



## Course Specifications

<b>Course Title:</b>	<b>Reading 1 ENG-2/141</b>
<b>Course Code:</b>	<b>ENG-2/141</b>
<b>Program:</b>	<b>Bachelor's Program in English</b>
<b>Department:</b>	<b>Department of English</b>
<b>College:</b>	<b>Jazan (Male and Female Campus), Samtah (Female Campus), Ardha (Female Campus) Dayer (Female Campus), Darb (Female Campus), and Farasan (Female Campus)</b>
<b>Institution:</b>	<b>Jazan University</b>

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	4
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support .....</b>	<b>5</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1.Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation .....</b>	<b>6</b>
<b>H. Specification Approval Data .....</b>	<b>7</b>

## A. Course Identification

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

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

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

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (self study and assignments)	
	<b>Total</b>	<b>30</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is a two credit hours course aimed at enhancing reading skills of students at the lower intermediate level. The focus of the course is on enabling learners to understand and to assimilate selected reading sub-skills, which will help them improve their study skills and to help them tackle proficiency exams in future.

### 2. Course Main Objective

This course aims at enhancing and developing students' reading skill with the progression of each and every chapter of the assigned textbook. The students are exposed to the various chapters in the book from which they can learn the key reading strategies such as getting meaning from the context, identifying the main idea and supporting details, summarizing, eliciting information from the reading passage, using synonyms, using words in context, making connections between words, phrases and paragraphs within the reading passages etc. The reading of different chapters also helps students learn a great number of words that significantly increases their stock of words.

The learning objectives of the course are to enable students to recognize reading structure, identify words and main ideas. They can recognize topics, supporting details, getting meaning

from context. Students will synthesize and discuss ideas from reading. They will be able to summarize a reading and predicting the content of a reading. Students can analyze internet information on higher level. Students will be able to guess words and meaning from context. They can recognize nouns, pronouns, adjectives and verbs. Students will find own external reading material to develop reading skills, improve research skills and expand vocabulary.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding: Students will be able to</b>	
1.1	Relate words with their meanings	<b>K1</b>
2	<b>Skills : Students will be able to</b>	
2.1	Infer information from a reading passage	<b>S4</b>
2.2	Identify the main topic of an email or article or any reading passage	<b>S1</b>
2.3	Classify words according to their parts of speech	<b>S2</b>
3	<b>Values: Students will be able to</b>	
3.1	Show self-reliance while working independently	<b>V2</b>
3.2	Reinforce a sense of academic ethics in writing assignments	<b>V3</b>

### C. Course Content

No	List of Topics	Contact Hours
1	Chapter 1: Neighborhoods, Cities, and Towns: Part-1,3,4 Before You Read, Making a Prediction, Previewing Vocabulary, Understanding New Words, Identifying Main Ideas, Identifying the Main Topic, Completing Sentences, Vocabulary Practice	7
2	Chapter 2: Shopping and E-Commerce: Part-1,2,4 Before You Read, Previewing Vocabulary, Reading Articles, Using Punctuations Clues. Understanding Quotation Marks, Identifying the Topic and Main Idea of a Paragraph. Summarizing.	7
3	Chapter 3: Friends and Family: Part-1,2,4 Previewing Vocabulary, Skimming, Recognizing organization in an essay. Reading Articles, Using a Graphic Organizer	6
4	Chapter 4: Health Care: Part-1, 4 Previewing Vocabulary, Understanding Italics, Understanding the Main Ideas. Reading and Answering a Questionnaire	6
5	Tests and Revision for Final Exam	4
<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
1.0	<b>Knowledge and Understanding: students will be able to</b>		
1.1	Relate words with their meanings	Lectures Explanation Group discussions Pair work	Objective tests Matching questions

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Vocabulary building	
<b>2.0</b>	<b>Skills: students will be able to</b>		
2.1	Infer information from a reading passage	Lectures Explanation Group discussions Pair work Vocabulary building	Objective tests Matching questions Short questions
2.2	Identify the main topic of an email or article or any reading passage	Lectures Explanation Collaborative learning Group discussions Pair work	Objective tests Short questions
2.3	Classify words according to their parts of speech	Lectures Explanation Collaborative learning Group discussions Pair work	Objective tests Matching questions Short questions
<b>3.0</b>	<b>Values: students will be able to</b>		
3.1	Show self-reliance while working independently	Problem based learning Explanation Group discussions Pair work	Objective tests Matching questions
3.2	Reinforce a sense of academic ethics in writing assignments	Problem based learning Explanation Group discussions Pair work	Objective tests Short / long questions Writing paragraphs

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	4-6	10
2	Midterm	5-9	20
3	Assignment 1 (OR) Quiz 2	5-10	10
4	Final Exam	16	60

\*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 :

Course teachers are available during office hours (10 hours per week) for students seeking academic help and advising. Further, they are assigned academic counselors with whom they may discuss academic or even personal issues.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Interaction Access Reading Book By Pamela Hartman, James Mental, Ahmed Motala
<b>Essential References Materials</b>	www.mhhe.com/interactionsmosaic
<b>Electronic Materials</b>	www.mhhe.com/interactionsmosaic
<b>Other Learning Materials</b>	An Introductory Course Book: Critical Reading and Writing. Any relevant learning resource

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	A language lab is needed to enable students to improve their language skills.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	The use of the projector or smart board will be an added advantage in this regard
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NA

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment, Student Evaluation
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Course Report, Student Evaluation

**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

<b>Council / Committee</b>	Department Council (session # 2101)
<b>Reference No.</b>	43/54/25644
<b>Date</b>	29/09/21