



## Course Specifications

<b>Course Title:</b>	Reading Comprehension 1
<b>Course Code:</b>	ENG 111
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b> a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 1/Year 1
<b>4. Pre-requisites for this course (if any):</b> None
<b>5. Co-requisites for this course (if any):</b> None

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100
2	Blended	00	00
3	E-learning	00	00
4	Distance learning	00	00
5	Other	00	00

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	00
3	Tutorial	00
4	Others (specify)	00
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>  This course is for level 1 students and is made up of 8 topics.
<b>2. Course Main Objective</b> The main aim of this course is to acquaint students with reading strategies and skills and facilitate their understanding and analyzing of written texts effectively and easily as well as cultivating in them the love for reading, developing their oral and silent reading skills and performing critical reading and thinking.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Demonstrate knowledge of before – during – after reading strategies that build comprehension	K3
1.2	Demonstrate a significant increase in word knowledge	K2
1.3	Employ pre- reading, skimming, and prewriting techniques	K2
1.4	Identify main ideas in paragraphs and reading selections	K2
<b>2</b>	<b>Skills :</b>	
2.1	Previewing texts	S1
2.2	Collecting information by using critical thinking	S3
2.3	Produce simple sentences and short paragraphs in response to readings	S3
<b>3</b>	<b>Values:</b>	
3.1	Develop the habit of reading different kinds of texts on paper or electronic supports	V1
3.2	Develop their own independent way of vocabulary acquisition from reading texts and using it in their writing and speaking	V2
3.3	Use their reading acquisitions as a means to maintain a lifelong learning of English through this medium	V3

### C. Course Content

No	List of Topics	Contact Hours
1	How Are Family Members Alike?	9
2	Who Are Your Friends?	9
3	Why Do We Like Arts?	9
4	What Can We Explore?	9
5	How Does the World Communicate?	9
6	Why Do We Go on Vacation?	9
7	What Inventions Changed the World?	9
8	Jobs and Skills in the 21 <sup>st</sup> Century	9
9	Money Matters	9
<b>Total</b>		<b>45</b>

### D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Demonstrate knowledge of before – during – after reading strategies that build comprehension	Predicting, questioning	In-class quizzes

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.2	Demonstrate a significant increase in word knowledge	Visualizing	Online quizzes
1.3	Employ pre- reading, skimming, and prewriting techniques	Predicting, questioning	In-class quizzes
1.4	Identify main ideas in paragraphs and reading selections	Identifying, summarizing	In-class tests
<b>2.0</b>	<b>Skills</b>		
2.1	Previewing texts	Predicting, questioning	In-class quizzes
2.2	Collecting information by using critical thinking	Identifying, summarizing	In-class tests
2.3	Produce simple sentences and short paragraphs in response to readings	Visualizing	Online quizzes
<b>3.0</b>	<b>Values</b>		
3.1	Develop the habit of reading different kinds of texts on paper or electronic supports	Predicting, questioning	In-class quizzes
3.2	Develop their own independent way of vocabulary acquisition from reading texts and using it in their writing and speaking	Identifying, summarizing	In-class tests
3.3	Use their reading acquisitions as a means to maintain a lifelong learning of English through this medium	Visualizing	Online quizzes

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	3	5
2	1 <sup>st</sup> midterm exam	7	20
3	Quiz 2	10	5
4	2 <sup>nd</sup> midterm	12	20
5	Final exam	End of Semester	50

\*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:  
10 hours per week

## F. Learning Resources and Facilities

## 1. Learning Resources

<b>Required Textbooks</b>	Adams, K. (2020). <i>Trio: Reading 1 (5<sup>th</sup> ed.)</i> . New York: Oxford University Press.
<b>Essential References Materials</b>	Engelhardt, D. (2013). <i>Practice Makes Perfect: Intermediate English Reading and Comprehension</i> . New York: McGraw – Hill.
<b>Electronic Materials</b>	Websites: busyteacher.org ; englishforeveryone.org ; k5learning.com  Free online text-to-speech applications such as <a href="http://www.fromtexttospeech.com/">http://www.fromtexttospeech.com/</a> and
<b>Other Learning Materials</b>	<a href="https://www.naturalreaders.com/online/">https://www.naturalreaders.com/online/</a> .

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom, Blackboard
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show, AV
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for obtaining student feedback on effectiveness of teaching	Program leaders	Confidential questionnaires with students
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement	Program leaders	1. Regular meetings among teachers and the course coordinator 2. Regular meetings by the curriculum review committee 3. Departmental council meetings to discuss proposals for the curriculum
Processes for verifying standards of student achievement (e.g. check marking by an	Program leaders	Random samples of examination papers by coordinators and other teachers of the same course

Evaluation Areas/Issues	Evaluators	Evaluation Methods
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)		and by the designated committees In-house workshop Working group meetings Training new instructors to the course
Processes for improvement of teaching	Faculty, program leaders, peer reviewers	Occasional in-class observations by the department chairman, peer observation.
Other strategies for evaluation of teaching by the instructor or the department	By the department chairman, a peer	Occasional in-class observations by the department chairman.

**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 of English
Reference No.	14
Date	May 2, 2021