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| **Course Title**: Study Skills |
| **Course Code**: ENG118-2 |
| **Program**: Bachelor of Arts in English |
| **Department**: **Department of English** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (2) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 2 - Year 1) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG 118-2 Study Skills is an essential course that provides students with the tools and knowledge necessary to navigate the expectations and responsibilities of university studies. It encompasses an examination of what is expected from university students, as well as the exploration of stressors and strategies to manage them. With a focus on recognizing individual areas of strength and development in study skills, the course covers critical processes in academic reading, note-taking, exam preparation, and utilization of technology. From handling anxieties to building resilience, students will be guided through comprehensive strategies tailored to enhance their study skills and overall academic success. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| N/A | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objective of ENG 118-2 Study Skills is to equip students with an integrated set of competencies that will support their academic development. By fostering the ability to identify and articulate their unique strengths and challenges in study habits, students will be empowered to apply effective reading techniques, note-taking strategies, and exam-taking methodologies. The course also emphasizes building resilience, setting priorities, monitoring achievements, and leveraging technology to support academic pursuits. The overarching goal is to facilitate students in developing a well-rounded skill set that maximizes their chance of success in university studies and beyond. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 30 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 30 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | List and elaborate on basic skills for studying, such as reading and taking notes, and understand how these contribute to academic success | K1 | To teach basic study skills, instructors might incorporate hands-on practice with reading and note-taking exercises. By using simplified texts and guiding students through the process of identifying key points and summarizing, teachers can foster an understanding of how these skills contribute to success in university studies. | Formative Assessment 2 (5 Marks) |
| 1.2 | Recognize the main expectations for university students, including academic responsibilities, and identify common worries or anxieties students might encounter, along with resources for support | K3 | For helping students recognize expectations and identify anxieties, teachers may employ a combination of discussions and role-playing. Using real-life examples of university expectations and student worries, instructors can facilitate group discussions and activities that allow students to explore and share their thoughts in a supportive environment. | Formative Assessment 1 (5 Marks)  Assignment 1 (5 Marks) |
| 1.3 | Name and explain key strategies for getting ready for exams, including planning time, reviewing, and implementing revision techniques | K3 | In teaching strategies for exam preparation, instructors could design step-by-step guides that break down the process into manageable tasks. Using visual aids like flow charts or timelines, they can guide students through the planning, reviewing, and revising phases of exam preparation, encouraging active participation and engagement. | Assignment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply critical reading skills, including interpreting, analyzing, and synthesizing information, and integrate effective note-taking to improve academic achievement | S3 | To support students in applying critical reading skills, teachers can use text analysis activities. This might involve breaking down a text into smaller sections and guiding students through interpreting, analyzing, and synthesizing the information, using clear examples and facilitating group collaboration. | Quiz (10 Marks) |
| 2.2 | Understand the methods to monitor achievements, apply continuous improvement methods, and integrate revision and exam-taking techniques with technology tools to support academic studies | S5 | Teaching students to understand methods for monitoring achievements and using technology might be achieved through practical exercises and demonstrations. Instructors can provide templates for tracking progress and hold hands-on sessions on using basic technological tools, like word processors or spreadsheet applications, to manage study materials and exam preparations. | Final Exam (40 Marks) |
