|  |  |
| --- | --- |
| **Course Title:**  | **Reading Skills** |
| **Course Code:** | **140 ENG-2** |
| **Program:** | **Preparatory Year** |
| **Department:**  | **English Skills** |
| **College:** | **Deanship of Preparatory Year** |
| **Institution:** | **Najran University** |

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# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:2**  |  |
| **2. Course type** |
| **a.** | University |  | College |  | Department |  | Others | **PY** |  |
| **b.** | Required |  | Elective |  |  |
| **3. Level/year at which this course is offered:** | **Level 1** |
| **4. Pre-requisites for this course** (if any)**:None** |
| **5. Co-requisites for this course** (if any)**: None** |
|  |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage**  |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** |  |  |
| **2** | **Blended**  | 4 | 100%  |
| **3** | **E-learning** |  |  |
| **4** | **Correspondence** |  |  |
| **5** | **Other**  |  |  |

**7. Actual Learning Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Learning Hours** |
| **Contact Hours** |
| **1** | **Lecture** | 56 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial**  |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 56 |
| **Other Learning Hours\*** |
| **1** | **Study**  | 28 |
| **2** | **Assignments** | 20 |
| **3** | **Library** | 10 |
| **4** | **Projects/Research Essays/Theses**  |  |
| **5** | **Others** (specify) |  |
|  | **Total** | 58 |

**\*** The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description **This course aims to enable students to read academic paragraphs effectively; build vocabulary and take notes. The course guide students to employ basic reading skills and strategies: It will help students to skim for and distinguish between topics and main ideas. It will also facilitate recognizing supporting details by using punctuation marks, numbers and connecting words. In addition, the course make use of contextual clues to infer meanings of unfamiliar words from context. To better understand a text, the course help students to use graphic organizers, mind mapping, outlining, literal meaning and inferences.**  |
|  |
| 2. Course Main Objective |
| **The main purpose of this course is to equip students with the basic skills and strategies necessary for a successful reader of academic texts.**  |

## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge: By the end of the course, students will be able** |  |
| 1.1 | To recognize topics, categories, main ideas and supporting details of the readings. |  |
| 1.2 | To develop academic vocabulary in many ways such as categorization, synonyms, opposites, suffixes, prefixes and parts of speech. |  |
| **2** | **Skills : By the end of the course, students will be able** |  |
| 2.1 | To write about the information of a text. |  |
| 2.2 | To interpret the information in a different reading context. |  |
| 2.3 | To predict meanings of unfamiliar words from context. |  |
| **3** | **Competence: By the end of the course, students will be able** |  |
| 3.1 |  |  |
| 3.2 |  |  |
| 3.3 |  |  |
| 3... |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Part 2 Unit 1:Previewing and Making Predictions | 8 |
| 2 | Part 2 Unit 2:Scanning | 4 |
| 3 | Part 2 Unit 3:Making Inferences | 4 |
| 4 | Part 2 Unit 4:Building a Powerful Vocabulary | 4 |
| 5 | Part 2 Unit 5:Learning to Look for the Topic | 4 |
| 6 | Part 2 Unit 6:Understanding Paragraphs | 4 |
| 7 | Part 2 Unit 7: Finding the Pattern of Organization  | 8 |
| 8 | Part 2 Unit 8:Skimming  | 4 |
| 9 | Part 3 Unit: Thinking Skills  | 4 |
| 10 | Part 4 Unit 1:Fiction- The Diamond family | 4 |
| 11 | Part 4 Unit 2:Biography- Two Popular Authors | 4 |
| 12 | Part 4 Unit 3:Non Fiction- Reading Power Magazines | 4 |
| **Total** | 56 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge** |
| 1.1 | To recognize topics, categories, main ideas and supporting details of the readings. | Group work, discussion and direct method | First Midterm, Second Midterm, Continuous assessment, Final exam. |
| 1.2 | To develop academic vocabulary in many ways such as categorization, synonyms, opposites, suffixes, prefixes and parts of speech. | Group work, games, journals, memorization, brainstorming  | First Midterm, Second Midterm, Continuous assessment, Final exam. |
| … |  |  |  |
| **2.0** | **Skills** |
| 2.1 | To write about the information of a text. | Pair work, group work | First Midterm, Second Midterm, Continuous assessment, Final exam. |
| 2.2 | To interpret the information in different reading context. | group work, debate, discussion  | First Midterm, Second Midterm, Continuous assessment, Final exam. |
| 2.3 | To predict meanings of unfamiliar words from context. | Pair work, problem solving | First Midterm, Second Midterm, Continuous assessment, Final exam. |
| **3.0** | **Competence** |
| 3.1 |  |  |  |
| 3.2 |  |  |  |
| … |  |  |  |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | **First Mid-term exam** | 6 | 20 marks |
| **2** | **Second Mid-term exam** | 11 | 20 marks |
| **3** | **Continuous assessment**  | 1-15 | 10 |
| **4** | **Final exam** | 16-17-18 | 50 marks |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :** |
| Ten office hours per week for each teacher |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Reading Power 1: by Linda Jeffries and Beatrice S. Mikulecky** |
| **Essential References Materials** | **Book Dictionary****Smart Online and Offline Dictionaries** **Teacher's manual** |
| **Electronic Materials** | [**www.elt.mcgraw-hill.com**](http://www.elt.mcgraw-hill.com)**engvid.com**  |
| **Other Learning Materials** | PPT slides to be uploaded by course teachers on Black Board system |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | **Classrooms** |
| **Technology Resources** (AV, data show, Smart Board, software, etc.) | **Classroom facilities and e-library** |
| **Other Resources** (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | **E-learning materials** |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of teaching and assessment | Students | Online questionnaire for students Students Edu-gate Evaluation Report |
| Extent of achievement of course learning outcomes | Course Coordinator | Direct |
| Quality of learning resources | Quality Unit | Direct |
|  |  |  |
|  |  |  |
|  |  |  |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | **Department Council**  |
| **Reference No.** | **FS 40/41-1** |
| **Date** | **Sept 10th, 2019** |