ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

Course Specifications

Institution: Imam Muhammad Ibn Saud Islamic University   Date: Updated on 13/10/2019
College/Department : College of Languages and Translation/ Department of English Language and Literature

A. Course Identification and General Information

1. Course title and code: Reading - ENG103
2. Credit hours: 3 hours
3. Program(s) in which the course is offered: (If general elective available in many programs indicate this rather than list programs)   BA in English Language & Literature
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 1/ First Year
6. Pre-requisites for this course (if any): None
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Main campus for Male students / King Abdullah City for Female students

9. Mode of Instruction (mark all that apply):

a. traditional classroom	*	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?
• Developing students' skills in reading and reading comprehension of texts written at the intermediate to high-intermediate level • Developing the vocabulary-building skills of the students • Developing the critical thinking skills of the students

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)
• keeping up with the new publications in the field, and updating the content of the course in light of recent research

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

Course Description:
This reading course is designed to develop learners' skills in reading, vocabulary building, and critical thinking, using topics and visuals adapted from real-world National Geographic content. A key principle of Reading Explorer is that today's learners need to be exposed to a wide variety of reading types. Information in the twenty-first century is increasingly conveyed in multimodal formats, that is, using a combination of text with graphics, diagrams, tables, photographs, and video. Exposure to the variety of formats in Reading Explorer will help learners to develop their visual literacy as well as textual literacy.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit One: Sports and fitness A: The world's game B: Pushing the limits	2	6
Unit Two: Skin Deep A: What's beauty? B: Unmasking skin	2	6
Unit Three: Animals in danger A: Panda protectors B: Cats in crisis	2	6
Revision & Mid-term Exam	1	3
Unit Four: Violent Earth A: The ring of fire B: When the Earth moves	2	6

Unit Five: Islands and Beaches A: The best of Brazil B: Island exploration		2	6
Quiz		1	3
Unit Six: Ancient Mysteries A: Silent stones B: The lost cave		2	6
Revision		1	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	45					45
	Actual	45					45
Credit	Planed	3					3
	Actual	3					3

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 And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge** **By the of the course, students will be able to:**		
1.1	memorize the meanings of target vocabulary	Lecture (explanations and demonstrations) In-class practice	In-class exercises
1.2	recall the meanings of the target vocabulary		
2.0	**Cognitive Skills** **By the of the course, students will be able to:**		
2.1	recognize the main idea in a text	Lecture (explanations and demonstration) In-class discussion	In-class exercises
2.2	recognize specific information in a text		Home assignments
2.3	predict the meanings of unfamiliar words		Quizzes and exams

2.4	differentiate between ideas and facts.	In-class practice Individual tasks	throughout the term
3.0	**Interpersonal Skills & Responsibility**		
3.1	write the correct answers after silent reading of a specific passage	questioning	In-class exercises
3.2	demonstrate the main ideas in a specific reading passage	In- class activity	In-class assignment
4.0	**Communication, Information Technology, Numerical**		
4.1	research reading skills issues through information and communications technology	Group work	In- class exercise
5.0	**Psychomotor** **Not applicaple**		

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	Class participation and home assignments	weekly	10%
2	Quiz	12	10%
3	Mid-term exam	7	20%
4	Final exam	16	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) 2 office hours per week

E Learning Resources

1. List Required Textbooks Douglas, N. (2010). *Reading Explorer 3*. Boston: Heinle, Cengage Learning
2. List Essential References Materials (Journals, Reports, etc.) None
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. www.eslreading.org www.esl-library.com/esl
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. Reading Explorer 3- student CD- Rom

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.) Lecture rooms Library
2. Technology resources (AV, data show, Smart Board, software, etc.) Projector Computer with an internet connection
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Formal, anonymous course evaluations by students at the end of course (Administrated by the department).
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department In-class direct feedback
3. Processes for Improvement of Teaching Training sessions and workshops to facilitate the exchange of experiences amongst faculty members - Holding regular meetings between course conveners and instructors to address any issues related to the course - Reporting any challenges in the classroom with colleagues and admin staff - Attending professional development conferences - Keeping up to date with pedagogical theory and practice.
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) - Designing clear rubrics for each students' activity or assignment with the grading details - Checking exam papers by a second reader to ensure accuracy in marking and grading
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____