| 2.3 | Develop resilience as a student by building coping strategies, adapting to challenges, and understanding the methods to set, evaluate, and modify priorities for study skills development | S9 | Developing resilience may be approached through problem-solving exercises and reflective discussions. Teachers can present scenarios of common student challenges and facilitate group problem-solving sessions, followed by reflective discussions that encourage students to think about how they can adapt to similar challenges in their studies. | Midterm Exam (30 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Adhere to the principles of academic honesty in all study-related activities | V1 | Emphasize the importance of academic honesty through practical exercises in citing sources and recognizing plagiarism. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Develop and adhere to a personal study schedule, recognizing the importance of self-management in achieving academic success | V2 | Guide students in creating a realistic and effective study schedule, emphasizing the importance of time management in academic success. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Demonstrate commitment to personal academic responsibilities by consistently meeting deadlines and actively seeking available support resources | V3 | Teach students to identify and utilize resources for academic support and stress the importance of meeting deadlines as part of their academic responsibilities. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | CHAPTER 1: SUCCESS AS A STUDENT | 4 |
|  | CHAPTER 4: SUCCESSFUL STUDY INTELLIGENCE, STRATEGY AND PERSONALIZED LEARNING | 4 |
| **3.** | CHAPTER 5 THE C.R.E.A.M. STRATEGY FOR LEARNING | 4 |
| **4.** | CHAPTER 6: TIME MANAGEMENT AS A STUDENT | 4 |
| **5.** | CHAPTER 7: MANAGING STRESS & WELL-BEING | 4 |
| **6.** | CHAPTER 10: READING, NOTE-MAKING AND MANAGING INFORMATION | 4 |
| **7.** | CHAPTER 17: DEVISING YOUR REVISION AND EXAM STRATEGY | 4 |
| **8.** | REVISION | 2 |
| **Total** | | **30** |

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# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.2 Recognize university students' main expectations, including academic responsibilities, common worries or anxieties, and support resources.**  Reasoning: This assessment aligns with CLO 1.2, focusing on students’ understanding of their academic responsibilities and addressing common anxieties. It contributes to their broader academic and personal development, helping them navigate university life effectively. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.1 List and elaborate on basic studying skills, such as reading and note-taking, and their contribution to academic success.**  Reasoning: Aligned with CLO 1.1, this assessment evaluates students' knowledge of fundamental study skills. It encompasses a broader understanding of how these skills contribute to overall academic success, reflecting the course's comprehensive approach to student development. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.2 Recognize university students' main expectations, including academic responsibilities, and identify support resources.**  Reasoning: Targeting CLO 1.2, this assignment assesses students’ awareness of academic expectations and support mechanisms. It also enhances their ability to manage university life, contributing to their overall academic and personal growth. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.3 Name and explain key strategies for exam preparation, including planning and revision techniques.**  Reasoning: Focusing on CLO 1.3, this assignment tests students' understanding of effective exam preparation strategies. It is part of a broader evaluation of their study skills and academic resilience. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **2.1 Apply critical reading and effective note-taking skills for academic achievement.**  Reasoning: This quiz, in line with CLO 2.1, assesses critical reading and note-taking skills. It also incorporates a broader range of academic skills, reflecting the course's cumulative approach to enhancing student learning. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **2.3 Develop resilience and coping strategies for academic challenges.**  Reasoning: The midterm exam, aligned with CLO 2.3, evaluates students' resilience and coping strategies. It encompasses various aspects of academic skill development, reflecting the course's comprehensive focus on student adaptability and growth. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.2 Understand methods for monitoring achievements and apply continuous improvement techniques, including technology integration.**  Reasoning: Focusing on CLO 2.2, the final exam assesses students' ability to monitor their academic progress and apply improvement methods. This exam serves as a cumulative assessment of their skills in managing and enhancing their academic studies, incorporating technology tools. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Stella Cottrell. (2019). The Study Skills Handbook: Macmillan International Higher Education |
| **Essential References** | **Learning How to Learn** by Barbara Oakley  **Make It Stick: The Science of Successful Learning** by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel |
| **Electronic Materials** | Do you get stressed at the thought of an examination? Does the idea of revision fill you with dread? This free course, [Revision and examinations](https://www.open.edu/openlearn/education-development/revision-and-examinations/content-section-0?active-tab=description-tab), will provide a host of tips to help you improve your revision and examination techniques and enable you to manage your time effectively by creating a timetable for your revision. Here is the link: <https://www.open.edu/openlearn/education-development/revision-and-examinations/content-section-0?active-tab=description-tab> |
| **Other Learning Materials** | Online forums and discussion groups  Study groups |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |