



Course Specifications

Course Title:	Study Skills
Course Code:	ENG 108
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Al-Imam Muhammad Ibn Saud Islamic 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 / First year
4. Pre-requisites for this course (if any): none
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

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

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	27
2	Laboratory/Studio	
3	Tutorial	12
4	Others (Library visit, Tests)	6
	Total	45

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <p>This course aims to develop basic study skills that will provide the students with the necessary skills to be successful in college. Topics for the course will include but are not limited to: dictionary skills, reading skills, note-taking, basic research techniques, learning styles, resource usage/research skills, stress management/test anxiety, test taking strategies, and textbook usage.</p>
<p>2. Course Main Objective</p> <p>The main aim of this course is to provide students with the study skills and learning strategies they need to effectively carry out university studies for academic success.</p>

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding: <i>At the end of the course, the student is expected to be able to:</i>	
1.1	Reproduce skills of using dictionaries, library resources and personal time management agendas.	K1
1.2	List the different skills related to the use of dictionaries, library resources, time management plans, learning styles, research, tests taking and note taking strategies.	K2
1.3	Describe memory functioning and the strategies for memory improvement	K3
2	Skills: <i>At the end of the course, the student is expected to be able to:</i>	
2.1	Use appropriate test taking and note taking strategies for both textbook reading and lectures which include: outlining, mapping, key words and concept identification.	S1
2.2	Evaluate a variety of information (including print and electronic publications) through reading actively and annotating text in the process using a variety of strategies (highlighting, margin notes, underlining).	S2
2.3	Design personal time management plans, individual learning styles and the basic research skills to improve academic performance	S5
3	Values: <i>At the end of the course, the student is expected to be able to:</i>	
3.1	Demonstrate independent learning abilities through discussing, questioning, accepting constructive criticism and when performing assigned tasks.	V1
3.2	Communicate and work effectively during peer work, and collaboratively within teams.	V2

C. Course Content

No	List of Topics	Contact Hours
1	Time Management	6
2	Learning Styles	3
3	Dictionary Use	3
4	Note Taking Skills	3
5	Reading Skills	3
6	Memory Improvement Skills	3
7	Test Taking Strategies	3
8	Library Skills + Library Visit	6
9	Tutorials	12
10	Midterm, Quizzes	3
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 and Understanding		
1.1	Reproduce skills of using dictionaries, library resources and personal time management agendas.		
1.2	List concepts and types related to dictionary skills, library resources, time management, tests taking, learning styles, note taking strategies, and research	-Lectures -Class discussion -Class practice -Library visits	-Class exercises -Quizzes and exams -Assignments
1.3	Describe memory functioning and the strategies for memory improvement		
2.0	Skills		
2.1	Use appropriate test taking strategies, and note taking strategies for both textbook reading and lectures which include: outlining, mapping, and key word/concept identification.	-Lectures -Class discussion -Task-based sessions -Online teaching -Conducting searches	-Assignments -Class exercises -Quizzes & exams -Task evaluation forms -freewriting or writing drafts
2.2	Evaluate a variety of information (including print and electronic publications) through reading actively and annotating text in the process using a variety of strategies (highlighting, margin notes, underlining).		
2.3	Develop personal time management plans, individual learning styles and the basic research skills to improve academic performance		-
3.0	Values		
3.1	Demonstrate independent learning abilities through discussing, questioning, accepting constructive criticism and when performing assigned tasks.	-Individual tasks -Communicate, inquire, and share findings using media -class discussions -peer and group practice	-assignments -Individual class exercises -Peer and group assignments
3.2	Communicate and work effectively during peer work, and collaboratively within teams.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm	9	30%
2	Quizzes	6 & 11	10%
3	Assignments/Classwork	3,4,7, &12	15%
4	Participation and Discussion	Weekly	5%
5	Final Exam	16	40%
6	Total		100%

*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 :

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> ▪ Gardner, J., Jewler, A., and, Barefoot. B. (2021). <i>Your College Experience: Strategies for Success.</i>, Bedford/St. Martin's; Fourteenth edition. ▪ Yorkey, R. (2002). <i>Study Skills for Students of English.</i> New York: Mcgraw-Hill; 2nd edition ▪ Downing, S., Brennan, J (2019). <i>On Course: Strategies for Creating Success in College, Career, and Life,</i> Cengage Learning; 9 edition ▪ Wallace, J Michael. (2004). Study skills in English. Cambridge. Cambridge University Press. ▪ Mike and Smith, Glenda. (1990). A study skills Handbook. Oxford. Oxford University Press.
Essential References Materials	McPherson, F. M. (2018). <i>Mnemonics for Study.</i> Wayz Press.
Electronic Materials	https://www.educationcorner.com/study-skills.html https://www.goconqr.com/ https://www.studystack.com/ http://www.studygs.net/
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms Library
Technology Resources (AV, data show, Smart Board, software, etc.)	The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple Microsoft Office 365 applications such as OneDrive, Teams, SharePoint, Kaizala ... etc. <ul style="list-style-type: none"> • Blackboard • Cisco Webex

Item	Resources
	<ul style="list-style-type: none"> • AV Presentations • Data show
Other 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
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	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

Council / Committee	
Reference No.	
Date	