

Reading 1 Course Specification

Institution	KING SAUD UNIVERSITY
College	LANGUAGES AND TRANSLATION
Department	LINGUISTICS or TRANSLATION

A. Course identification and general information

Course title and code	Reading 1, 118 Najd
Credit hours	4 HOURS
Program(s) in which the course is offered	English program
Name of faculty member responsible for the course	Mokhtar Bouraoui
Level/year at which this course is offered	ONE/ONE
Prerequisites for this course	NONE
Co-requisites for the course (if any)	NONE
Location if not on main campus	MAIN CAMPUS

B Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual texts.</p> <p>2. Equip students with some of the most important reading skills to enable them to read effectively and fluently.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented.</p> <p>1. Increased use of IT or web-based reference material</p> <p>2. Consistently review and (if necessary) change the textbook</p>

C. Course Description

<p>This course aims at training students in reading correctly, building up vocabulary and promoting grammatical structures. Emphasis is laid on reading and understanding simple sentences as well as recognizing their parts. Students' attention is also drawn to correct pronunciation in accordance with punctuation marks. The primary meanings of both lexical and grammatical structures are pointed out, and exercises and drills are given to test students' comprehension of these meanings both separately and as texts.</p>
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1 Topics to be Covered			
Topic	No. of weeks	Contact hours	
Chapter One	Weeks 1-2	7 hours	
Chapter Two	Weeks 2-4	7 hours	
Chapter Three	Weeks 4-6	7 hours	
Chapter Four	Weeks 6-7	7 hours	
Chapter Five	Weeks 8-9	6 hours	
Chapter Six	Weeks 9-10	6 hours	
Chapter Seven	Weeks 11-12	6 hours	
Chapter Eight	Weeks 12-14	6 hours	
2. Course components (total contact hours per semester):			
Lecture: 52 hours	Tutorial: 8 hours	Practical/Fieldwork /Internship: None	Other: None

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

8 hours per week

4. Development of Learning Outcomes in Domains of Learning
a. Knowledge
(i) Description of the knowledge to be acquired
<ol style="list-style-type: none"> 1. Improve students' reading and analytical skills by encouraging a close reading and understanding of individual texts. 2. Introduce some of the reading skills necessary for fluent reading.
(ii) Teaching strategies to be used to develop that knowledge
<ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. Close reading and text analysis 4. Collaborative learning/Team work
(iii) Methods of assessment of knowledge acquired
<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Midterms/Essay questions

4. Final exam
b. Cognitive Skills
<p>(i) Cognitive skills to be developed</p> <ol style="list-style-type: none"> 1. Ability to think critically and analytically 2. Ability to synthesize texts. 3. Ability to making good inferences 4. Ability to apply learnt knowledge to already existing knowledge 5. Ability to critique the text content
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> 1. Lectures/teaching students how to read attentively and critically 2. Class discussions/teaching students to think independently and engage in group discussions 3. Individual meetings with students
<p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> 1. Class participation 2. Midterms and exams 3. Individual and Group assignments
c. Interpersonal Skills and Responsibility
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> 1. Students can complete in-class assignments and homework in due time 2. Students can participate in class discussion and think critically 3. Students can act responsibly and ethically when participating in group work 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ol style="list-style-type: none"> 1. Lectures in which students are made aware of the significance of time management and the significance of working as a team 2. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> 1. Active class participation reflects the students ability to keep up with the assigned activities

2. Instructor's assessment of student's performance and seriousness during individual and group work

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
- Use of electronic websites

(ii) Teaching strategies to be used to develop these skills

1. Encourage students to make extensive use of material on the web
2. Encourage students to consult the specialist in the computer lab for help on web-based material

(iii) Methods of assessment of students numerical and communication skills

1. Allot marks for the use of web-based material
2. Distribute rubric at beginning of assignment so students know what they will be evaluated on

e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required

Not Applicable

(ii) Teaching strategies to be used to develop these skills

Not Applicable

(iii) Methods of assessment of students psychomotor skills

Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 st midterm	Week 7	20%
2	2 nd midterm	Week 14	20%
3	Participation	All along	5%
5	Assignments	All along	5%
6	Final	Week 14	50%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

8 hours per week

E. Learning Resources

1. Required Text(s)

Interactions I Reading

Publisher: McGraw-Hill/Contemporary

2-.Electronic Materials, Web Sites etc

Resources on the Web:

ESL Now

<http://www.eslnow.us/>

ESL Fast

<http://www.eslfast.com/>

Literacy net

<http://www.literacynet.org/cnnsf/archives.html>

English Language Center Study Zone

<http://web2.uvcs.uvic.ca/elc/studyzone/index.htm>

Pearson Longman Website

<http://www.pearsonlongman.com/ae/marketing/sfesl/practicereading.html>

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students
2. Computing resources Computer Lab large enough to accommodate all students
3. Other resources (specify --eg. 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 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department 1. Peer evaluation to asses ability of faculty members to work with their colleagues 2. Class observations by supervisors
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

1. Check marking of a sample of examination papers either by a resident or visiting faculty member
2. Students who believe they are under graded can have their papers checked by a second reader

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

1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements