

**ATTACHMENT 5.**

**Kingdom of Saudi Arabia  
The National Commission for Academic Accreditation &  
Assessment**

**T6. Course Specifications  
(CS)**

## Course Specifications

|  |                          |
|--|--------------------------|
| Institution<br><b>King Khalid University</b>   | Date<br><b>22/4/1437</b> |
| College/Department: <b>Faculty of Languages and Translation/ Department of English</b> |                          |

### A. Course Identification and General Information

|  |                      |                  |                                 |
|--|----------------------|------------------|---------------------------------|
| 1. Course title and code:<br><b>Reading Comprehension 2, ENG 115</b>   |                      |                  |                                 |
| 2. Credit hours: 3 hours   |                      |                  |                                 |
| 3. Program(s) in which the course is offered.<br>(If general elective available in many programs indicate this rather than list programs)<br><b>B. A. in English</b> |                      |                  |                                 |
| 4. Name of faculty member responsible for the course   |                      |                  |                                 |
| 5. Level/year at which this course is offered: <b>Level: 2, First Year</b>   |                      |                  |                                 |
| 6. Pre-requisites for this course (if any)<br><b>Reading 1</b>   |                      |                  |                                 |
| 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 type="text"/> | What percentage? | <input type="text" value="80"/> |
| b. blended (traditional and online)  | <input type="text"/> | What percentage? | <input type="text"/>            |
| c. e-learning  | <input type="text"/> | What percentage? | <input type="text" value="20"/> |
| d. correspondence  | <input type="text"/> | What percentage? | <input type="text"/>            |
| f. other   | <input type="text"/> | What percentage? | <input type="text"/>            |
| Comments:  |                      |                  |                                 |

## B Objectives

1. What is the main purpose for this course?

**This is an integrated “intermediate” course aims at developing reading skills in order to facilitate reading comprehension and to create a functional vocabulary for students to become successful, independent readers. This is achieved through overt training in reading and thinking skills, and through motivating classroom activities to develop appropriate study skills, and to aid vocabulary development and reinforcement. Moreover, the reading skills such previewing, scanning and skimming, etc. expose students to practice their reading skills outside the classrooms.**

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)

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

Course Description:

### 1. Topics to be Covered

| List of Topics  | No. of Weeks | Contact hours |
|---|--------------|---------------|
| <b>Reading Skills:</b> Previewing Online Articles, Magazine Articles, and Academic Texts; Scanning Graphics. <b>Vocabulary Strategy:</b> Skipping Words.                | 1            | 3             |
| <b>Reading Skills:</b> Previewing Newspaper Articles, Scanning pictographs. <b>Vocabulary Strategies:</b> Understanding Vocabulary in Context – <b>Definitions.</b>     | 2            | 6             |
| <b>Reading Skills:</b> Scanning a Text. <b>Vocabulary Strategies:</b> Understanding Subject and Object Pronouns, Understanding Vocabulary in Context – Synonyms.        | 2            | 6             |
| <b>Reading Skills:</b> Understanding the Topic. <b>Vocabulary Strategies:</b> Understanding Vocabulary in Context – <b>Definitions,</b> Understanding Subject Pronouns. | 2            | 6             |
| <b>Reading Skills:</b> Understanding the Main Idea. <b>Vocabulary Strategies:</b> Understanding Vocabulary in Context-Apposition.                                       | 2            | 6             |

|  |   |   |
|--|---|---|
| <b>Reading Skills:</b> Understanding Supporting Details. <b>Vocabulary Strategies:</b> Understanding Possessive Adjectives.                            | 2 | 6 |
| <b>Reading Skills:</b> Detecting Sequence with Sequence Markers, Skimming. <b>Vocabulary Strategies:</b> Understanding Vocabulary in Context-Examples. | 2 | 6 |
| <b>Reading Skills:</b> Reviewing Reading Skills. <b>Vocabulary Strategies:</b> Reviewing Vocabulary Strategies.  |   |   |

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

|               | Lecture | Tutorial | Laboratory or Studio | Practical | Other: | Total |
|---------------|---------|----------|----------------------|-----------|--------|-------|
| Contact Hours |         |          |                      |           |        |       |
| Credit        |         |          |                      |           |        |       |

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

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    | <b>Knowledge</b>  |  |  |
| 1.1    | Knowledge of previewing and scanning skills of a reading text | <b>Lecturing, encouraging student to participate through pair and group work activities.</b> | - <b>Quizzes and Assignments</b><br>- <b>Various Exercises and Tasks on each</b> |

