

**ATTACHMENT 5.**

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

**T6. Course Specifications**  
**(CS)**

## Course Specifications

|  |   |
|--|---|
| Institution  | Date  |
| <b>King Khalid University</b>  | <b>30/3/2016</b>  |
| College/Department: <b>Faculty of Languages &amp; Translation, Department of English</b>   |   |
| A. Course Identification and General Information   |   |
| 1. Course title and code:<br><b>Eng. 211, Reading Comprehension 3</b>  |   |
| 2. Credit hours 3  |   |
| 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>Bachelor of Arts</b> |   |
| 4. Name of faculty member responsible for the course<br><b>Dr. Abdulkhaleq A. Al-Qahtani (this document is partially based on an earlier version)</b>                |   |
| 5. Level/year at which this course is offered:<br><b>Level 3</b>   |   |
| 6. Pre-requisites for this course (if any)<br><b>Eng. 115, Reading Comprehension</b>   |   |
| 7. Co-requisites for this course (if any)<br><b>None</b>   |   |
| 8. Location if not on main campus<br><b>Main Campus</b>  |   |
| 9. Mode of Instruction (mark all that apply)   |   |
| a. traditional classroom   | <input checked="" type="checkbox"/> Yes      What percentage? <input type="text" value="90"/> |
| b. blended (traditional and online)  | <input type="checkbox"/> What percentage? <input type="text"/>                                |
| c. e-learning  | <input checked="" type="checkbox"/> Yes      What percentage? <input type="text" value="10"/> |
| d. correspondence  | <input type="checkbox"/> What percentage? <input type="text"/>                                |
| f. other   | <input type="checkbox"/> What percentage? <input type="text"/>                                |
| Comments: <b>blackboard is used to communicate with students as an additional means to expose students to the course materials.</b>                                  |   |

## B Objectives

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| <p>1. What is the main purpose for this course?</p> <p><b>1. To develop and extend students' information processing skills to provide them with the skills of self-expression, self-reflection and critical analysis.</b></p> <p><b>2. To develop and extend students' reading skills like: Finding main ideas in texts; identifying authorial audience and purpose; identifying and understanding figurative language; synthesizing material from diverse sources; Using graphic aids in preparing to read; Making sense of bibliographic citations; Identifying cause and effect; Drawing inferences; and evaluating different viewpoints on a common subject.</b></p> |
| <p>3. 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>There will be increased use of Blackboard in addition to other technological applications like WhatsApp. Students are also encouraged to read and apply their acquired reading techniques to unfamiliar texts from world press and other authentic reading materials.</b></p>   |

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

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| <p>Course Description:</p> <p><b>This is an integrated “high-intermediate” course that 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.</b></p> |
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|   |              |               |
|---|--------------|---------------|
| 1. Topics to be Covered   |              |               |
| List of Topics  | No. of Weeks | Contact hours |
| <b>Previewing &amp; Scanning<br/>Previewing Graphs and Charts</b> | <b>2</b>     | <b>6</b>      |

|  |          |          |
|--|----------|----------|
| <b>Scanning</b>                                      | <b>2</b> | <b>6</b> |
| <b>Previewing Newspaper Articles</b>                 | <b>2</b> | <b>6</b> |
| <b>Revision of Previewing and Scanning Skills</b>    | <b>1</b> | <b>3</b> |
| <b>Skimming and Understanding Timelines</b>          | <b>2</b> | <b>6</b> |
| <b>Understanding the Main Idea: Cause and Effect</b> | <b>2</b> | <b>6</b> |
| <b>Understanding Supporting Details</b>              | <b>1</b> | <b>3</b> |
| <b>General Revision</b>                              | <b>1</b> | <b>3</b> |

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

|               | Lecture | Tutorial | Laboratory<br>or Studio | Practical | Other: | Total |
|---------------|---------|----------|-------------------------|-----------|--------|-------|
| Contact Hours | 39      | 0        | 0                       | 0         | 0      | 39    |
| Credit        | 3       | 0        | 0                       | 0         | 0      | 3     |

4. Additional private study/learning hours expected for students per week. 9  
**Students should spend three hours of preparation for each credit hour .**

