



Course Specifications

Course Title:	Reading and Comprehension I
Course Code:	ENG 109
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: Two Hours
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	30	100%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	12
2	Laboratory/Studio	
3	Tutorial	6
4	Others (Practical Exercises, Tests)	12
	Total	30

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <p>This course aims at developing students' skills in reading and reading comprehension of texts written at the post-intermediate level. It also aims at developing students' vocabulary-building skills as well as their critical thinking skills.</p>
<p>2. Course Main Objective</p> <p>The main objective of this course is for students to become proficient independent readers that process texts, understand their meaning and integrate them with their own background knowledge.</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	Recognize the skills used for reading and interpreting texts that include skimming for main ideas, scanning for specific information, differentiating between main ideas and supporting details.	K 1
1.2	Outline the types and concepts of the targeted skills such as using context clues, making inferences, predicting meanings and identifying the function of connectors.	K 2
2	Skills: <i>At the end of the course, the student is expected to be able to:</i>	
2.1	Develop an ability to read fluently, comprehend and retain written information of English language used in multiple environments.	S 1
2.2	Evaluate reading texts effectively through using context clues, predicting word meanings, making inferences of unfamiliar words, and making predictions based on information in the text.	S 2
2.3	Apply knowledge of vocabulary to discussions related to reading tasks.	S 3
2.4	Distinguish between main ideas and supporting details and facts from opinions.	S 4
3	Values: <i>At the end of the course, the student is expected to be able to:</i>	
3.1	Demonstrate independent learning behaviors and attitudes appropriate to an academic environment.	V 1
3.2	Demonstrate effective communication skills while working independently, and collaboratively with their peers and in groups.	V 2

C. Course Content

No	List of Topics	Contact Hours
	Unit One: Sports and fitness:	
1	A: The world's game	2
2	B: Pushing the limits	2
	Unit Two: Skin Deep	
3	A: What's beauty?	2
4	Quiz	2
5	B: Unmasking skin	2
	Unit Three: Animals in danger	
6	A: Panda protectors	2
7	B: Cats in crisis	2
	Unit Four: Violent Earth	
8	A: The ring of fire	2
9	B: When the Earth moves	2
10	Midterm	2

Unit Five: Islands and Beaches		
11	A: The best of Brazil	2
12	B: Island exploration	2
13	Classwork	
Unit Six: Ancient Mysteries		
14	A: Silent stones	2
15	B: The lost cave	2
Total		30

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	Recognize the skills used for reading and interpreting texts that include skimming for main ideas, scanning for specific information, differentiating between main ideas and supporting details.	1. Lectures 2. Presentations 3. Interactive classroom communication 4. Task based sessions	1. Definitions 2. Class exercises 3. Quizzes 4. Exams 5. Assignments
1.2	Outline the types and concepts of the targeted skills such as using context clues, making inferences, predicting meanings and identifying the function of connectors.		
2.0	Skills		
2.1	Develop an ability to read fluently, comprehend and retain written information of English language used in multiple environments.	1. Tutorials 2. Close reading 3. Intensive reading 4. Task based sessions 5. Class Discussions	1. outlining 2. summarizing 3. editing 4. Tests 5. Assignments 6. Task evaluation form (Reading fluency)
2.2	Evaluate reading texts effectively through using context clues, predicting word meanings, making inferences of unfamiliar words, and making predictions based on information in the text.		
2.3	Apply knowledge of vocabulary to discussions related to reading tasks.		
2.4	Distinguish between main ideas and supporting details and facts from opinions.		
3.0	Values		
3.1	Demonstrate independent learning behaviors and attitudes appropriate to an academic environment.	1. Pair work 2. Group work 3. Making constructive criticism during peer or group work 4. Individual tasks 5. Counselling sessions	1. Rubrics 2. Participation 3. In-class exercises 4. Observation
3.3	Demonstrate effective communication skills while working independently, and collaboratively with their peers and in groups.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterms- Choice to allocate either: One Midterm	7 or 8	30%
	Two Midterms	6 or 7 - 11 - 12	30% or 40%
2	Course Work as assigned by the convener/instructor (see D1 Assessment methods).	Throughout the semester	30% or 20%
3	Final Exam	16 & 17	40%
4	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.
- The Reading Center is available for student support throughout the semester.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Douglas, N. (2010). Reading Explorer 3. Boston: Heinle, Cengage Learning.
Essential References Materials	
Electronic Materials	<ul style="list-style-type: none"> • www.eslreading.org • www.esl-library.com/esl
Other Learning Materials	Reading Explorer 3- student CD- Rom

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms Library

Item	Resources
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<p>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)</p> <ul style="list-style-type: none"> -Blackboard -Cisco Webex - AV -data show
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	

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	