	**Majmaah University**

Table of Contents

A. Course Identification

1. Credit hours: 3

2. Course type

a. University ☐   College ☐   Department ☑   Others ☐

b. Required ☑   Elective ☐

3. Level/year at which this course is offered: Level 2ⁿᵈ 1ˢᵗ Year

4. Pre-requisites for this course (if any):
113 ENGL

5. Co-requisites for this course (if any):
- **None**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	35	80 %
2	Blended	5	10%
3	E-learning	5	10%
4	Correspondence	-	-
5	Other	-	-

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	45
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	45
Other Learning Hours*		
1	Study	
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course 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.

2. Course Main Objective
Students should be able to:
- Develop a selection of pre-reading **strategies** to improve the likelihood of **comprehension**. Objective
- 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.
- Taking notes from the complex reading texts.
- Comprehend the textual reading materials and summarize them.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	Ability to identify / explain the formal features of literary works, as well as the cultural and historical contexts that inform them	
2	**Skills :**	
2.1	Ability to make written and oral critiques of readings at a proficient level	
2.2	Apply different critical approaches to the study of texts	
2.3	An ability to function effectively on teams to accomplish a common goal	
3	**Competence**	
3.1	An ability to communicate effectively with a range of audiences	

C. Course Content

List of Topics	Contact hours
Develop a selection of pre-reading **strategies** to improve the likelihood of **comprehension**. Objective	**3**
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.	**6**
Taking notes from the complex reading texts.	**6**
Comprehend the textual reading materials and summarize them.	**6**
Develop a selection of pre-reading **strategies** to improve the likelihood of **comprehension**. Objective	**3**
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.	**6**
Taking notes from the complex reading texts.	**6**

Comprehend the textual reading materials and summarize them.	**6**	
Develop a selection of pre-reading **strategies** to improve the likelihood of **comprehension**. Objective	**3**	

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

	CLOs	Teaching Strategies	Assessment Methods
1	**Knowledge:**		
1.1	Identify stated and unstated details	Presentation, discussion	Observation, quizzes
1.2	Identify contents of the text for reading	Exposure to online resources, presentations	Quizzes/tests/exams
1.3	Recognize main ideas in the reading materials	Pair/group work	Assignments/tests
2	**Skills :**		
2.1	Scan for specific details.	Display on graphic organizers Charts/table Discussions	Observation/rubric
2.2	Analyze essays or articles	PPP (Presentation-Practice-Production)/pair and group work	Exams Rubric for evaluation of essays
2.3	Take notes from the long and complex reading texts.	PPP Multi modes Exposure to online resources	Rubric/Dropbox evaluation Exams
2.4	Summarize and draw conclusions	Group discussion Text reading activities	Quizzes, exams, observation
3	**Competence:**		
3.1	Complete the project and compose a report	Guidance Groups discussions Data collection Interviews referencing	Observation Rubric

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	**First Exam**	7	20%
2	**Quizzes**	In-between	5%
3	**Second Exam**	12	20%
4	**Quizzes**	In- between	5%
5	**Final Exam**	15	50%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :
- Supervision of activities.
- D2L online learning processes
- Office- Counseling hours 4 hr/ week.

F. Learning Resources and Facilities
1.Learning Resources

1. List Required Textbooks   Interactions 2Reading, ME Gold Edition by Elaine Kirn and Pamela Hartmann.Publisher: McGraw Hill, Year 2007 **(ISBN: 0077116380)**
2. List Essential References Materials (Journals, Reports, etc.) **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**
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. **None**
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. 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

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• Number of seats 30 • 5 Computer labs with 24 seats in each • Internet access
Technology Resources (AV, data show, Smart Board, software, etc.)	Classrooms and computer labs
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	• Projectors • Smartboard • Internet access

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Check marking of a sample of examination papers either by a resident or visiting faculty member	Faculty	Direct
Students who believe they are under graded can have their papers checked by a second reader	Students	Direct
Compare syllabi and course description with other universities (including those on the net)	Faculty	Direct
Bi-annual meetings of faculty members to discuss improvement	Peer Reviewers	Direct

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	