

ATTACHMENT 5.

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

**T6. Course Specifications
(CS)**

Course Specifications

Institution	King Khalid University	Date:	April 2016
College/Department	Faculty of Languages and Translation/ Department of English		

A. Course Identification and General Information

1. Course title and code:	Reading Comprehension 4, ENG 216		
2. Credit hours:	2 hours per week		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	B. A. in English		
4. Name of faculty member responsible for the course	Dr. Mohammed Osman, Dr. Ali Al Ameer, Mr. Eric Beer, Dr. Mohammed Alward, Dr. Nisar Koka		
5. Level/year at which this course is offered	Level 4, Second Year		
6. Pre-requisites for this course (if any)	Eng 211		
7. Co-requisites for this course (if any)	-None-		
8. Location if not on main campus	Main Campus		
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	80%
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	20%
d. correspondence	<input type="checkbox"/>	What percentage?	
f. other	<input type="checkbox"/>	What percentage?	

Comments:

- The course book is outdated (the prescribed book was published in 2008) and much of the content has become inappropriate.
- 2 credit hours are inadequate for this subject. The texts are mostly long and complex. Sometimes it takes three classes to complete one text.

B Objectives

1. What is the main purpose for this course?

1. To develop and extend students' information-processing skills to provide them with the skills of self-expression, self-reflection and critical analysis.

2. To develop and extend students' reading skills such as: 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.

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)

There has been a proposal to offer this course as blended through the e-Learning Center from next semester, with 30% of the course taught online.

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

Course Description:

This is the fourth level of a four-level series that teaches and reinforces crucial reading skills and vocabulary strategies step-by-step through a wide range of authentic texts that are meant to engage students' interest. The course is designed to strengthen reading skills. The emphasis is on vocabulary building, paragraph organization, comprehension skills and learning strategies. The focus is on helping the students to understand different text structures and develop effective strategies for critically reading and comprehending other text books.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Understanding the Main Idea Previewing and Scanning Tables	2	4
Understanding Supporting Details Understanding Timelines	2	4

Reading Critically- Facts and Opinions Understanding Bar Graphs	3	6
Revision of the above Reading Skills	1	2
Reading Critically- Making Inferences Previewing Diagrams	2	4
Focus on Skimming Understanding Diagrams	3	6
Reviewing Reading Skills Reviewing Bar Charts	1	2

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

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30		5		10	
Credit	02					

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

At least 2 hours private study/ learning per week for the 2 credit hour teaching.

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		
1.1	Students demonstrate knowledge of reading skills such as previewing, scanning and skimming.	Encouraging students to participate in reading texts.	Quizzes and exams
1.2	Students demonstrate knowledge of comprehension required for reading and communication and use of English language for academic and general purposes.	Lecturing, explaining and eliciting, encouraging students to participate through pair and group work activities.	Quizzes and exams
1.3	Students demonstrate knowledge of language structure and its application.	Encouraging students to participate through pair and group work activities.	Quizzes and exams
2.0	Cognitive Skills		
2.1	Demonstrate critical reading and writing skills. This will help students in spoken and written communication.	Focusing on the process of reading through the use of logical reasoning and elaboration.	Through general comprehension of the subject matter by examining students' individual behavior, classroom participation and interpersonal relationships.
2.2	Demonstrate the ability to understand, appreciate and analyze literary texts.	Developing the interest of students in reading.	Quizzes and exams
2.3	The ability of text scanning, eye movement and active construction of meaning.	Training the brain to read differently and extract the information required.	Quizzes and exams
3.0	Interpersonal Skills & Responsibility		
3.1	To state opinions clearly by taking enough time to consider all the aspects involved.	Encouraging students to practice through pair and group work activities.	By examining students' classroom participation and interpersonal relationships, using Assignments, quizzes exams, and group work.
3.2	Students show the ability to use English language appropriately for social and cross-cultural communication.	Teaching strategies to understand the pronunciation of words in different cultures.	By examining their classroom participation and interpersonal relationships.
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate skill of using databases and searching relevant online material.	Encouraging students to use the computer and internet in reading texts.	Assignments, quizzes, exams and group work.
4.2	Students demonstrate their ability to defend their methods and findings.	Administering assignments and tests through Blackboard.	Through Blackboard

5.0	Psychomotor		
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	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3
1.1	✓													
1.2			✓											
1.3		✓												
2.1				✓										
2.2					✓									
2.3							✓							
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	Quizzes and Assignments	3 & 5	5%
2	Mid-term 1 exam	7	20%
3	Quizzes and Assignments	9 & 11	5%
4	Mid-term 2 exam	13	20 %
5	Final Examination	16	50%
6			
7			
8			

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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 or in the LEP for individual student consultation and academic advice.

E Learning Resources

1. List Required Textbooks

Pasternak, M & Wrangell, E. (2008). Well Read 4. Oxford: OUP.

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

Howe, D.H. & Kirkpatrick, D.L. (1999). Advance with English (3). Oxford: Oxford University Press.

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

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

www.oup.com

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

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.)

1. A lecture room that accommodates not more than 35 students

2. Projector and Screen

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)

G Course Evaluation and Improvement Processes

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

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: ***Dr Mohammed Osman***

Signature: _____ Date Report Completed: ***April 4, 2016***

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: _____