



## Course Specifications

|                      |                                      |
|----------------------|--------------------------------------|
| <b>Course Title:</b> | Reading Comprehension (4)            |
| <b>Course Code:</b>  | ENG 216                              |
| <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><br>2   |
| <b>2. Course type</b><br>a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/><br>b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/> |
| <b>3. Level/year at which this course is offered:</b> 4 <sup>th</sup> level/ 2 <sup>nd</sup> year  |
| <b>4. Pre-requisites for this course (if any):</b> Reading 3 (Eng. 211)  |
| <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 | 30 hours      | 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           | 30            |
| 2  | Laboratory/Studio | 00            |
| 3  | Tutorial          | 00            |
| 4  | Others (specify)  | 00            |
|    | <b>Total</b>      | 30            |

## B. Course Objectives and Learning Outcomes

|   |
|---|
| <b>1. Course Description</b><br><br>This course is designed for level 4 students and is made up of nine topics  |
| <b>2. Course Main Objective</b><br><b>The main aim of this course is</b> <ol style="list-style-type: none"> <li>To develop students' reading strategies and skills</li> <li>To facilitate their understanding and analyzing of written texts effectively and easily.</li> <li>To develop and extend students' information processing skills to provide them with the skills of self-expression, self-reflection and critical analysis.</li> <li>To develop students' oral and silent reading skills and,</li> <li>To performing critical reading and thinking, finding main ideas in texts; identifying authorial audience and purpose; synthesizing material from diverse sources using graphic aids in preparing to read and evaluating different viewpoints on a common subject</li> </ol> |

### 3. Course Learning Outcomes

| CLOs     |   | Aligned PLOs |
|----------|---|--------------|
| <b>1</b> | <b>Knowledge and Understanding</b>  |              |
| 1.1      | Implement before – during – after reading strategies that build comprehension   | K1           |
| 1.2      | Reading for detail and identifying opinions by producing simple sentences and short paragraphs in response to readings  | K1           |
| 1.3      | Demonstrate a significant increase in word knowledge  | K1           |
| 1.4      | Employ pre-reading, skimming, and prewriting techniques   | K1           |
| 1.5      | Identify main ideas in paragraphs and reading selections  | K3           |
| <b>2</b> | <b>Skills :</b>   |              |
| 2.1      | Activating prior knowledge, previewing texts, skimming, scanning to find information making predictions, and inferences | S1           |
| 2.2      | Comparison and contrast language in topic sentences   | S3           |
| 2.3      | Collecting information by using critical thinking, analyzing and evaluating these topics.                               | S3           |
| <b>3</b> | <b>Values:</b>  |              |
| 3.1      | 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      | Liase with others in a professional capacity, and demonstrate the ability of working independently within a team.       | V3           |

### C. Course Content

| No           | List of Topics   | Contact Hours |
|--------------|--|---------------|
| 1            | Previewing Online Articles & Understanding Tables.( <b>Reflecting on Film</b> )                            | 4             |
| 2            | Understanding the Topic, Previewing Newspaper, Articles, Graphs and Charts. ( <b>The Science of Love</b> ) | 4             |
| 3            | Understanding the Main Idea, Previewing and Scanning Timelines: ( <b>Unnatural Resources</b> )             | 4             |
| 4            | Supporting Details and Timelines: ( <b>Uncovering History</b> )  | 4             |
| 5            | Reading Critically- Facts and Opinions and Understanding Bar Graphs: ( <b>Strange Phenomenon</b> )         | 4             |
| 6            | Reading Critically- Making Inferences, and Previewing Diagrams: ( <b>Rethinking Business</b> ).            | 4             |
| 7            | Focus on Skimming and Understanding Diagrams: ( <b>The Global Diet</b> ).                                  | 4             |
| 8            | Reviewing Reading Skills and Reviewing Bar Charts: ( <b>Ethics in Science</b> ).                           | 2             |
| <b>Total</b> |  | <b>30</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        | Implement before – during – after reading strategies that build comprehension   | Predicting, questioning  | In-class quizzes       |
| 1.2        | Reading for detail and identifying opinions by producing simple sentences and short paragraphs in response to readings  | Identifying, summarizing | In-class tests         |
| 1.3        | Demonstrate a significant increase in word knowledge  | Visualizing              | Online quizzes         |
| 1.4        | Employ pre- reading, skimming, and prewriting techniques  | Predicting, questioning  | In-class quizzes       |
| 1.5        | Identify main ideas in paragraphs and reading selections  | Identifying, summarizing | In-class tests         |
| <b>2.0</b> | <b>Skills</b>   |                          |                        |
| 2.1        | Activating prior knowledge, previewing texts, skimming, scanning to find information making predictions, and inferences | Predicting, questioning  | In-class quizzes       |
| 2.2        | Comparison and contrast language in topic sentences   | Identifying, summarizing | In-class tests         |
| 2.3        | Collecting information by using critical thinking, analyzing and evaluating these topics.                               | Visualizing              | Online quizzes         |
| <b>3.0</b> | <b>Values</b>   |                          |                        |
| 3.1        | Understand the responsibility for their own learning and personal growth through self-development.                      | Predicting, questioning  | In-class quizzes       |
| 3.2        | Illustrate effective communication and leadership qualities   | Identifying, summarizing | In-class tests         |
| 3.3        | Liase with others in a professional capacity, and demonstrate the ability of working independently within a team.       | Discussions              | Discussion Board Posts |

### 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                       | 9        | 5                                    |
| 4 | 2 <sup>nd</sup> midterm      | 11       | 20                                   |
| 5 | Final exam                   | 16       | 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>             | Pasternak, M & Wrangell, E. (2008). <i>Well Read 4</i> . Oxford: OUP   |
| <b>Essential References Materials</b> | N/A  |
| <b>Electronic Materials</b>           | <u>Websites:</u><br><a href="http://www.oup.com">www.oup.com</a><br>Free online text-to-speech applications such as<br><a href="http://www.Reading.Activelylearn.com">www.Reading.Activelylearn.com</a><br><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><br>(Classrooms, laboratories, demonstration rooms/labs, etc.)   | Classroom, Blackboard |
| <b>Technology Resources</b><br>(AV, data show, Smart Board, software, etc.)  | Data show, AV         |
| <b>Other Resources</b><br>(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  | Program leaders | 1. Regular meetings among teachers and the course |

| Evaluation Areas/Issues  | Evaluators                               | Evaluation Methods  |
|--|--|---|
| arrangements for periodically reviewing course effectiveness and planning for improvement  |  | <p>coordinator</p> <p>2. Regular meetings by the curriculum review committee</p> <p>3. Departmental council meetings to discuss proposals for the curriculum</p>  |
| 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) | Program leaders                          | <p>Random samples of examination papers by coordinators and other teachers of the same course and by the designated committees</p> <p>In-house workshop</p> <p>Working group meetings</p> <p>Training new instructors to the course</p> |
| 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           |