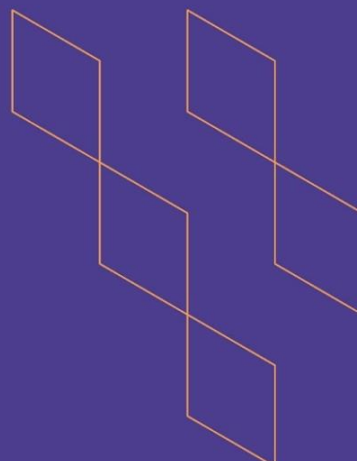




T-104  
2022

## Course Specification



Course Title: <b>Basic Reading Skills</b>
Course Code: <b>ENG26132</b>
Program: <b>BA in English</b>
Department: <b>Department of English</b>
College: <b>College of Arts</b>
Institution: <b>University of Bisha</b>
Version: <b>1444</b>
Last Revision Date: <b>3 March 2023</b>



## Table of Contents:

Content	Page
A. General Information about the course	2-3
1. Teaching mode	-4
2. Contact Hours	-4
B. Course Learning Outcomes, Teaching Strategies and Assessment Methods	-5
C. Course Content	5-6
D. Student Assessment Activities	6
E. Learning Resources and Facilities	7
1. References and Learning Resources	7
2. Required Facilities and Equipment	7
F. Assessment of Course Quality	7-8
G. Specification Approval Data	8



## A. General information about the course:

### Course Identification

1. Credit hours: 2

#### 2. Course type

a. University  College  Department  Track  Others

b. Required  Elective

3. Level/year at which this course is offered:  
Year(1), Level(2)

#### 4. Course general Description:

This course is the first of two General English courses for the English Major students. It targets both the development of the learners' Reading skills and Academic skills. Learners will have the opportunity to develop the Reading Skills based on the level they have previously acquired-supposedly level A2 of the CEFR (Common European Framework Reference). By the end of the course, learners are expected to achieve B1 level of the CEFR; the "Threshold" stage of the Intendent language learner where students can maintain conversation and express ideas. They can also begin to deal with problems and situations where they meet unpredictable language.

5. Pre-requirements for this course (if any): ENG6113

6. Co- requirements for this course (if any): NA

#### 7. Course Main Objective(s)

By the end of the course, learners will be able to:

1. Demonstrate English Language skills in Reading at the level of B1 of the CEFR (Common European Framework Reference).
2. Demonstrate skills in Reading that form the foundation for academic achievement.
3. Acquire the vocabulary of the Academic Word List necessary for their future study of the English Major.
4. Use Critical Thinking Strategies such as Generating ideas with listing, Comparing and contrasting, Classifying, Restating, Offering solutions, Separating fact and opinion, and Summarizing information.
5. Apply the basic Reading Skills [within the given framework of the texts]such as Identifying Topics and Main Ideas, Scanning for names, dates, and times, and information, Underlining and highlighting, Identifying pronoun references, and Building reading fluency.
6. Adopt the learning styles required from college level students, especially English Major students.
7. Be familiarized with different academic content areas, such as Social Psychology, Education, Cultural Studies, Sociology, Architecture, Health Sciences, Global Studies, and Technology.





### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	26	85%
2.	E-learning	4	15%
3.	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4.	Distance learning		

### 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		

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

Code	Course Learning Outcomes	Code of CLOs aligned with PLOs	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recall the vocabulary of the Academic Word List necessary for their future study of the English Major.	K.2	Lecturing. Presentation. Corrective feedback. Pair/Group Work. Demos. Cooperative Learning	Quizzes. Assignments. Activities (Online-classroom-homework).
1.2	Describe different academic content areas, such as sociology, nutrition, architecture, and business.	K.1		Oral tests. Term/Final exams.
...				
2.0	Skills			
2.1	Demonstrate English Language skills in reading at the level of B1 of the CEFR (Common	S.1	Presentation. Corrective feedback. Pair/Group Work.	Assignments. Activities (Online-





Code	Course Learning Outcomes	Code of CLOs aligned with PLOs	Teaching Strategies	Assessment Methods
	European Framework Reference).		Demos. Eclectic Method Cooperative Learning Task based Learning Flipped classroom	classroom-homework). Oral tests. Term/Final exams.
2.2	Demonstrate skills in reading that form the foundation for academic achievement.	S.1		
2.3	Use strategies, such as contextualization of new vocabulary, use of previewing, skimming and scanning techniques, and knowledge of text organization and discourse markers, to aid the comprehension of written and spoken language.	S.1		
3.0	Values, autonomy, and responsibility			
3.1	Formulate the learning styles required from college level students, especially English Major students.	V.1		
3.2	Build cross-cultural understanding and confidence in using language.	V.5	Lecturing. Presentation. Corrective feedback. Pair/Group Work.	Quizzes. Assignments. Activities (Online-classroom-homework).
3.3	Evaluate their own progress through mastery over given Reading Skills.	V.2	Demos. Cooperative Learning	Oral tests. Term/Final exams.
3.4	Reflect on their learning through assessment of the topics, the texts and the comprehension activities.	V.2		
3.5	Identify areas for improvement such as Underlining and Highlighting leading to mastery over note-taking skills.	V.4		

