



Course Specification

— (Bachelor)

Course Title: Reading Comprehension 1

Course Code: ENG 1101

Program: BA in English Language

Department: English

College: Social Sciences

Institution: Umm Al-Qura University

Version: 2

Last Revision Date: 2023



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A. General information about the course:

1. Course Identification

1. Credit hours:			
4			
2. Course type			
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department
			<input type="checkbox"/> Track
			<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective
3. Level/year at which this course is offered:			
Year 1 - Level 1			
4. Course general Description:			
<p>This pre-intermediate course focuses on the acquisition and practice of essential reading comprehension strategies. Class discussions will make use of high-interest materials and a range of critical-thinking exercises to develop students' skills in areas that include (but are not limited to): identifying the common structures of reading passages, skimming and scanning for information, using vocabulary-building techniques, and making inferences based on textual evidence. The course also adopts an integrated-skill approach to improve reading fluency. Students respond to reading passages by engaging in level-appropriate writing tasks that require the application of correct grammatical and mechanical rules at the sentence and paragraph level.</p>			
5. Pre-requirements for this course (if any):			
None			
6. Co-requirements for this course (if any):			
None			
7. Course Main Objective(s):			
<p>The aim of this course is to help students acquire the essential technical and conceptual skills needed to progress from a pre-intermediate to an intermediate level of reading comprehension.</p>			

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> ● Traditional classroom ● E-learning 	4 hours per week 10	90% 10%



No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	38
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify): Exams	2
Total		40

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Explain important reading strategies and their uses, including skimming, scanning, and guessing a word's meaning from its context.	K1	Class discussion. - In-class practice and exercises.	Quizzes and exams. - In-class practice.
1.2	Discuss the common structures of reading passages (their main ideas, supporting details, as well as the logical and formal elements that establish their unity and cohesion).	K1	Traditional lecturing.	Quizzes and exams. - In-class practice.
1.3	Analyze different types of supporting details (those that indicate a process, a sequence, a comparison, or those that provide examples and reasons).	K1	Traditional lecturing. Class discussion	Quizzes and exams. - In-class practice.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
2.1	Analyze the structure of a reading passage: its main idea, supporting details and type of organization.	S1	- Traditional lecturing. - Class discussion.	Quizzes and exams. - In-class practice. - Assignment.
2.2	Demonstrate time-management reading techniques by skimming and scanning for main ideas and details.	S1	- Timed in-class exercises.	Exams
2.3	Analyze predictions and inferences based on visual and textual evidence.	S1	Class discussion. - Watching the textbook's multimedia content.	Quizzes and exams. - Assignment.
2.4	Compose a meaningful sentence or paragraph that conforms to a number of targeted grammatical rules and writing mechanics.	S1	Class discussion - Timed in-class exercise	Assignment
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate commitment to standards of integrity and ethical behavior in various academic, professional and research fields.	V1	In-class workshop - Class discussion	Group activities. - Group Project.
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2		Assignments - Projects
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1. Life in a Day · Targeted Skills and Strategies: o Skimming for gist o Scanning/predicting o Understanding main ideas and details o Understanding Purpose o Critical thinking: Inferring meaning, applying, synthesizing, reflecting o Writing skill: Writing sentences that describe daily activity using the simple present tense	6



	o Vocabulary: Word forms (verbs and nouns) and word partners (verb + time)	
2.	<p>Unit 2. Don't Give Up</p> <ul style="list-style-type: none"> · Targeted Skills and Strategies: <ul style="list-style-type: none"> o Identifying and understanding main ideas of paragraphs o Understanding supporting sentences o Understanding purpose o Predicting o Sequencing o Summarizing and categorizing o Critical thinking: Identifying evidence, evaluating, inferring, applying o Writing skill: Writing sentences about a personal learning goal using want and need <p>o Vocabulary: Word link (in and im) and word partners (verb + up)</p>	6
3.	<p>Unit 4. Green Living</p> <ul style="list-style-type: none"> · Targeted Skills and Strategies: <ul style="list-style-type: none"> o Scanning for details o Understanding main ideas o Understanding purpose o Understanding a process o Predicting o Sequencing o Summarizing o Critical thinking: Analyzing problems and solutions, synthesizing, applying and inferring meaning o Writing skill: Writing a paragraph about possible solutions to an environmental issue <p>Main idea: stating a problem and proposing a solution § Using supporting details</p> <p>Vocabulary: Word link (re) and word partners (antonyms)</p>	6
4.	<p>Unit 5. Food Journeys</p> <ul style="list-style-type: none"> · Targeted Skills and Strategies: <ul style="list-style-type: none"> o Recognizing pronoun references o Understanding main ideas and details o Predicting o Summarizing o Critical thinking: How to justify an opinion o Writing skill: Writing a paragraph explaining why people enjoy sharing pictured of food § Paraphrasing using synonyms § Giving reasons o Vocabulary: Word forms § words as nouns and verbs § changing adjectives into adverbs 	6
5.	<p>Unit 7. Exploration</p> <ul style="list-style-type: none"> · Targeted Skills and Strategies: <ul style="list-style-type: none"> o Identifying facts and speculations o Understanding main ideas and details o Predicting o Understanding purpose o Summarizing o Critical thinking: Understanding analogies, applying and synthesizing 	6





	<ul style="list-style-type: none"> o Writing skill: Writing a paragraph about a place worth exploring § Introducing examples § Expressing interests and desires o Vocabulary: Word form (adjectives and nouns for measurement) and word partner (run + adverb/preposition) 	
6.	<p>(Optional if there is time) Unit 9. Animal Behavior</p> <ul style="list-style-type: none"> · Targeted Skills and Strategies: o Recognizing noun clauses o Skimming o Understanding main ideas and details o Understanding pronoun references o Predicting o Summarizing o Critical thinking: Inferring opinion, reflecting, and applying o Writing skill: Writing a paragraph comparing the behavior of two different animals o Vocabulary: Word link (er and or) and word forms (homonyms) 	6
7.	Midterm/Quizzes	2
8.	In-class workshop	2
Total		40

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam or Quizzes: These exams should include questions that require productive answers (writing sentences and short answers) All teachers of the course should follow the same rubric. These rubrics are available in the teacher's manual or online.	6	30%
2.	MyElt Exercises: Students should access the MyElt platform and do the exercises that the teacher assigned immediately after every unit. This way, students can practice what they learn and receive immediate feedback from the platform.	Every Unit	10%
3.	Writing assignments: They should address the chapter's targeted grammatical rules and writing mechanics. All teachers of the course should follow the same rubric. These rubrics are available in the teacher's manual or online.	Every unit	10%
4.	Final: (Note): In addition to the questions related to the knowledge/skills introduced through the main textbook, part of the final exam should include a vocabulary component on a set of words that students acquire through self-directed learning. 10 marks should be allocated to this question so that students take this task seriously. The following is the	13	50%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	assigned source which has been listed as a second textbook in the “Required Textbooks” section: · “Units 1-14” in 504 Absolutely Essential Words, by Murray Bromberg, Julius Liebb and Arthur Traiger. 6th Edition. (New York: Barron’s, 2012) Students will only be required to study the first 14 lessons while the other 28 lessons will be assigned later in levels 2 and 3 (also as self-directed learning tasks).		
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*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Blass, Laurie and Mari Vargo. Pathways: Reading, Writing, and Critical Thinking 1. Latest edition available. (Boston: National Geographic Learning). “Units 1-14” in 504 Absolutely Essential Words, by Murray Bromberg, Julius Liebb and Arthur Traiger. 6th Edition. (New York: Barron’s, 2012)
Supportive References	Bottcher, Elizabeth. Longman Academic Reading Series 1. 1st Edition. (NJ: Pearson Education, Inc., 2016) Bohlke, David and Rebecca Trever Chase. Reading Explorer Foundations. 3rd Edition. (Boston: National Geographic Learning, 2019). Bohlke, David and Nancy Douglas. Reading Explorer 1. 3rd Edition. (Boston: National Geographic Learning, 2019). Comodromos, Eliza and Paul Langan. Building Vocabulary Skills. 5th Edition. (NJ: Townsend Press, 2018) Langan, John. Ten Steps to Building College Reading Skills. 6th Edition. (NJ: Townsend Press, 2016) Langan, John. The Reading-Writing Connection. 1st Edition. (NJ: Townsend Press, 2013) Sanabria, Kim. Longman Academic Reading Series 2. 1st Edition. (NJ: Pearson Education, Inc., 2016)
Electronic Materials	Students should be advised to use their codes in order to access the companion website and the extra exercises offered there.
Other Learning Materials	

2. Required Facilities and equipment



Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Spacious rooms are required
Technology equipment (projector, smart board, software)	All classrooms are equipped with projectors and screens.
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Peer reviewer Program leader	Institutionally controlled questionnaires
Effectiveness of Students assessment		Institutionally controlled questionnaires / Peer-review procedure
Quality of learning resources		Institutionally controlled questionnaires
The extent to which CLOs have been achieved		
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453/132022
DATE	07 RABI-II 1445 H - 22 OCTOBER 2023

