

Course Specification

(Postgraduate Programs)

Course Title: *Academic Reading and Writing*

Course Code: *6202TEFL-3*

Program: *Master of Arts in Teaching English as a Foreign Language*

Department: *Department of English*

College: *College of Languages and Translation*

Institution: *King Khalid University*

Version: *5*

Last Revision Date: *October 30, 2024*



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A. GENERAL INFORMATION ABOUT THE COURSE

1. COURSE IDENTIFICATION

1. Credit Hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

2. Course Type

A. University College Department Track

B. Required Elective

3. Level/year at which this course is offered: (Semester 1/Year 1)

4. Course General Description

The Academic Reading and Writing course is designed to comprehensively develop students' proficiencies in reading and interpreting academic texts, as well as in generating high-quality academic writing. Taking a multifaceted approach, the course focuses on imparting foundational strategies for effective reading, such as top-down and bottom-up processing techniques, along with advanced writing elements like thematic structures and cohesive devices. Additionally, the course equips students with the necessary skills to dissect academic material for stance, rhetorical patterns, attribution, and averral. Enabling a synergetic conversion between reading and writing, the course culminates in the production of well-crafted reports, essays, and research proposals. Special emphasis is placed on academic integrity, ethical considerations, and the norms and standards of the academic community.

5. Pre-requirements for this course (if any)

N/A

6. Co-requirements for this course (if any)

N/A

7. Course Main Objective(s)

The central objectives of this course are:

- To cultivate an in-depth understanding of effective academic reading strategies, including assessment and interpretation of various data representations such as charts, tables, and graphs.
- To master key components and stylistic elements of academic writing, with special



attention to paraphrasing, synthesizing, and summarizing skills.

- To build proficiency in crafting research proposals tailored to the Teaching English as a Foreign Language context, employing elements like thematic structures and cohesive devices for enhanced clarity and coherence.
- To instill a sense of intellectual integrity and ethical responsibility, ensuring that students comply with the universally accepted norms and standards for academic research and writing.

In concert with these objectives, students will also become adept at utilizing the APA citation style for academic papers, thereby further enhancing their ability to produce scholarly work that meets the high standards of academic rigor and integrity.

2. TEACHING MODE

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	34	75%
2	E-learning	11	25%
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	-	-
4	Distance learning	-	-

3. CONTACT HOURS

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
	Total	45

B. COURSE LEARNING OUTCOMES (CLOS), TEACHING STRATEGIES AND ASSESSMENT METHODS

Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding			





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
1.1	Identify foundational strategies for effective academic reading.	K1	<p>Leverage digital reading platforms to introduce learners to diverse types of academic material, emphasizing the importance of skimming, scanning, and thematic recognition.</p> <p>Have sessions on context-clue identification, drawing on interdisciplinary fields such as linguistics and psychology.</p>	Assessed through 1st Progress Test and Final Exam.
1.2	Recall the key components and stylistic elements of academic writing.	K1	Employ a flipped classroom model where students first engage with lecture videos or reading assignments independently. Follow this with synchronous, instructor-led discussions that delve into the intricacies of academic prose and scholarly tone.	Assessed through 1st Progress Test and Final Exam.
1.3	Enumerate methods for crafting a research proposal in the TEFL context.	K2	Utilize project-based learning, encouraging students to identify a real-world issue in TEFL and draft a preliminary research proposal. Introduce peer reviews to cultivate critical discourse.	Assessed through Assignments, Presentations, and Reports.
2.0	Skills			
2.1	Apply top-down and bottom-up processing techniques for comprehensive reading of academic texts.	S1	<p>Use real academic texts for hands-on practice in the classroom.</p> <p>Discuss eye-tracking software or other tech aids to analyze reading patterns, offering</p>	Assessed through Assignments, Presentations, and Reports, and Final Exam.



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			immediate feedback.	
2.2	Assess, interpret, and integrate charts, tables, and graphs in the context of academic research.	S5	Introduce interactive digital platforms that simulate the experience of sifting through academic journals, encouraging the interpretation of embedded tables, charts, and graphs.	Assessed through Assignments, Presentations, and Reports, and Final Exam.
2.3	Execute paraphrasing, synthesizing, and summarizing skills in understanding and producing academic material.	S2	Design collaborative activities where students must distill complex academic articles into summary forms. Use a scaffolding technique, starting from paragraph summaries and advancing to one-sentence summaries.	Assessed through Assignments, Presentations, and Reports, and Final Exam.
2.4	Utilize APA style accurately for citation and academic paper organization.	S5	Leverage AI-based citation tools for real-time correction and citation management. Conduct workshops that highlight common pitfalls and best practices in APA style.	Assessed through Assignments, Presentations, and Reports.
2.5	Craft well-structured research proposals, employing elements such as thematic structures and cohesive devices.	S3	Utilize a mentorship model where students are paired with faculty members to refine their research proposals. Employ digital platforms for draft sharing and commentary.	Assessed through Final Exam (Research project, final presentation).
3.0	Values, Autonomy, and Responsibility			
3.1	Demonstrate intellectual integrity and ethical considerations in academic research and writing.	V1	Cultivate a culture of academic integrity by leveraging plagiarism detection software and discussing the ethical implications of academic	Assessed through observations during Assignments, Presentations, and Reports.



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			misconduct.	
3.2	Engage respectfully with differing viewpoints in academic discourse.	V3	Host virtual symposiums or discussion boards where students are required to engage with opposing viewpoints, emphasizing the value of intellectual diversity.	Assessed through observations during Assignments, Presentations, and Reports.
3.3	Comply with the norms and standards of academic community for responsible research and writing.	V2	Dedicate specific sessions to the discussion of research ethics, particularly in the context of TEFL. Utilize case studies that underscore the importance of ethical practices in academic research and writing.	Assessed through observations during Assignments, Presentations, and Reports.

C. COURSE CONTENT

No	List of Topics	Contact Hours
1.	Foundations of Reading: <ul style="list-style-type: none"> The Interplay of Top-down and Bottom-up Processing. Strategies for Effective Reading: Choice, Purpose, Analytical Reading. Techniques for Enhancing Reading Speed and Focus. 	7.5
2.	Navigating Academic Works: <ul style="list-style-type: none"> Techniques for Locating and Evaluating Sources. Decision-making in Reading: Selecting Relevant Sections and Approaches. Mastery in Interpreting Charts, Tables, and Graphs. Strategic Reading of Research Components: Title, Reference List, Summary, Introduction, and More. Leveraging Background Knowledge to Align with Research Objectives. 	6
3.	Structural Organization in Academic Reading and Writing: <ul style="list-style-type: none"> Understanding Components: Parts, Sections, and Paragraphs. 	4.5





	<ul style="list-style-type: none"> Unraveling Thematic Structures, Cohesive Devices, and Sentence Complexity. The Significance and Proper Implementation of APA Style. 	
4.	<p>Intertextuality in Scholarly Reading and Writing:</p> <ul style="list-style-type: none"> Mastery in Utilizing Quotations: Differentiating Between Direct Quotes, Scare Quotes, and Brief Citations. Understandings of Integral and Non-integral Citations, Echoes, Attributing Verbs, and Evaluation Indicators. 	4.5
5.	<p>Intersubjectivity in the Academic Realm:</p> <ul style="list-style-type: none"> Delineating Writer Presence and Responsibility. Voice Choices: Passive vs. Active. Effective Use of First Person Pronouns, Nominalization, Averred Verbs, and Attribution Verbs. Exploring Modals, Adjectives, Adverbs, and Lexical Bundles for Enhanced Academic Expression. 	6
6.	<p>Interactive Academic Reading Techniques:</p> <ul style="list-style-type: none"> Engaging with Content and Differing Points of View. Mastery in Note-taking, Paraphrasing, Synthesizing, and Summarizing. Skills to Differentiate Between the Writer's Position and Cited Authors' Positions. 	7.5
7.	<p>Interactive Academic Writing Techniques:</p> <ul style="list-style-type: none"> Strategies for Note-making, Outlining, and Multiple Drafting Phases. Proficiency in Attributing, Averring, and Observing Deference. Techniques for Anticipating Audience Reactions, Organizing Content, and Editing. Understanding the Importance of Peer Reviews, Tutor Reviews, and Ethical Considerations in Academic Writing. 	3
8.	<p>Crafting a Research Proposal:</p> <ul style="list-style-type: none"> A Comprehensive Guide to Developing, Structuring, and Finalizing a Research Proposal. 	6
Total		45

D. STUDENTS ASSESSMENT ACTIVITIES

No	Assessment Activities	Assessment Timing (in week no)	Percentage of Total Assessment Score
1.	1st Progress Test	7 th week	20%
2.	Assignments, presentations, and reports	Continuous	30%





No	Assessment Activities	Assessment Timing (in week no)	Percentage of Total Assessment Score
		assessment	
3.	Final Exam (Research project, final presentation)	13 th week	50%

E. LEARNING RESOURCES AND FACILITIES

1. REFERENCES AND LEARNING RESOURCES

Required Textbooks	<p>Baily, S. (2015). <i>Academic writing: A handbook for International Students</i> (4th ed.), New York and London: Routledge.</p> <p>Behrens, L. & Rosen, L.J. (2005). <i>A Sequence of Academic writing</i>. Boston: Pearson.</p> <p>Swales, J. and Feak, C.B. (2012). <i>Academic writing for graduate students; a course for non-native speakers of English</i>. Michigan: The University of Michigan Press.</p>
Essential References	<p>Hyland, K. (2001). Humble Servants of the Discipline? Self-mention in Research Articles, <i>English for Specific Purposes</i>, 20, 207-226.</p> <p>Hyland, K. and Tse, P. (2004). Metadiscourse in Academic Writing: A Reappraisal. <i>Applied Linguistics</i>, 25 (2), 156-177.</p> <p>Swales, J. (1990). Genre analysis: English in academic and research settings. Cambridge, UK: Cambridge University Press.</p> <p>Swales, J. (2009). When there is no Perfect text: Approaches to the EAP Practitioner's Dilemma. <i>English for Academic Purposes</i>, 5-13.</p> <p>Tadros, A. (1993). The pragmatics of text averral and attribution in academic texts. In M. Hoey (Ed.), <i>Data, description, discourse</i>. London: Harper Collins.</p> <p>Wallace, M. & Wray, A. (2011). <i>Critical Reading and Writing for Postgraduates</i> (2nd ed.), London: Sage.</p>
Electronic Materials	<p>1. Google Scholar</p> <ul style="list-style-type: none"> • An extensive database of scholarly articles relevant to academic reading and writing techniques. • Website <p>2. Academic Writing Journals via EBSCOhost</p> <ul style="list-style-type: none"> • A collection of peer-reviewed articles and journals specifically focusing on academic writing. • Website





	<p>3. Zotero Reference Manager</p> <ul style="list-style-type: none"> A tool for collecting, organizing, and citing research materials, particularly useful for academic writing. Website
<p>Other Learning Materials</p>	<p>1. "They Say, I Say: The Moves That Matter in Academic Writing" Workbook</p> <ul style="list-style-type: none"> A supplementary workbook with exercises aimed at improving academic writing skills. <p>2. The Craft of Research, Fourth Edition (Interactive eBook)</p> <ul style="list-style-type: none"> An electronic book that guides students through the research process, from start to finish. <p>3. "Academic Phrasebank" by the University of Manchester</p> <ul style="list-style-type: none"> A resource offering a plethora of academic phrases and sentence structures for various sections of research papers. Website <p>4. IELTS Academic Reading and Writing Practice Tests</p> <ul style="list-style-type: none"> Offers rigorous practice tests and exercises targeted at improving academic reading and writing skills for English language learners. Website

2. EDUCATIONAL AND RESEARCH FACILITIES AND EQUIPMENT REQUIRED

Items	Resources
Facilities	Classrooms, specialized labs, multimedia rooms, study areas
Technology Equipment	Projectors, smart boards, subject-specific software, audio-visual devices
Other Equipment	Textbooks, reference materials, subject-specific learning resources, supplementary materials

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Course instructor, peer educators, and student feedback	Classroom observation, teaching evaluations, and student surveys





Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students' Assessment	Course instructor and external reviewers	Analysis of assessment tools (e.g., exams, assignments), rubric evaluations, and external review of student work
Quality of Learning Resources	Course instructor, students, and curriculum committee	Resource review, student feedback, and comparison with industry standards
The Extent to Which CLOs Have Been Achieved	Course instructor, students, and program administrators	Student performance analysis, course evaluations, and student reflections or self-assessments

G. SPECIFICATION APPROVAL DATA

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	4-27/3/46
DATE	SEPTEMBER 30, 2024