## C. Course Content

No	List of Topics	Contact Hours
----	----------------	---------------



1.	Orientation	3
2.	<b>UNIT 1 Social Psychology – What kind of person are you?</b> Reading: What Kind of Person Are You? Reading Skill: Identifying topics and main ideas	3
3.	<b>UNIT 2 Education – Can students learn in different ways?</b> Reading: Unusual Schools Reading Skill: Scanning for names, dates, and times	3
4.	<b>UNIT 3 Cultural Studies – When do we eat special foods?</b> Reading: Celebrating with Food Reading Skill Review: Scanning for information	3
5.	<b>UNIT 4 Sociology – How do you have fun?</b> Reading: No Money? Have Fun Anyway! Reading Skill: Underlining and highlighting	3
6.	<b>UNIT 5 Architecture – What is your favorite building?</b> <b>Reading 1:</b> My Dorm Is Cool <b>Reading 2:</b> A Green House Reading Skill Review: Underlining and highlighting	3
7.	<b>UNIT 6 Health Sciences – How can you change an unhealthy habit?</b> <b>Reading 1:</b> When Does a Change Become a Habit? Reading Skill: Identifying pronoun references <b>Reading 2:</b> Dr. Lee on Health	3
8.	<b>UNIT 7 Global Studies – Is it easy to live in a different country?</b> <b>Reading 1:</b> Culture Shock in the City Reading Skill: Building reading fluency <b>Reading 2:</b> Life in a New City Critical Thinking Strategy: Separating fact and opinion	3
9.	<b>UNIT 8 Technology – How can technology help people?</b> <b>Reading 1:</b> Be My Eyes Reading Skill Review: Building reading fluency Critical Thinking Strategy: Summarizing information <b>Reading 2:</b> An Extraordinary Scientist	3
10.	Revisions	3
<b>Total</b>		<b>30</b>

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	-----	10%
2.	Midterm	5-6	20%
3.	Activities (class online)	-----	10%
4.	Assignments	-----	5%
5.	Participation	-----	5%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
6.	Final Exam	end	50%
7.	Total:	--	%100

\*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	Jennifer Bixby, Joe McVeigh. (2020). Q: Skills for Success Intro Level: Reading, And Writing (Third Ed. Special Edition). Oxford: Oxford University Press.
Supportive References	Engelhardt, D. (2013). Practice Makes Perfect: Intermediate English Reading and Comprehension. New York: McGraw-Hill Education LLC. Publishing, S. E. (2002). Reading Comprehension Skills and Strategies Level 6. USA.
Electronic Materials	<a href="https://elt.oup.com/catalogue/items/global/skills/q_skills_for_success_third_edition/q_skills_for_success_3rd_ed_intro_level/9780194758550?cc=g&amp;sellLanguage=en">https://elt.oup.com/catalogue/items/global/skills/q_skills_for_success_third_edition/q_skills_for_success_3rd_ed_intro_level/9780194758550?cc=g&amp;sellLanguage=en</a>
Other Learning Materials	N/A

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Computerized Language Labs: maximum student number—20
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projectors and educational software, cables to connect laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> <li>Students</li> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires.</li> <li>Direct feedback.</li> <li>Peer reviews</li> </ul>





Assessment Areas/Issues	Assessor	Assessment Methods
	<ul style="list-style-type: none"> <li>Peer Reviewers</li> </ul>	<ul style="list-style-type: none"> <li>reports.</li> <li>Class observations and reviews.</li> <li>Annual staff reports.</li> <li>Course and program reports.</li> </ul>
Effectiveness of students assessment	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Direct feedback.</li> <li>Peer reviews reports.</li> <li>Class observations and reviews.</li> <li>Annual staff reports.</li> <li>Course and program reports.</li> <li>Exam paper evaluation</li> </ul>
Quality of learning resources	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire.</li> <li>Course and program reports.</li> </ul>
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Exam results analysis.</li> <li>Course and program reports.</li> </ul>
Effectiveness of improvement plans	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Course and program reports.</li> </ul>

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods**(Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	MEETING (11)/ 1/4/11/34-44
DATE	13/9/1443





