



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)



Course Specifications

Institution : Faculty of Science and Arts, Khulais	Date of Report : 01 JANUARY 2015
College/Department : Department of English Language and Translation	

A. Course Identification and General Information

1. Course title and code:	READING – II - L A N E - 2 1 5 (GROUP - DA & CA1)		
2. Credit hours	3 (Three)		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	II Year Semester 3		
4. Name of faculty member responsible for the course	Mr. LOTFI REZGUI		
5. Level/year at which this course is offered – II Year – Semester 3			
6. Pre-requisites for this course (if any)	READING I		
7. Co-requisites for this course (if any)	READING I		
8. Location if not on main campus	KHULAIS		
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="15"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="25"/>
d. Correspondence	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="15"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:	<p>Learners will be encouraged to interact with the teacher in areas of developing reading skills in general and strive to acquire the necessary level of attainment in Reading with comprehension. For this to bear fruit, the learners will be offered formal classroom instruction in Reading techniques for upto 50% of the interaction program. Thereafter, the learners will be encouraged to use the internet extensively for acquainting themselves with the best practices in reading to develop extensive knowledge for their future.</p>		



B Objectives

<p>1. What is the main purpose for this course? The main purpose of this course is to introduce the learners to Reading techniques. It will involve giving the learners an insight into the best practices followed at the international level.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) The learner is required to engage himself constantly with acquiring the basic skills of reading for comprehension. Once the learners acquire a basic understanding of the required reading techniques, they will be required to use the internet to acquaint themselves with the recent trends and subjects covered in articles published in internationally renowned journals.</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to Reading Techniques Our Human Impact	1	3
Reading – Meaning, Scope, Relevance, Significance and Achievements Conservation and protection	2	6
Reading – Slow Reading and Speed Reading, Reading Aloud and Silent Reading Working Together	3	9
Skimming and Scanning, Reading for Information Language and Culture	4	12
Reading for Comprehension Memorable experiences	3	9



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	27	6		6		39
Credit						3

3. Additional private study/learning hours expected for students per week.	2
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Learners learn the basics of reading Learners learn to define reading techniques Learners recognize best practices in Slow Reading and Speed Reading Learners acquire skills in Reading Aloud and Silent Reading	Model reading passages are presented through power point presentations. The teacher defines and describes best practices and current trends and methods used in the area of Reading	The learners are assessed by an ongoing process of classroom quizzes and examinations. Learners are required to label, name, define, recognize, recall and record the knowledge acquired by writing exams. They finally undertake a project work and record their investigation in a systematic research oriented manner.
1.2	Learners recognize how to prepare and record home assignments	Adequate grounding is offered to the learners to undertake assignments. This helps the learners hone their reading skills.	Learners take up a simple research project and compile their findings in a record.
2.0	Cognitive Skills		
2.1	Learners differentiate between authentic and quality writing as opposed to passages full of repetitions and redundancies Learners compare and contrast original and plagiarized works. They learn to summarize findings. Learners analyze research data. Learners learn to prepare a home assignment.	Learners are offered examples of high quality passages in Reading exercises. They are required to perform skimming and scanning exercises.	Learners are required to present their findings in a home assignment. Learners are properly trained and guided in the writing of these assignments.
2.2	Learners plan and design a home assignment. Learners evaluate their findings and interpret the data in group discussions. Learners then learn to present their findings in a systematic way.	Learners are offered examples of high quality passages in Reading exercises. They are required to perform exercises to develop their skills in reading comprehension .	Weekly classroom quizzes, Centralized monthly tests, mid-term examination followed by a Final examination. Learners complete the course by presenting a research project report.
3.0	Interpersonal Skills & Responsibility		
3.1	Learners develop the skills to criticize, evaluate, analyze, and interpret research subjects.		
3.2	Learners demonstrate the acquisition of research	Learners are encouraged	Learners circulate among



	methodology and skills to judge, illustrate, modify, evaluate and write research projects.	to discuss among themselves in the presence of the teacher to arrive at proper and internationally recognized methods to write meaningful research works.	themselves their writings, and then they criticize and evaluate, interpret and modify research findings. They finally come up with a well documented report on a research project.
4.0	Communication, Information Technology, Numerical		
4.1	Learners are required to demonstrate qualities of focused researchers. They are trained to judge, choose and show that they have learnt the right critical techniques for writing a research report. Learners are required to tap information through social communication and interaction with subjects. Learners are trained to use information technology tools like the internet and television to gather data and information	Learners are presented with good models of original research work available on the internet.	
4.2			
5.0	Psychomotor		
5.1			
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Test I	4	15%
2	Mid – Term Test	8	20%
3	Test II	12	15%
4	Project Work – Choice of Topic - Discussion	6	-
5	Project Work – Report – Submission of the First Rough Draft	8	-
6	Group work – Oral presentation of Project Report	10	10%
7	Project Work – Submission of the Final Report	12	10%
8	Final Examination	15	30%



D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
Apart from Lecture / Contact hours at scheduled times in classrooms, the teacher is available for student support every day for 3 hours at his designated office. These hours are exclusively set apart for any learner who may be desirous of pursuing academic related activity with the teacher.

E. Learning Resources

1. Pathways 4: Reading, Writing, and Critical Thinking
AUTHORS: Mari Vargo; Laurie Blass ©2013 Published

2. List Essential References Materials (Journals, Reports, etc.)

1. Critical thinking--Handbooks, manuals, etc.2013
- 2 Pathways foundations. Reading, writing and critical thinking
U.S. ed. Blass, Laurie,2014
- 3 Why didn't I think of that? : improving reading comprehensive / Patricia Williams and Zenobia Verner.
Williams, Patricia2013

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
Reading by Gallagher, Judith.2013

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
Connecting Word Meanings Through Semantic Mapping
By: Judy Zorfass, Tracy Gray, PowerUp WHAT WORKS (2014)

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Medium sized classrooms to accommodate a student strength of 25 learners, equipped with a OHP and smart board, AV aids.



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2. Computing resources (AV, data show, Smart Board, software, etc.)
AV, smart board are essential requirements.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

During this whole process, student Feedback is continuously gathered and suitable course correction methods activated to help improve the effectiveness of teaching strategies.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

3 Processes for Improvement of Teaching
Student Feedback is used for improvement of teaching methods.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Learners are allowed to choose a research topic from a wide range offered by the teacher. The learners take 4 weeks for assembling the required information, data, as well as the skills for documenting their findings in accordance with the requirements of a research paper.

Learners submit a first Rough draft at the end of the 6th week.

The Rough draft is assessed and both the highlights as well as the demerits of the paper are explained in detail to the learner.

The learner returns a corrected version which is the Second Rough draft.

The Second Rough draft is also assessed for possible deficiencies and returned for Final submission.

The Final draft is ready for submission



5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Regular course correction strategies are employed keeping in mind the requirements of the learners vis a vis the current trends at the international level.

Faculty or Teaching Staff: **Mr. Lotfi Rezgui**

Signature: _____

Date Report Completed: **01 / 01 / 2015**

Received by: _____

Dean/Department Head

Signature: _____

Date: _____