اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Reading Comprehension 3
Course Code:	ENG 211
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

Table of Contents

A. Course Identification

1. Credit hours: 3	

2. Course type

a.   University ☐   College ☐   Department ✔   Others ☐

b.   Required ✔   Elective ☐

3. Level/year at which this course is offered: Level 3/Year 2

4. Pre-requisites for this course (if any)**:** Reading 2

5. Co-requisites for this course (if any)**:** N/A

6. Mode of Instruction (mark all that apply)

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

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	45
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This is an intermediary course designed to facilitate reading comprehension, maximize vocabulary building, and correct grammar usage. Moreover, the reading skill such as previewing, scanning and skimming, etc. is expected to prepare students to utilize their reading skills outside the classrooms.

2. Course Main Objective

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

To develop and hone their analytical reading skills.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	Students demonstrate knowledge of language structure and its application. Determine meaning of unfamiliar words and sounds by decoding, using contextual or structural analysis, without using a dictionary.	K1
1.2	Illustrate different strategies to interact in communicative post-reading tasks by using a range of skills and key terms.	K2
1.3	Students demonstrate knowledge of comprehension required for reading and communication by learning different techniques and strategies. Identify intensive reading skills and strategies to improve reading speed, and comprehension of different types of articles and graphics.	K3
2	**Skills :**	
2.1	Students read and analyze a variety of texts and demonstrate comprehension skills such as previewing, scanning and skimming. Use comprehension of a text to make inferences and predictions.	S3
2.2	Students are able to read critically and state opinions clearly. Evaluate written materials by using critical reasoning skills.	S6
2.3	Illustrate the ability to process information, and communicate on a range of topics by formulating ideas and thoughts. Develop key reading skills such as skimming, scanning, and identifying the main ideas and supporting details of texts or paragraphs as well as guessing vocabulary from context.	S2
2.4	Applying knowledge to summarize/paraphrase information in a text and relate personal opinions. Uses of instructional technologies to promote reading development Analyze different graphic elements such as charts, graphs, tables, and timelines.	S5
3	**Values:**	
3.1	Students understand the responsibility for their own learning and personal growth through self-development.	V1
3.2	Illustrate effective communication and leadership qualities.	V2
3.3	Liaise with others in a professional capacity, and demonstrate the ability of working independently and within a team.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Learning and Behaviour	45
2	Individuals and Society	45
3	Problems and Solutions	45
Total		45

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 and Understanding**		
1.1	Students demonstrate knowledge of language structure and its application. Determine meaning of unfamiliar words and sounds by decoding, using contextual or structural analysis, without using a dictionary.	Encouraging students to participate in reading texts inside and outside of the classroom.	Quizzes and exams
1.2	Illustrate different strategies to interact in communicative post-reading tasks by using a range of skills and key terms.	Lecturing, explaining and eliciting, as well as encouraging students to participate in pair and group work.	Quizzes and exams
1.3	Students exhibit knowledge of comprehension required for reading and communication by learning different techniques and strategies. Identify intensive reading skills and strategies to improve reading speed, and comprehension of different types of articles and graphics.	Encourage students to participate in pair and group work activities.	Quizzes and exams
2.0	**Skills**		
2.1	Students read and analyze a variety of texts and demonstrate comprehension skills such as previewing, scanning and skimming. Use comprehension of a text to make inferences and predictions.	Reading many different texts in the classroom, and then eliciting answers so the student can demonstrate his comprehension skills.	By examining students 'classroom participation and interpersonal relationships, using assignments, quizzes exams, and group work
2.2	Students are able to read critically and state opinions clearly. Evaluate written materials by using critical reasoning skills.	Reading, eliciting and asking students to communicate their opinions in pair or in a group.	By examining students 'classroom participation and interpersonal relationships, using assignments, quizzes exams, and group work
2.3	Illustrate the ability to process information, and communicate on a range of topics by formulating ideas and thoughts. Develop key reading skills such as skimming, scanning,	Reading many different texts in the classroom, and then eliciting answers so the student can demonstrate his	By examining students 'classroom participation and interpersonal

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	and identifying the main ideas and supporting details of texts or paragraphs as well as guessing vocabulary from context.	comprehension skills.	relationships, using assignments, quizzes exams, and group work
2.4	Applying knowledge to summarize/paraphrase information in a text and relate personal opinions. Uses of instructional technologies to promote reading development Analyze different graphic elements such as charts, graphs, tables, and timelines.	Reading and applying knowledge to summarize the texts to the class or in pairs. Eliciting and asking follow up questions to demonstrate the ability of combining personal opinions to the information in the text.	By examining students 'classroom participation and interpersonal relationships, using assignments, quizzes exams, and group work
3.0	**Values**		
3.1	Students understand the responsibility for their own learning and personal growth through self-development.	Monitor students in the classroom, and track their progress throughout the semester.	Monitor the students progression through classwork, and group work through the semester.
3.2	Illustrate effective communication and leadership qualities.	Monitor students in the classroom, and them to work in groups to assess their communication and leadership skills.	Class discussions, group work and monitor class participation.
3.3	Liaise with others in a professional capacity, and demonstrate the ability of working independently and within a team.	Monitor students in the classroom, and track their progress throughout the semester.	Monitor the student's progression through classwork, and group work through the semester.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term 1	7th week	20%
2	Quizzes and Assignments	5th week	10%
3	Mid-term 2	13th week	20 %
4	Final Examination	16th week	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:

Teachers are available for 10 hours weekly in their offices for individual students' consultation and academic advice.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Trio Reading 3 Book by Kate Adams
Essential References Materials	N/A
Electronic Materials	Available on Blackboard
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	A lecture room that accommodates no more than 35 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Smart board and PowerPoint presentations.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Blackboard

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students Program learners	Direct (Confidential course meetings to obtain students feedback).
Extent of achievement of course learning outcomes	Faculty Peer reviewer External experts	Indirect
Verifying standards of student achievement	Course coordinators Peer review	Direct
Quality of learning resources	Students Faculty	Direct (Questionnaires and meetings).

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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