

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

ENG 109

Reading skills and Vocabulary Building

Course Specifications

Institution King Saud University	Date of Report 30/1/2019
College/Department College of Arts/Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Reading skills and Vocabulary Building- ENG 109			
2. Credit hours: 3 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English			
4. Name of faculty member responsible for the course Several Professors			
5. Level/year at which this course is offered Second Level /First Year			
6. Pre-requisites for this course (if any) None			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="90%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="10%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B. Objectives

1. What is the main purpose for this course?

By the end of the course, students will be able to develop reading comprehension skills. This course aims to improve reading ability and enhance understanding skills. This is achieved through an intensive practice in reading and knowing new vocabulary; assisting students to separate facts from opinion, guessing meaning from context and learning to summarize. Students are made to practice numerous unseen techniques in comprehension passages during the course:

1. Guessing meaning of words from context
2. Analyze paragraphs and skim for the main idea (explicit or implicit)
3. Scan (for numbers, for facts, for definitions of key terms, for words, for specific terms, etc.)
4. Distinguishing between general and specific statements
5. Paraphrase main ideas
6. Identify points of view
7. Identify basic elements of narratives (setting, characters and plot).
8. Analyze affixes, compound words, and identify antonyms and synonyms
9. Use these new words in meaningful sentences.
10. Change the part of speech of these words.

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. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed
2. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)
3. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.
4. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for language courses, or at least a unified standard.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

This course aims at introducing students to improve reading ability and training them to learn vocabulary. This is achieved through an intensive practice in reading .It will address the following skills and strategies: Guessing meaning of words from context, mechanics of reading, reading techniques (skimming and scanning), paraphrase main ideas, word formation, use of contextual, syntactic, morphological clues , guessing meaning of new words from context and learning to summarize

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction	1	3
Are you getting enough sleep Exercise	1	3
The book of the future Exercise	1	3
How to be a successful businessperson Exercise	1	3
Tonic water, please Exercise Quiz	1	3
Cell phones: Hang up or keep talking Exercise	1	3
The Ghost Pilot Exercise	1	3
Helping Others Exercise	1	3
Baseball Fans around the World Exercise	1	3
Word Building: Prefixes/ Suffixes. Nouns made from verbs/ Nouns made from Adjectives/ Adjectives made from Nouns/ Adjectives made from Verbs/Verbs made from Nouns/ Verbs made from Adjectives. Problem Pairs. Exercise (Vocabulary chart)	1	3
How safe is Nuclear Power Exercise	1	3
Revision and Second Midterm Exam	1	3
Great Places to Visit Exercise Assignment/Project	1	3
Revision and Practice	1	3

		2. Course components (total contact hours and credits per semester):					
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours				3 hours	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week.	6 hours
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
<p>On the table below are the five NQF Learning Domains, numbered in the left column.</p> <p>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.)</p>

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge Students should be able to:		
1.1	Recognize principles introduced	1. Lectures 2. Class discussions that include differentiating between Arabic and English tenses and sentence patterns. 3. In-class exercises/worksheets 4. Extra handouts 5. Self-study book 6. Online exercises	1. Quizzes 2. Midterms 3. Final Exam
1.2	List information from primary and secondary sources in support of basic material covered in the course		
2.0	Cognitive Skills		

	Students should be able to:		
1.1	Differentiate between similar words	1. Lectures/teaching students' grammatical elements and structures	1. Class participation
1.2	Write these words correctly in meaningful sentences	2. Class discussions and collaborative and individual practice as well as group work 3. Direct instruction on helpful cognitive strategies such as analyzing sentences, recognizing relationships and patterns, practicing, reasoning, summarizing, grouping, and associating 4. Practice thoroughly in order to produce grammatically correct sentences	2. In-class performance when doing exercises 3. Periodic quizzes 4. Midterms and Final Exams
3.0	Interpersonal Skills & Responsibility Students should be able to:		
3.1	Illustrate comprehension of grammatical rules through in-class discussions	1. Assigning assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
4.0	Communication, Information Technology, Numerical Students should be able to:		
4.1	Research the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and make extensive use of electronic dictionaries to get meanings, as well as pronunciation, of English words and phrases	Assign exercises from different websites as practice.
5.0	Psychomotor		
5.1	N/A	N/A	N/A

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

6 hours per week; email

E. Learning Resources

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	5	5
2	1st midterm	7	20
3	2nd midterm	13	20
4	Assignment/Project	14	5
5	Final Exam	15	60

1. List Required Textbooks
1. "Select Readings" (Pre-Intermediate) by Linda Lee and Erik Gundersen
2. Kirn, Elaine and Pamela Hartmann. Interactions II: Reading. 4th ed. New York: McGraw-Hill Companies, Inc, 2004
2. List Essential References Materials (Journals, Reports, etc.)
1. English newspaper.
2. Story books.
3. Reading Material on the web
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
1. Brenda Wegman & Miki Knezevic. 2008. Mosaic 1: Reading (Middle East: Gold Edition). McGraw-Hill Education: England, UK
1. Thomas, B J. Intermediate Vocabulary. England, Longman Group Limited , 1995.
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

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.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture rooms large enough to hold 30-40 students
2. Computing resources (AV, data show, Smart Board, software, etc.) Laptop computer - projector system

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
None

G. Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ol style="list-style-type: none"> 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor) 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 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated
<p>2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ol style="list-style-type: none"> 1. Peer evaluation to benefit from viewpoints of other faculty members 2. Class observations by coordinators or Head of department
<p>3. Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given 4. Encouragement of faculty members to attend professional development conferences. 5. Keep up to date with pedagogical theory and practice 6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
<p>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)</p> <ol style="list-style-type: none"> 1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement. 2. Check marking of a sample of examination papers by another faculty member. 3. Students who believe they are under graded can have their papers checked by a second reader
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> 1. Compare syllabi and course description with other universities 2. Conduct peer review or course observation 3. Biannual meetings of faculty members to discuss improvement 4. Review curriculum periodically and suggest improvements 5. Apply students course evaluation survey 6. External examiner



Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head :** _____

Signature: _____ **Date:** _____