

**ATTACHMENT 5.**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**READING COMPREHENSION 1, ENG 111**

**T6. Course Specifications  
(CS)**

## Course Specifications

Institution <b>King Khalid University</b>	Date <b>March 2016</b>
College/Department	

### A. Course Identification and General Information

1. Course title and code: <b>Reading 1, Eng 111</b>			
2. Credit hours <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>Bachelors of Arts - English</b>			
4. Name of faculty member responsible for the course <b>Saqub Aftab</b>			
5. Level/year at which this course is offered <b>Level 1</b>			
6. Pre-requisites for this course (if any)			
7. Co-requisites for this course (if any) N/A			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<b>100%</b>
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

<p>1. What is the main purpose for this course? <b>To accommodate students with reading skills such as Previewing; Skimming; Scanning; Finding examples; Using background knowledge to interact with a text; Using a graphic organizer; Organizing events in narrative texts; Reading tables; and Improving the ability to read fast.</b></p>
<p>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)</p> <p><b>N/A</b></p>

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

<p>Course Description: <b>Apply reading skills to comprehend, analyze, interpret and evaluate reading passages from a variety of genres such as, online, magazine, newspaper, textbook and interviews, as well as graphical representations such as charts, graphs and timelines.</b></p>
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1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
<b>Reviewing &amp; Scanning</b>	<b>2</b>	<b>6</b>
<b>Scanning tables</b>	<b>2</b>	<b>6</b>

<b>Skimming Previewing and Scanning Diagrams</b>	<b>2</b>	<b>6</b>
<b>Revision of Previewing, Scanning and Skimming Skills</b>	<b>1</b>	<b>3</b>
<b>Scanning Tables</b>	<b>2</b>	<b>6</b>
<b>Reviewing Reading Skills</b>	<b>2</b>	<b>6</b>
<b>Supplementary Material on the above-mentioned reading skills</b>	<b>1</b>	<b>3</b>

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

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	<b>45</b>					
Credit	<b>3</b>					

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

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Understanding the structural features of a passage and its overall meaning		
1.2	Knowledge of different reading skills required for academic and general purposes		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Reading with comprehension		
2.2	The ability to identify and read different genres		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	The ability to work in pairs and groups		
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1			
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
5.1			
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	1.2	2.1	2.2	3.1	3.2	4.0	4.1	
1.1	x								
1.2		x							
2.1			x						
2.2				x					
2.3					x				
3.1									
4.1									

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	<b>Homework/Quizzes, Participation</b>	<b>Varies</b>	<b>10%</b>

2	<b>Mid-Term Exam #1</b>	<b>Week 7</b>	<b>20%</b>
3	<b>Mid-Term #2</b>	<b>Week 13</b>	<b>20%</b>
4	<b>Final Exam</b>	<b>Week 16</b>	<b>50%</b>
5			
6			
7			
8			

#### 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)

**Faculty office hours = 7 hrs./week**

**Language Enhancement Program (LEP) for individual/group tutoring**

#### E Learning Resources

1. List Required Textbooks

**Blass, Laurie (2008). Well Read 1. Oxford:OUP.**

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

**Howe, D.H & Kirkpatrick, D.L (1999). Advance with English (1). Oxford: Oxford University Press.**

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

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

**Blackboard**

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

**The reading passages are recorded, and the tape is available for students.**

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.)  <b>Classroom – 30 Seats with whiteboard and projector</b>
2. Computing resources (AV, data show, Smart Board, software, etc.)  N/A
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  <b>Confidential student questionnaires</b>
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department  <b>Occasional in-class observations by the department chairman</b>

<b>Peer observation</b>
3 Processes for Improvement of Teaching  <b>In house workshops</b> <b>Working group meetings with colleagues</b> <b>Training new instructors to the course</b>
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)  <b>Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department.</b>  <b>Mutual checking of random samples of examination papers by coordinators and other teachers of the same course.</b>
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  <b>Regular meetings among teachers and course coordinators</b> <b>Regular meetings by the Curriculum Review Committee</b> <b>Departmental council meetings to discuss and finalize proposals made by the curriculum</b>

Name of Instructor: **Saqub Aftab**

Signature: \_\_\_\_\_

Date Report Completed: **March 2016**

Name of Field Experience Teaching Staff \_\_\_\_\_

Program Coordinator: **Saqub Aftab**

Signature: \_\_\_\_\_

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