



Course Specifications

Course Title:	Reading Comprehension (1)
Course Code:	ENG 111
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 3
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 1/Year 1
4. Pre-requisites for this course (if any): N/A
5. Co-requisites for this course (if any): N/A

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Correspondence		

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	45
2	Assignments	10
3	Library	2
4	Projects/Research Essays/Theses	2
5	Others (specify)	2
	Total	61

* 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

This course is taught to provide the students with the basic skills of reading in order to enhance their comprehension to understand academic reading. Each chapter of the textbook is divided into three sections and includes 4 texts. The first section is consisted of pre reading skills, the second one includes 3 texts and a table of information to be scanned for information. The third and the last section provides the students with an opportunity to discuss the topics; and in the end, they are asked to write about the topics. The course is taught through using different methods and classroom activities. Group discussions are initiated by the teacher to provide the students with an opportunity to develop their understanding of the topic. In addition, the students are asked questions about the topics of the texts to check their background knowledge. They are also made to read to see their reading competence. Difficult words are explained both in English and Arabia in order to increase their vocabulary.

2. Course Main Objective

To provide students with (1) reading skills and (2) vocabulary strategies such as (1) Previewing; Skimming; Scanning; Finding examples; Using background knowledge to interact with a text; Using a graphic organizer; Organizing events in narrative texts; Reading tables; and (2) skipping words if the meaning of a sentence is clear; figuring out the meaning of words if the meaning of the sentence is unclear by identifying the part of speech of the word in question etc.

3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	Knowledge:	
1.1	Understanding the structural features of a passage and its overall meaning	K2
1.2	Knowledge of different reading skills required for academic and general purposes	K2
2	Skills :	
2.1	Reading with comprehension	S2
2.2	The ability to identify and read different genres	S2
3	Competence:	
3.1	Reading and understanding different genres	C1
3.2	Use of different strategies of Reading	C1

C. Course Content

No	List of Topics	Contact Hours
1	The sociology of Food	7.5
2	Technology in movies	7.5
3	Sports psychology	7.5
4	Global community	7.5
5	Business etiquette	7.5

6	Ethics in Education	7.5
Total		45

D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Understanding the structural features of a passage and its overall meaning	Lectures, explanations, in-class practice	In-class tests; online quizzes
1.2	Knowledge of different reading skills required for academic and general purposes	Lectures, explanations, in-class practice	In-class tests; online quizzes
2.0	Skills		
2.1	Reading with comprehension	Lectures, explanations, in-class practice	In-class tests; online quizzes
2.2	The ability to identify and read different genres	Lectures, explanations, in-class practice	In-class tests; online quizzes
3.0	Competence		
3.1	Reading and understanding different genres	Providing the students with different types of texts	Quizzes and classroom tests
3.2	Use of different strategies of Reading	Make the students practice the skills and strategies of Reading	Exercises from the textbook

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Homework/Quizzes, Class Participation, Exercises	Varies	10%
2	Mid-Term Exam #1	Week 8	20%
3	Mid-Term #2	Week 12	20%
4	Final Exam	Week 17	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 :

Faculty office hours = 8 hrs./week

Language Enhancement Program (LEP) for individual/group tutoring

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Blass, Laurie (2008). Well Read 1. Oxford: OUP.
Essential References Materials	Howe, D.H & Kirkpatrick, D.L (1999). Advance with English (1). Oxford: Oxford University Press.
Electronic Materials	Web Sites, Facebook, Twitter, etc. busyteacher.org ; englishforeveryone.org ; k5learning.com
Other Learning Materials	Free online text-to-speech applications such as http://www.fromtexttospeech.com/ and https://www.naturalreaders.com/online/ .

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms with 30 seats
Technology Resources (AV, data show, Smart Board, software, etc.)	Overhead Projector
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Program Leaders	Confidential questionnaires with students.
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Program Leaders	1. Regular meetings among teachers and the course coordinator 2. Regular meetings by the curriculum review committee 3. Departmental council meetings to discuss proposals for the curriculum
Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent	Program Leaders	Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards Mutual checking of

Evaluation Areas/Issues	Evaluators	Evaluation Methods
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)		random samples of examination papers by coordinators and other teachers of the same course and by the designated committees.
Processes for Improvement of Teaching	Faculty, Program Leaders, Peer Reviewer	1. In-house workshop. 2. Working group meetings. 3. Training new instructors to the course.
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	By the department chairman. Peer	Occasional in-class observations by the department chairman. Peer observation.

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	Department of English Council
Reference No.	20138
Date	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee