



المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

**ATTACHMENT 5.**

## **T6. COURSE SPECIFICATIONS (CS)**





هيئة تقويم التعليم  
Education Evaluation Commission

## Course Specifications

|  |                  |
|--|------------------|
| Institution: Al-Imam Muhammad Ibn Saud Islamic University  | Date: 7 Oct 2019 |
| College/Department : College of Languages and Translation / Department of English Language and Literature. |                  |

### A. Course Identification and General Information

|   |                                     |                  |                                   |
|---|-------------------------------------|------------------|-----------------------------------|
| 1. Course title and code:<br>ENG 104 Reading Comprehension                              |                                     |                  |                                   |
| 2. Credit hours: 3  |                                     |                  |                                   |
| 3. Program(s) in which the course is offered.<br>BA in English language and Literature. |                                     |                  |                                   |
| 4. Name of faculty member responsible for the course                                    |                                     |                  |                                   |
| 5. Level/year at which this course is offered: Level 2                                  |                                     |                  |                                   |
| 6. Pre-requisites for this course (if any):<br>ENG 103                                  |                                     |                  |                                   |
| 7. Co-requisites for this course (if any):  |                                     |                  |                                   |
| 8. Location if not on main campus:  |                                     |                  |                                   |
| 9. Mode of Instruction (mark all that apply):   |                                     |                  |                                   |
| a. traditional classroom  | <input checked="" type="checkbox"/> | What percentage? | <input type="text" value="100%"/> |
| b. blended (traditional and online)   | <input type="checkbox"/>            | What percentage? | <input type="text"/>              |
| c. e-learning   | <input type="checkbox"/>            | What percentage? | <input type="text"/>              |
| d. correspondence   | <input type="checkbox"/>            | What percentage? | <input type="text"/>              |
| f. other  | <input type="checkbox"/>            | What percentage? | <input type="text"/>              |
| Comments:   |                                     |                  |                                   |

## B Objectives

### 1. What is the main purpose for this course?

By the end of this course, level 2 students are expected to be able to understand factual texts on subjects related to their interests that consist mainly of high frequency, everyday or job related language. Students are expected to be able to recognize significant points in straightforward newspaper articles on familiar subjects and understand description of events, feelings or wishes. Furthermore, students are expected to display knowledge or reading skills and turn writing into meaning and achieve the goals of independence, comprehension and fluency.

### 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

1. Adopting more web-based materials.
2. Using smartboard.
3. Having the course more engaging by taking the students every now and then to a different setting, for example, the library.
4. Using an e-learning system (Blackboard Learn).
5. Increasing in-class / take-home reading materials that show samples of the numerous rhetorical modes.

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

### Course Description:

This two-hour credit reading course introduces level 2 students to reading strategies and skills that enable them to gain the meaning from short straightforward texts. The course is designed to take the students' reading skills from the intermediate to the upper-intermediate level. The course also enables students to employ pre-reading, skimming and scanning for relevant information.

### 1. Topics to be Covered

| List of Topics  | No. of Weeks | Contact hours |
|---|--------------|---------------|
| Introduction to the course  | 1            | 3             |
| Unit 7: Global Addictions<br>A: Caffeine: The World's Favorite Drug<br>B: Powering the Future | 2            | 6             |



|   |   |   |
|---|---|---|
| Unit 8: Epic Engineering<br>A: China's Grand Canal<br>B: Peru's Highway of Dreams | 2 | 6 |
| Unit 9: Far Out<br>A: Defying Gravity<br>B: The Ultimate Trip                     | 2 | 6 |
| Revision and Mid-term Exam  | 1 | 3 |
| Unit 10: All in the Mind<br>A: What's on Your Mind?<br>B: Inside Animal minds     | 2 | 6 |
| Unit 11: Art and Life<br>A: The Power of Color<br>B: Van Gogh's World             | 2 | 6 |
| Unit 12: Medical Challenges<br>A: A Cure for Cancer?<br>B: Deadly Contact         | 2 | 6 |
| Revision  | 1 | 3 |

2. Course components (total contact hours and credits per semester):

|               |         | Lecture | Tutorial | Laboratory/<br>Studio | Practical | Other: | Total |
|---------------|---------|---------|----------|-----------------------|-----------|--------|-------|
| Contact Hours | Planned | 32      |          |                       |           | 3      | 35    |
|               | Actual  | 45      |          |                       |           |        | 45    |
| Credit        | Planned | 3       |          |                       |           |        | 3     |
|               | Actual  |         |          |                       |           |        |       |

3. Additional private study/learning hours expected for students per week.

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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

**On the table below are the five NQF Learning Domains, numbered in the left column.**

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

| Code #     | NQF Learning Domains<br>And Course Learning Outcomes   | Course Teaching Strategies   | Course Assessment Methods   |
|------------|--|--|---|
| <b>1.0</b> | <b>Knowledge</b>   |  |   |
| 1.1        | identify the main idea in each paragraph.  | Lecturing<br>Silent Reading<br>Class discussion                    | Textbook exercises<br>Quizzes<br>Midterm<br>Final Exam  |
| 1.2        | specify the meaning of words and identify their parts of speech  | Lecturing<br>Silent Reading<br>Pair/Group work<br>Class discussion | Vocabulary exercises<br>Quizzes<br>Midterm<br>Final Exam  |
| 1.3        | read silently to search for information and comprehend passages  | Lecturing<br>In-class activities<br>Silent Reading                 | Textbook exercises<br>quizzes<br>Midterm<br>Final Exam  |
| <b>2.0</b> | <b>Cognitive Skills</b>  |  |   |
| 2.1        | guess the meaning of unfamiliar words from context   | Lecturing<br>In-class activities<br>Silent Reading                 | Vocabulary exercises<br>quizzes<br>Midterm<br>Final Exam  |
| 2.2        | differentiate between facts, theories, and opinions  | Lecturing<br>In-class activities<br>Silent Reading                 | Textbook exercises<br>quizzes<br>Midterm<br>Final Exam  |
| <b>3.0</b> | <b>Interpersonal Skills &amp; Responsibility</b>   |  |   |
| 3.1        | to use reading strategies (e.g., skimming and scanning)  | Lecturing<br>Pair/Group work<br>Silent Reading                     | Textbook exercises<br>quizzes<br>Midterm<br>Final Exam  |
| 3.2        | demonstrate a certain level of ethically driven approach and behavior.   | Take-home assignment   | Observation of students' performance  |
| <b>4.0</b> | <b>Communication, Information Technology, Numerical</b>  |  |   |
| 4.1        | evaluate and criticize a reading content   | Lecturing<br>In-class activities<br>Questioning Strategy           | Textbook exercises<br>quizzes<br>Midterm<br>Final Exam  |
| 4.2        | research information and communications technology to criticize and evaluate reading contents in the language lab. | Assignment in the L. Lab   | - Students are asked to read extensive CD-based and online reading tasks and criticize and evaluate its contents. |
| <b>5.0</b> | <b>Psychomotor</b>   |  |   |
| 5.1        | NA   |  |   |

| 5. Schedule of Assessment Tasks for Students During the Semester |   |            |                                |
|--|---|------------|--------------------------------|
|  | Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.) | Week Due   | Proportion of Total Assessment |
| 1  | Take-home assignments & In-class assignments  | Throughout | 10 %                           |



|   |               |            |      |
|---|---------------|------------|------|
| 2 | Participation | Throughout | 5%   |
| 3 | quizzes       | 4&12       | 5 %  |
| 4 | Midterm       | 8          | 20 % |
| 5 | Final         | 15         | 60 % |

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

4 hours a week.

#### E Learning Resources

1. List Required Textbooks

MacIntyre, P. (2009). *Reading Explorer 3*. Boston: Heinle

2. List Essential References Materials (Journals, Reports, etc.)

Journal of Second Language Reading

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<http://www.englishclub.com>

<http://www.esl.about.com>

<http://www.efl.net.com>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Students will practice extra activities and exercises of the CD accompanying the textbook

## F. Facilities Required

|   |
|---|
| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> <li>• Lecture rooms.</li> <li>• Computer labs.</li> </ul>  |
| 2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> <li>• A computer.</li> <li>• A data Show projector.</li> </ul>    |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)<br>None   |

## G Course Evaluation and Improvement Processes

|   |
|---|
| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ol style="list-style-type: none"> <li>1. An official course evaluation that is administered by the Quality Assurance Department.</li> <li>2. Midterm evaluation feedback to increase instructor's awareness of the strengths and weaknesses.</li> <li>3. End-of-term debriefing in class students and teacher regarding what went well and what could have gone better.</li> <li>4. Small group instructional diagnosis whereby instructors exchange classes and gather information from each other's' students on specific points outlined by the department and the instructor being evaluated.</li> </ol> |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department<br><br>In class peer review to give support and disseminate good practice.  |
| 3. Processes for Improvement of Teaching <ul style="list-style-type: none"> <li>• Attending professional development workshops to make it possible for the faculty members to exchange their experiences.</li> <li>• Discussion of challenges in the classroom with other colleagues.</li> <li>• Planning regular meetings to make it possible for course conveners and instructors to address challenges encountered by them or the students in the course.</li> <li>• Professional membership: Joining a professional organization is a great way to stay up to date on current. Pedagogical theories and practices.</li> </ul>   |

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent 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)

- Moderation: It is the process by which the University ensures the consistency of marking for particular assignments and exams within modules, and consistency of assessment for all students taking a module, namely, cross marking/grading)

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Examining the results of the final exams to detect how successfully the Course learning outcomes were achieved and this should be administered/ conducted by the Examinations and Assessment Department.
- Compare syllabi and course description with other universities.
- Biannual meeting of faculty members to discuss improvement
- Have a curriculum review committee to review the curriculum periodically and suggest improvements.

Name of Course Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Specification Completed: \_\_\_\_\_

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