|            |   |  |  |
|------------|---|--|--|
|            |   |  | <p><b>chapter</b></p> <ul style="list-style-type: none"> <li>- <b>Midterm Tests</b></li> </ul> <p><b>Final Exams</b></p>   |
| 1.2        | Understanding the Topic, main idea and supporting details in a text                               | <b>encouraging student to participate through pair and group work activities.</b>  | <ul style="list-style-type: none"> <li>- <b>Quizzes and Assignments</b></li> <li>- <b>Various Exercises and Tasks on each chapter</b></li> <li>- <b>Midterm Tests</b></li> </ul> <p><b>Final Exams</b></p> |
| 1.3        | Reviewing Reading Skills  | <b>encouraging student to participate through pair and group work activities.</b>  | <ul style="list-style-type: none"> <li>- <b>Quizzes and Assignments</b></li> <li>- <b>Various Exercises and Tasks on each chapter</b></li> <li>- <b>Midterm Tests</b></li> </ul> <p><b>Final Exams</b></p> |
| <b>2.0</b> | <b>Cognitive Skills</b>   |  |  |
| 2.1        | Ability to preview scan, and review readings texts correctly                                      | <ul style="list-style-type: none"> <li>- Pair work</li> <li>- Free discussion</li> <li>- Group work</li> </ul>           | Various exercises and tasks on each chapter<br>Midterm   |
| 2.2        | Ability to differentiate between a topic and a main idea  | <ul style="list-style-type: none"> <li>- Pair work</li> <li>- Free discussion</li> <li>- Group work</li> </ul>           | Various exercises and tasks on each chapter<br>Midterm and final exams   |
| <b>3.0</b> | <b>Interpersonal Skills &amp; Responsibility</b>  |  |  |
| 3.1        | Ability to interact successfully with their peers practicing the various reading skills taught in | <ul style="list-style-type: none"> <li>- Pair work</li> <li>- Group work</li> </ul>                                      | - Various in-class tasks   |
| 3.2        | Ability to study and understand texts from wide range of sources other than the textbook.         | <ul style="list-style-type: none"> <li>- Pair work</li> <li>- Group work</li> </ul>                                      | <ul style="list-style-type: none"> <li>- Home assignments</li> <li>- Quizzes</li> </ul>  |
| <b>4.0</b> | <b>Communication, Information Technology, Numerical</b>   |  |  |
| 4.1        | Ability to communicate and argue with better understanding  | <ul style="list-style-type: none"> <li>- Pair work</li> <li>- Group work</li> <li>- Individual in-class tasks</li> </ul> | <ul style="list-style-type: none"> <li>- Home assignments</li> <li>- Quizzes</li> </ul>  |
| 4.2        | Using blackboard and online blogs to enhance their reading skills further                         | <ul style="list-style-type: none"> <li>- Online forums</li> <li>- Blog sites</li> </ul>                                  | <ul style="list-style-type: none"> <li>- Home assignments</li> <li>- Quizzes</li> </ul>  |
| <b>5.0</b> | <b>Psychomotor</b>  |  |  |
| 5.1        |   |  |  |

|     |  |  |  |
|-----|--|--|--|
| 5.2 |  |  |  |
|-----|--|--|--|

| Course<br>LOs # | Program Learning Outcomes<br>(Use Program LO Code #s provided in the Program Specifications) |     |     |     |     |     |     |     |     |     |     |     |
|-----------------|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|                 | 1.1  | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 2.3 | 2.4 | 3.1 | 3.2 | 4.1 | 4.2 |
| 1.1             |  |     |     |     |     |     |     |     |     |     |     |     |
| 1.2             |  |     |     |     |     |     |     |     |     |     |     |     |
| 1.3             |  |     |     |     |     |     |     |     |     |     |     |     |
| 1.4             |  |     |     |     |     |     |     |     |     |     |     |     |
| 2.1             |  |     |     |     |     |     |     |     |     |     |     |     |
| 2.2             |  |     |     |     |     |     |     |     |     |     |     |     |
| 3.1             |  |     |     |     |     |     |     |     |     |     |     |     |
| 3.2             |  |     |     |     |     |     |     |     |     |     |     |     |
| 4.1             |  |     |     |     |     |     |     |     |     |     |     |     |
| 4.2             |  |     |     |     |     |     |     |     |     |     |     |     |

| 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>Quizzes and Assignments</b>  | <b>3 &amp; 5</b>            | <b>5%</b>                      |
| 2  | <b>Mid-term 1</b>   | <b>7<sup>th</sup> week</b>  | <b>20%</b>                     |
| 3  | <b>Quizzes and Assignments</b>  | <b>9 &amp; 11</b>           | <b>5%</b>                      |
| 4  | <b>Mid-term 2</b>   | <b>13<sup>th</sup> week</b> | <b>20 %</b>                    |
| 5  | <b>Final Examination</b>  | <b>16<sup>th</sup> week</b> | <b>50%</b>                     |

#### 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)

**Teachers are available from 5 to 7 hours weekly in their offices for individual students' consultation and academic advice.**

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#### E Learning Resources

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| 1. List Required Textbooks<br><b>Blass, Laurie (2008). <i>Well Read 2</i>. Oxford: OUP.</b>   |
| 2. List Essential References Materials (Journals, Reports, etc.)<br><b>Howe, D.H. &amp; Kirkpatrick, D.L. (1998). <i>Advance with English (2)</i>. Oxford: Oxford University Press.</b><br><b><i>Northstar: Focus on Reading and Writing (Intermediate)</i> (1998). Longman</b> |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)   |
| 4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.<br><b>www.oup.com</b>  |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  |

#### F. Facilities Required

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| 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.)<br><b>1. A lecture room that accommodates not more than 35 students</b><br><b>2. Projector and Screen (optional)</b> |
| 2. Computing resources (AV, data show, Smart Board, software, etc.)  |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  |

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## G Course Evaluation and Improvement Processes

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| <p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"><li>- Confidential completion of standard course evaluation questionnaire by students at the end of each semester</li><li>- Occasional student-faculty meetings to get students' feedback</li></ul>  |
| <p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"><li>- In-class observation by other colleagues</li><li>- Peer observation</li><li>- Observation by external experts</li></ul>  |
| <p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"><li>- Workshops by internal and external experts</li><li>- Coordination between teachers of different sections of the same course</li><li>- Training and orientation for new instructors of the course</li></ul>  |
| <p>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)</p> <ul style="list-style-type: none"><li>- Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department</li><li>- Mutual checking of random samples of examination papers by coordinators and other teachers of the same course</li></ul> |
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5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Regular meetings between teachers and course coordinator
- Regular meetings by The Curriculum Review Committee
- Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee

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

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

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

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

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