



Course Specifications

Course Title:	Reading in English as a Foreign Language
Course Code:	(3012384-2)
Program:	BA in English Language (301200)
Department:	Department of English Language
College:	Allith University College
Institution:	Umm AlQura University

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A. Course Identification

1. Credit hours: 2 hrs.
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 8 (4 th year, 2 nd semester)
4. Pre-requisites for this course (if any): Students must have passed <i>Introduction to Language</i> (3012260-3); for the course requires familiarity with the basic components of linguistic knowledge.
5. Co-requisites for this course (if any): NA

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom <input type="checkbox"/>	2 hrs. per week	100%
2	Blended	0	0%
3	E-learning	0	0%
4	Correspondence	0	0%
5	Other	0	0%

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	(2 hrs.) x (15 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	(4 office hours) x (15 weeks)
	Total	90 hours
Other Learning Hours*		
1	Study	(1 hour) x (15 weeks)
2	Assignments	(1 hour) x (15 weeks)
3	Library	(1 hour) x (15 weeks)
4	Projects/Research Essays/Theses	0
5	Others (specify)	0
	Total	45 hours

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This two-hour credit module encompasses modern approaches to reading in English as a foreign language (REFL). You are going to be introduced to the basic reading processes in its various aspects from the major theoretical and practical framework related to REFL. It is meant for advanced undergraduate students in linguistics who are competent enough to be immersed in pedagogical problems of REFL and recognize and exploit the relationship between reading, writing and other language skills.

2. Course Main Objective

Upon completing the course, students should understand and be able to discuss the act of reading texts in ESL/EFL in its historical, linguistic, psychological, cognitive, metacognitive, sociological and personal perspectives. They should be able to understand, discuss and utilize the micro- and macro-skills involved in the process of reading, as well as the various strategies used for text analysis, text comprehension and text criticism and evaluation.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Determine the various types of reading comprehension classrooms.	K1
1.2	Recognize the strategies for reading comprehension, text processing, text analysis and evaluation.	K2
1.3	Demonstrate knowledge of the trends and shifts in theories related to reading in English as a Second Language.	K3
1.4	Acquire the steps to be followed to become a critical reader.	K4
2	Skills:	
2.1	Apply the strategies for reading comprehension.	S1
2.2	Implement the theories and approaches into second language reading.	S2
2.3	Use critical reading techniques to explore the deep meanings of a text.	S3
2.4	Analyze classroom issues related to teaching reading.	S4
3	Competence:	
3.1	Practice teaching reading to students in real classes.	C1
3.2	Exploit the relationship between reading, writing, speaking and other language skills.	C2
3.3	Evaluate the different reading methodologies.	C3

C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation Introduction to psycholinguistics and how it fits in the overall linguistic context	2
2	Teaching reading: An overview of micro- and macro-skills and strategies for reading comprehension	4
3	Reading theories and implications for EFL reading pedagogy	2

4	Schema theory and implications for the EFL reading classroom	4
5	Extensive vs intensive reading	2
6	Reading comprehension: A overview	4
7	Developing reading comprehension questions	2
8	Critical reading and critical thinking	2
9	Criteria for reading materials selection	2
10	Reading, literacy and the internet	2
11	On the problems of reading: The case of dyslexia	2
12	Reviews of reading books	2
Total		30

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		
1.1	Understand the reading process in its various aspects	Lecture	Class discussion Exams: (midterm & final) Assignment
1.2	Understand and apply the strategies for reading comprehension, text processing, text analysis, text exploitation and text evaluation	Lecture	Class discussion Exams: (midterm & final) Assignment
2.0	Skills		
2.1	Apply the strategies for reading comprehension, text processing, text analysis, text exploitation and text evaluation	Lecture	Class discussion Exams: (midterm & final) Assignment
2.2	Understand and explain the linguistic, biological, socio-cultural and pedagogical	Lecture	Class discussion Exams: (midterm & final) Assignment
3.0	Competence:		
3.1	Recognize and appreciate the crucial role of skilled and critical reading in personal, academic and social development.	Lecture	Class discussion Exams: (midterm & final) Assignment
3.2	Recognize and exploit the relationship between reading, writing and other language Skills.	Lecture	Class discussion Exams: (midterm & final) Assignment

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment (short essay + oral presentation)	12	10%
2	Midterm exam (1)	4	20%
3	Midterm exam (2)	13	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:

- Each instructor should provide academic guidance to a specific number of students in the English language department.
- Faculty members have four office hours per week in which they try to provide students with further clarification related to the delivered lessons, when needed as well as availability through email.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	A packet of selected articles dealing with issues relevant to various issues in EFL reading theory and practice
Essential References Materials	<ul style="list-style-type: none"> ● Smith, F. (2004). Understanding reading (6th. ed.). Mahwah, NJ: Lawrence Erlbaum. ● Urquhart, A. H. and C. J. Weir. (1998). Reading in a second language: Process, product and Practice. New York: Longman. ● Alderson, J. Ch. & Urquhart, A. H. (eds.) (1984). Reading in a foreign language London; New York: Longman ● Journal of Research in Reading (the United Kingdom Literacy Association, UKLA) ● The Reading Teacher (International reading Association) (Headquarters: Newark, USA) ● Reading Research quarterly (International Reading Association) ● Literacy Teaching and Learning: An International Journal of Early Reading and Writing (Reading Recovery Council of North America) (Worthington, OH)

Electronic Materials	<ul style="list-style-type: none"> • The Blackboard system on UQU’s website https://lms.uqu.edu.sa/ • The international Reading Association (IRA) • The National Reading Conference (NRC) • The Progress in International Reading Literacy Study (PIRLS) • Reading Recovery Council of North America
Other Learning Materials	<ul style="list-style-type: none"> • Module syllabus information sheet) distributed among students at the beginning of the semester and uploaded to the university’s Blackboard system. • Handouts distributed to students at the beginning of classes weekly and uploaded to the university e-learning system.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room, approximately 25-50 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show, Smart Board
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Computer lab for accessing internet, approximately 25-50 students.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct (online questionnaires)
Quality of learning resources	Students Faculty members	Direct (online questionnaires)
Extent of achievement of course learning outcomes	Quality Unit Faculty members Students	Direct (online questionnaires)

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	The English language department’s council
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Reference No.	
Date	
Head of Department	Dr. Hadi Hussein Al-Samadani Signature: 