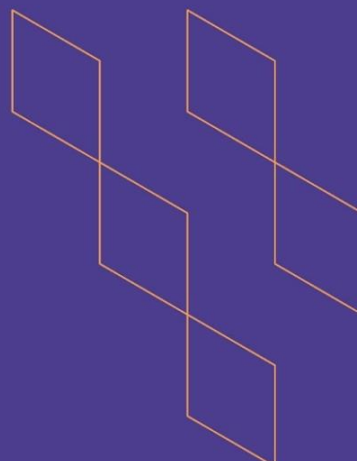




T-104
2022

Course Specification



Course Title: **Advanced Reading Skills**

Course Code: **ENG26235**

Program: **BA in English**

Department: **Department of English**

College: **College of Arts**

Institution: **University of Bisha**

Version: **1444**

Last Revision Date: **3 March 2023**



Table of Contents:

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



A. General information about the course:

Course Identification	
1. Credit hours:	(2)
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <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: Year (2), Level (3)	
4. Course general Description This course is the second of two General courses for the English Major students. It targets both the development of the learners' English Language Skills and academic Skills through new Critical Thinking Strategies. This edition builds on its question-centered approach to help students achieve academic success. It encourages students to evaluate their own progress with detailed answer explanations. Learners will have the opportunity to develop the, Reading Skills based on the level they have previously achieved in Basic [Reading]English Skills: level B1 of the CEFR (Common European Framework Reference). By the end of the course, learners are expected to achieve B2 level of the CEFR; the "Vantage" stage of the Independent language learner where language use begins to become more "abstract" for example giving and justifying opinions, summarizing a short story or plot, or giving detailed instructions.	
5. Pre-requirements for this course (if any): ENG6132	
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:	
<ol style="list-style-type: none"> 1. Demonstrate English Language Skills in Reading at the level of B2of the CEFR (Common European Framework Reference). 2. Demonstrate Skills in Reading that form the foundation for academic achievement. 3. Acquire the vocabulary of The Oxford 3000™ and new Oxford 5000™, which list the core words necessary for their future study of the English Major. 4. Acquire the vocabulary of The Oxford Phrasal Academic Lexicon (OPAL) that provide an essential guide to the most important words and phrases to know in academic English. 5. Use Reading Skills such as Previewing, skimming, reading charts/graphs/ and tables/ identifying the topic sentence in a paragraph, identifying supporting sentences and details, identifying pronoun referents, marking the margins, identifying facts and opinions, to aid the comprehension of the given texts. 6. Apply Critical Thinking Strategies such as Classifying, Restating, Identifying pros and cons, supporting information, point of view, and Evaluating sources. 	



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"> ● Traditional classroom ● E-learning 		
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 program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Memorize the vocabulary of the Academic Word List necessary for their future study of the English Major.	K.1	Lecturing. Presentation. Corrective feedback. Pair/Group Work. Demos.	Quizzes. Assignments. Activities (Online-classroom-homework). Oral tests. Term/Final exams.
1.2	Recognize different academic content areas such as sociology, nutrition, architecture, and business.	K.3		
2.0	Skills			
2.1	Demonstrate English Language Skills in reading at the level of B2 of the CEFR	S.1	Lecturing. Presentation. Corrective feedback.	Quizzes. Assignments. Activities



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	(Common European Framework Reference).		Pair/Group Work. Demos.	(Online-classroom-homework).
2.2	Demonstrate Skills in reading that form the foundation for academic achievement.	S.1	Eclectic Methods Inductive methods	Oral tests. Term/Final exams.
2.3	Use strategies such as contextualization of new vocabulary, previewing, skimming and scanning techniques, text organization and discourse markers to aid the comprehension of written and spoken language.	S.1		
3.0	Values, autonomy, and responsibility			
3.1	Understand the subtleties and nuances of the language within the given framework of texts.	V.1	Lecturing. Presentation. Corrective feedback. Pair/Group Work. Eclectic Method Cooperative Learning Task based activities	Quizzes. Assignments. Activities (Online-classroom-homework). Oral tests. Term/Final exams.
3.2	Identify the framework of the texts to construct the identical framework in a variety of interpersonal and academic situations.	V.2		
3.3	Build cross-cultural understanding and confidence in using language.	V.5		

C. Course Content

No	List of Topics	Contact Hours
1.	Orientation	3
2.	UNIT 1 Business – What is a good job? Reading 1: The Right Job for You Reading Skill: Previewing Reading 2: The World of Work Critical Thinking Strategy: Classifying	3
3.	UNIT 2 Cognitive Science – What is the best way to study? Reading 1: The Secret to Good Memory Critical Thinking Strategy: Restating Reading 2: The Brain and Technology Reading Skill: Skimming	3





4.	UNIT 3 Sociology – Is vacation the best way to relax? Reading 1: Managing Life and Work Critical Thinking Strategy: Identifying pros and cons Reading Skill: Reading charts, graphs, and tables. Reading 2: Relaxing at Work	3
5.	UNIT 4 Physiology – What makes you laugh? Reading 1: No Laughing Matter Reading Skill: Identifying the topic sentence in a paragraph Reading 2: Reasons to Laugh Critical Thinking Strategy: Identifying supporting information	3
6.	UNIT 5 Sports Science – What is a sport? Reading 1: Exercise for Life Critical Thinking Strategy: Evaluating sources Reading Skill: Identifying supporting sentences and details Reading 2: Games or Sports?	3
7.	UNIT 6 Communication – Is choice always a good thing? Reading 1: Too Much Information, Too Many Choices. Reading Skill: Identifying pronoun referents Reading 2: Making Medical Decisions	3
8.	UNIT 7 Behavioral Science – Is the world changing too fast? Reading 1: Technology and Change Reading Skill: Marking the margins Critical Thinking Strategy: Identifying point of view Reading 2: Some Things Never Change	3
9.	UNIT 8 Psychology – What are you afraid of? Reading 1: A Dangerous World? Critical Thinking Strategy: Identifying cause and effect Reading Skill: Identifying facts and opinions Reading 2: Can We Trust Our Fears?	3
10	Revision	3
Total		

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	----	10%
2.	Midterm Test	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	Sarah Lynn. (2020). <i>Q: Skills for Success Level 1: Reading And Writing (Third Ed, Special Edition)</i> . Oxford: Oxford University Press.
Supportive References	Publishing, S. E. (2002). <i>Reading Comprehension Skills and Strategies Level 7</i> . USA. Engelhardt, D. (2013). <i>Practice Makes Perfect: Advanced English Reading and Comprehension</i> . New York: McGraw-Hill Education.
Electronic Materials	https://elt.oup.com/catalogue/items/global/skills/q_skills_for_success_third_edition/q-skills-for-success-3rd-ed-level-1/9780194903868?cc=gb&selLanguage=en&mode=hub
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	● Students	● Questionnaires.





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

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

Assessment Methods(Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