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        | •This is an integrated “high intermediate” course to facilitate reading comprehension and content (information) processing on both the micro and the macro level (detail vs. overall idea). | •Lecturing   | -Quizzes and Assignments<br>-Various Exercises and Tasks on each chapter  |
| 1.2        | • The reading skills such previewing, scanning and skimming, etc. expose students to practice their reading skills outside the classrooms.  | Explaining, eliciting, and Encouraging students to work in pairs and in groups.  | - Midterm Tests<br>- Final Exams  |
| <b>2.0</b> | <b>Cognitive Skills</b>   |  |   |
| 2.1        | Reasoning faculty with special focus on induction, deduction and cause /effect relationships  | Emphasizing the process of reading through the use of logical reasoning and elaboration  | Through general comprehension of the subject matter by examining their individual behavior, visa a vie their classroom participation and interpersonal relationships  |
| 2.2        | Develop the ability to extract the topic/main ideas of reading texts in general and in individual paragraphs.   | Students receive instructions on how to recognize these aspects.   | Comprehension exercises.  |
| <b>3.0</b> | <b>Interpersonal Skills &amp; Responsibility</b>  |  |   |
| 3.1        | Encourage students to work in teams and distribute the responsibilities among themselves to present some reading materials.   | Focusing on the reading process and encouraging students' participations by asking them to work in groups to prepare for reading tasks.  | Observing how students interact in pair and group work activities and classroom discussions and evaluate their performance.   |
| 3.2        |   |  |   |
| <b>4.0</b> | <b>Communication, Information Technology, Numerical</b>   |  |   |
| 4.1        | Using various communication tools and IT in this course such as Black Board, the electronic mails, internet, Data Show.   | •The students are asked to use Black Board to do their assignments.<br>•Using the internet to look for various reading materials.<br>•Using E-mails between the instructor and the students.<br>•Some students use Data Show to present their materials. | • Evaluate students assignment by using the Black Board<br>• Extra marks will given to those students who use the Data Show in presentation.<br>• Quizzes and Assignments are given by using the Black Board and E mails. |
| 4.2        |   |  |   |
| <b>5.0</b> | <b>Psychomotor<br/>N/A</b>  |  |   |

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<br>(Use Program LO Code #s provided in the Program Specifications) |     |  |     |     |     |  |     |     |
|--------------|--|-----|--|-----|-----|-----|--|-----|-----|
|              | 1.1  | 1.2 |  | 2.1 | 2.2 | 3.2 |  | 4.1 | 4.2 |
| 1.1          | X  |     |  | X   | X   | X   |  |     | X   |
| 1.2          | X  | X   |  |     |     |     |  |     |     |
| 2.1          | X  |     |  | X   |     | X   |  |     | X   |
| 2.2          | X  |     |  | X   |     |     |  |     | X   |
| 3.1          |  |     |  |     |     | X   |  |     | X   |
| 4.1          |  |     |  |     |     |     |  |     | X   |

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)

**Instructors are available 5-8 hours a week for consultations.**

#### E Learning Resources

1. List Required Textbooks

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| <b>Pasternak, M &amp; Wrangell, E. (2008). <i>Well Read 3</i>. Oxford: OUP.</b>   |
| 2. List Essential References Materials (Journals, Reports, etc.)<br><b>Howe, D.H. &amp; Kirkpatrick, D.L. (1999). <i>Advance with English (3)</i>. Oxford: Oxford University Press.</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.<br><b>The well Read Instructor Pack</b>                              |

#### 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><br><b>Classrooms equipped with Internet connection and overhead projectors.</b>          |
| 2. Computing resources (AV, data show, Smart Board, software, etc.)<br><br><b>Overhead projector connected to the Internet</b>   |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)<br><br><b>N. A.</b>                                    |

#### G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> <li>• <b>Confidential completion of standard course evaluation questionnaire by students at the end of each semester</b></li> <li>• <b>Occasional student-faculty meetings to get students' feedback</b></li> </ul> |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department<br><br><b>Peer emulation and collegial consultations among sections' instructors are commonplace.</b>  |

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| <p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"><li>1. <b>Using recent research findings to guide the teaching of reading</b></li><li>2. <b>Consulting and counseling students on emerging problems as they might appear during the semester.</b></li><li>3. <b>Revising the effectiveness of teaching in light of end of semester evaluation and assessments.</b></li><li>4. <b>Workshops by internal and external experts</b></li><li>5. <b>Coordination between teachers of different sections of the same course</b></li><li>6. <b>Training and orientation for new instructors of the course</b></li></ol> |
| <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>• <b>Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department</b></li><li>• <b>Mutual checking of random samples of examination papers by coordinators and other teachers of the same course.</b></li></ul>  |
| <p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p><b>Course coordinator calls for regular meetings with sections' instructors throughout the semester to evaluate the progress of the course. At the end of the semester, the coordinator would receive a course report by individual instructors and then prepares a comprehensive course report. In the report he, in consultation with other instructors, would delineate the weaknesses, the strengths, and the scope of development for future implementations.</b></p>  |

Name of Instructor: **Dr. Abdulkhaleq A. Al-Qahtani**

Signature: \_\_\_\_\_ Date Report Completed: **11/4/2016**

Name of Field Experience Teaching Staff: **(English: TESL & Applied Linguistics)**

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

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