



## Course Specifications

<b>Course Title:</b>	Reading and Comprehension II
<b>Course Code:</b>	ENG 115
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	Department of English Language & Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Al-Imam Muhammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	Two Hours
<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 2/ First Year
<b>4. Pre-requisites for this course (if any):</b>	ENG 109 Reading and Comprehension I
<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		
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
	<b>Total</b>	<b>30</b>

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
This course is designed to familiarize students with the basic reading skills: skimming and scanning, to summarize the main ideas of the text, to recognize signal words, and to understand the meaning of the text in general. It aims to develop learners' vocabulary building and skills of comprehension levels in reading—the literal, inferential and critical, through the use of topics and visuals adapted from real-world National Geographic content.
<b>2. Course Main Objective</b>
The main objective of this course is to further develop students reading comprehension skills that enable them to be proficient academic readers.

### 3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Recognize the skills used for reading and interpreting English language contexts that include skimming for main ideas, scanning for specific information, and identifying graphs, tables and drawings.	<b>K1</b>
1.2	Describe the meanings of specified vocabulary and grammatical clues	<b>K2</b>

CLOs		Aligned-PLOs
	such as, subjects, verbs, pronouns, and adverbs, and identify the referents after reading course texts.	
<b>2</b>	<b>Skills :</b>	
2.1	Apply reading comprehension skills that include summarizing and paraphrasing content, detecting context clues, comprehending the use of connectives and identifying sequence of events or details.	<b>S 1</b>
2.2	Analyze the reading material critically by identifying author's purpose and tone; inferring and predicting unfamiliar words; examining drawings, tables and titles.	<b>S 2</b>
2.3	Interpret in texts the main ideas, comparisons, and cause and effect relationships.	<b>S3</b>
2.4	Demonstrate an ability to deduce ideas, state opinions and reach conclusions from the information given in the reading texts.	<b>S 5</b>
<b>3</b>	<b>Values:</b>	
3.1	Demonstrate self-efficacy through a willingness to question, learn and take challenges independently.	<b>V1</b>
3.2	Demonstrate behavior and attitudes appropriate to an academic environment such as working independently and collaboratively.	<b>V2</b>

### C. Course Content

No	List of Topics	Contact Hours
1	<b>Unit 7: Energy Solutions - A: Powering the Planet</b>	2
2	<b>Unit 7: Energy Solutions - B: City of the Future</b>	2
3	<b>Unit 8: Epic Engineering - A: China's Grand Canal</b>	2
4	<b>Unit 8: Epic Engineering - B: Highway of Dreams</b>	2
5	<b>Unit 9: High-Tec Solutions - A: The Power of Virtual Reality</b>	2
6	<b>Unit 9: High-Tec Solutions - B: High-Flying Helpers</b>	2
7	<b>Unit 10: All in the Mind - A: What's on Your Mind?</b>	2
8	<b>Unit 10: All in the Mind - B: Inside Animal Minds</b>	2
9	<b>Unit 11: Visual Pioneers - B: Seeing the Light</b>	2
10	<b>Unit 12: Far Out - A: Defying Gravity</b>	2
11	<b>Unit 12: Far Out - B: The Ultimate Trip</b>	2
12	<b>Tutorials, Tests</b>	8
<b>Total</b>		<b>30</b>

## 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 and Understanding</b>		
1.1	Recognize the skills used for reading and interpreting English language contexts that include skimming for main ideas, scanning for specific information, and identifying graphs, tables and drawings.	1. Lectures 2. Debates and class discussions 3. Presentations 4. Classwork 5. Collaborative and peer technique teaching	1. Definitions 2. self-evaluations 3. Peer or group discussion 4. Multiple-choice test
1.2	Describe the meanings of specified vocabulary and grammatical clues such as, subjects, verbs, pronouns, and adverbs, and identify the referents after reading course texts.		
<b>2.0</b>	<b>Skills</b>		
2.1	Apply reading comprehension skills that include summarizing and paraphrasing content, detecting context clues, comprehending the use of connectives and identifying sequence of events or details.	1. Lectures 2. Debates and class discussions 3. Classwork 4. Collaborative and peer technique teaching 5. Self-learning exercises	1. Summarizing 2. Project work 3. Peer or group discussion 4. Multimedia or presentation slides (individual or peer or group) 5. Multiple-choice test 6.Task Evaluation forms
2.2	Analyze the reading material critically by identifying author's purpose and tone; inferring and predicting unfamiliar words; examining drawings, tables and titles.		
2.3	Interpret in texts the main ideas, comparisons, and cause and effect relationships.		
2.4	Demonstrate an ability to deduce ideas, state opinions and reach conclusions from the information given in the reading texts.		
<b>3.0</b>	<b>Values</b>		
3.1	Demonstrate self-efficacy through a willingness to question, learn and take challenges independently.	1. Self-learning exercises 2. Debates and class discussions	1. Peer or group evaluation 2. Multimedia or presentation slides (individual or peer or group) 3. Observation
3.2	Demonstrate behavior and attitudes appropriate to an academic environment such as working independently and collaboratively.		

### 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	<b>Total</b>		<b>100%</b>

\*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

<b>Required Textbooks</b>	<b>Douglas, N. &amp; Bohlke, D. (2020). <i>Reading Explorer 3 (3<sup>rd</sup> ed.)</i>. US: Heinle, Cengage Learning. (Unit 7 to 12)</b>
<b>Essential References Materials</b>	
<b>Electronic Materials</b>	- <a href="https://b.socrative.com/login/student/">https://b.socrative.com/login/student/</a> - <a href="https://medium.com">https://medium.com</a>
<b>Other Learning Materials</b>	<b>Reading Explorer 3- student CD- Rom</b>

### 2. Facilities Required

<b>Item</b>	<b>Resources</b>
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<b>Lecture rooms</b> <b>Library</b>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	The university's official cloud server <a href="http://cloud.imamu.edu.sa">cloud.imamu.edu.sa</a> gives access to faculty and students to multiple <b>Microsoft Office 365</b> applications such as OneDrive, Teams, SharePoint, Kaizala ...etc) -Blackboard -Cisco Webex - AV -data show
<b>Other Resources</b> (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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	