



# Course Specifications

<b>Course Title:</b>	Reading Comprehension (2)
<b>Course Code:</b>	ENG 115
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description .....	3
2. Course Main Objective .....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support</b> .....	<b>6</b>
<b>F. Learning Resources and Facilities</b> .....	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required .....	6
<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>8</b>

## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
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"/>
<b>3. Level/year at which this course is offered:</b> Level Two, Year 1
<b>4. Pre-requisites for this course (if any):</b> Reading 1
<b>5. Co-requisites for this course (if any):</b> None

## 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		
5	Other		

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	45
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	20
2	Assignments	20
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	40

\* 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

Apply reading skills to comprehend, analyze, interpret and evaluate reading passages from a variety of genres, such as the online, magazine, newspaper, textbook, and interview, as well as from graphical representations such as charts, graphs, and timelines.

## 2. Course Main Objective

This is an integrated “intermediate” course which aims at developing reading skills, in order to facilitate reading comprehension and to create functional vocabulary for students, to become successful, independent readers. This is achieved through overt training in reading and thinking skills, through motivating classroom activities to develop appropriate study skills, and to aid vocabulary development and reinforcement. Moreover, the reading skills such as previewing, scanning and skimming, etc., expose students so to practice their reading skills outside of the classroom.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Identify and describe background knowledge of texts	K1
1.2	Knowledge of basic reading techniques and genres	K2
1.3	Ability to effectively identify complex or obscured main ideas	K2
<b>2</b>	<b>Skills:</b>	
2.1	Ability to read, analyze, and evaluate texts and their main ideas effectively	S1
2.2	Ability to write and read simple academic and non-academic texts with reasonable complexity	S2
2.3	Scanning titles and summaries to forecast awareness of context	S2
<b>3</b>	<b>Competencies:</b>	
3.1	Strengthening reading comprehension through comparing different texts	C1
3.2	Ability to identify different types of information through strengthening reading comprehension	C2

## C. Course Content

No	List of Topics	Contact Hours
1	Reading Skills: Previewing Online Articles, Magazine Articles, and Academic Texts; Scanning Graphics. Vocabulary Strategy: Skipping Words.	6
2	Reading Skills: Previewing Newspaper Articles, Scanning pictographs. Vocabulary Strategies: Understanding Vocabulary in Context – Definitions.	6
3	Reading Skills: Scanning a Text. Vocabulary Strategies: Understanding Subject and Object Pronouns, Understanding Vocabulary in Context – Synonyms	6
4	Reading Skills: Understanding the Topic. Vocabulary Strategies: Understanding Vocabulary in Context – Definitions, Understanding Subject Pronouns.	9
5	Reading Skills: Understanding the Main Idea. Vocabulary Strategies: Understanding Vocabulary in Context-Apposition.	6
6	Reading Skills: Understanding Supporting Details. Vocabulary Strategies: Understanding Possessive Adjectives.	6
7	Reading Skills: Reviewing Reading Skills. Vocabulary Strategies: Reviewing Vocabulary Strategies.	6

...		
<b>Total</b>		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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identify and describe background knowledge of texts	Lecturing, encouraging students to participate through pair and group work activities.	- Quizzes and Assignments - Various Exercises and Tasks on each chapter - Midterm Tests Final Exams
1.2	Knowledge of basic reading techniques and genres	Lecturing, encouraging students to participate through pair and group work activities.	- Quizzes and Assignments - Various Exercises and Tasks on each chapter - Midterm Tests Final Exams
1.3	Ability to effectively identify complex or obscured main ideas	Lecturing, encouraging students to participate through pair and group work activities.	- Quizzes and Assignments - Various Exercises and Tasks on each chapter - Midterm Tests Final Exams
<b>2.0</b>	<b>Skills</b>		
2.1	Ability to read, analyze, and evaluate texts and their main ideas effectively	- Pair work - Free discussion - Group work	Various exercises and tasks on each chapter Midterm
2.2	Ability to write and read simple academic and non-academic texts with reasonable complexity	- Pair work - Free discussion - Group work	Various exercises and tasks on each chapter Midterm and final exams
2.3	Scanning titles and summaries to forecast awareness of context	- Pair work - Free discussion - Group work	Various exercises and tasks on each chapter Midterm and final exams
<b>3.0</b>	<b>Competences:</b>		
3.1	Strengthening reading comprehension through comparing different texts	- Pair work - Group work	- Various in-class tasks

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	Ability to identify different types of information through strengthening reading comprehension	- Pair work - Group work	- Home assignments - Quizzes

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes and Assignments	3 and 5	5
2	Exam 1	7	20
3	Quizzes and Assignments	9 and 11	5
4	Exam 2	13	20
5	Final Exam	16	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 :**  
Teachers must be available from 5 to 7 hours weekly in their offices for individual student consultation and for academic advice.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Dobiecka, K and Wiederholt, K (2008). Well Read 2: Skills and Strategies for Reading
<b>Essential References Materials</b>	Howe, D and Kirkpatrick, D (1998). Advance with English Dupaquier-Sardinas, C and Barton, L (1998). Northstar: Focus on Reading and Writing (Intermediate)
<b>Electronic Materials</b>	Online sources, contingent on teacher knowledge and selection
<b>Other Learning Materials</b>	Teacher as resource

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	A lecture room that accommodates not more than 35 students
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Projector and Screen (optional)
<b>Other Resources</b>	

Item	Resources
(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	<ul style="list-style-type: none"> <li>- Confidential completion of standard course evaluation questionnaire by students at the end of each semester</li> <li>- Occasional student-faculty meetings to get students' feedback</li> </ul>	Direct
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	<ul style="list-style-type: none"> <li>- In-class observation by other colleagues</li> <li>- Peer observation</li> <li>- Observation by external experts</li> </ul>	Direct
Processes for Improvement of Teaching	<ul style="list-style-type: none"> <li>- Workshops by internal and external experts</li> <li>- Coordination between teachers of different sections of the same course</li> <li>- Training and orientation for new instructors of the course</li> </ul>	Direct
Processes for Verifying Standards of Student Achievement	<ul style="list-style-type: none"> <li>- Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department</li> <li>- Mutual checking of random samples of examination papers by coordinators and other teachers of the same course</li> </ul>	Direct
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	<ul style="list-style-type: none"> <li>- Regular meetings between teachers and course coordinator</li> <li>- Regular meetings by The Curriculum Review Committee</li> <li>- Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee</li> </ul>	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

<b>Council / Committee</b>	Department of English Council
<b>Reference No.</b>	20138
<b>Date</b>	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee