



# Course Specifications

<b>Course Title:</b>	<b>Reading 4</b>
<b>Course Code:</b>	<b>3012243-3</b>
<b>Program:</b>	<b>English Language 301200</b>
<b>Department:</b>	<b>English Language</b>
<b>College:</b>	<b>Al Leith University College</b>
<b>Institution:</b>	<b>Umm Al-Qura University</b>

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## A. Course Identification

<b>1. Credit hours: 3</b>
<b>2. Course type</b> <b>a.</b> University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> <b>b.</b> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered: Fourth Level / Second Year</b>
<b>4. Pre-requisites for this course (if any): Reading 3</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	3 hours / 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
<b>Contact Hours</b>		
1	Lecture	(3 hours) x (15 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	(1 office hour) x (15 weeks)
	<b>Total</b>	60 hours
<b>Other Learning Hours*</b>		
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
	<b>Total</b>	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

- The course includes various types of texts revolving around different thematic issues such as competition, health, leisure, gender, and technology among other things. In each chapter students would be helped to acquire reading strategies. Moreover, students would be trained to develop reading fluency as well as grasping new lexical items.

### 2. Course Main Objective

- The purpose of this course is to develop students' reading skills: To display knowledge of reading strategies that not only will it help students' academic English, but every day language..

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Demonstrate an ability to read quickly enough to cope with an academic course and spell words through an analysis of the structure of the English Language.	K1
1.2	Employ pre-reading, skimming, scanning for relevant information and pre-writing techniques.	K2
1.3	Identify main ideas and important details in paragraphs and reading selections.	K3
1.4	Understand and memorize high frequency words and expressions.	K4
2	<b>Skills :</b>	
2.1	Produce simple sentences and short paragraphs in response to reading.	S1
2.2	Summarize information in paragraphs and reading selections.	S2
2.3	Express an opinion about a theme-related item: take a stand by agreeing or disagreeing	S3
2.4	Distinguish between beliefs and facts.	S4
3	<b>Competence:</b>	
3.1	Implement Before-During-After reading strategies that build comprehension.	C1
3.2	Apply reading strategies, including underlining, taking notes and outlining.	C2
3.3	Interpret texts and make logical inferences.	C3
3.4	Predict the content of a reading selection from the title and the illustrations.	C4

## C. Course Content

No	List of Topics	Contact Hours
1	Language and learning: Why Bilinguals are smarter ?	3
2	Danger and daring: Into thin air/ The world we lost	6
3	Gender and relationships: How women became the breadwinners? / Has Facebook destroyed the word friend ?	6
4	Beauty and aesthetic: Taj Mahal India/ Korea's makeover from Dull to hip changes the face of Asia	6

5	Transitions: Conversations in Malaysia/ Grisha has arrived.	6
6	The mind: A memory for all seasonings/ The tell-tale heart	6
7	Working: The San Francisco Sculptor/ A lifetime of learning to manage effectively	6
8	Breakthroughs: Trees for democracy/ A revolution in medicine	6
<b>Total</b>		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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Demonstrate an ability to read quickly enough to cope with an academic course and spell words through an analysis of the structure of the English Language.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
1.2	Employ pre-reading, skimming, scanning for relevant information and pre-writing techniques.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
1.3	Identify main ideas and important details in paragraphs and reading selections.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
1.4	Understand and memorize high frequency words and expressions.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments/quizzes Oral discussion
<b>2.0</b>	<b>Skills</b>		
2.1	Produce simple sentences and short paragraphs in response to reading.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
2.2	Summarize information in paragraphs and reading selections.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
2.3	Express an opinion about a theme-related item: take a stand by agreeing or disagreeing	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
2.4	Distinguish between beliefs and facts.	Lectures/tutorials Individual work	Exams (midterm/final)

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Team/peer work	Homework/written assignments
<b>3.0</b>	<b>Competence</b>		
3.1	Implement Before-During-After reading strategies that build comprehension.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
3.2	Apply reading strategies, including underlining, taking notes and outlining.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
3.3	Interpret texts and make logical inferences.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
3.4	Predict the content of a reading selection from the title and the illustrations.	Lectures/tutorials Individual work Team/peer work	Class participation and oral discussion

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation, Discussion, and presentations.	Every week	10 %
2	Midterm exam	6 <sup>th</sup> / 7 <sup>th</sup> week	30 %
3	Final exam	End of term	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 :**

- Every instructor needs to 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 if needed.

## F. Learning Resources and Facilities

### 1.Learning Resources

<b>Required Textbooks</b>	Wegmann, Brenda. 2002. <i>Mosaic 2: Reading 4<sup>th</sup></i> Edition. New York: McGraw- Hill.
<b>Essential References Materials</b>	*****

<b>Electronic Materials</b>	*****
<b>Other Learning Materials</b>	*****

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	- large size classrooms with a capacity of 35 chairs at least
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Data show, Smart Board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	*****

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Quality of learning resources Extent of achievement of course learning outcomes	Students Faculty member	Direct

**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>	The English language department's council
<b>Reference No.</b>	
<b>Date</b>	
<b>Head of department:</b>	Dr. Hadi Hussein Al-Samadani  Signature: 