

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

**READING 1
COURSE SPECIFICATION**

Prof. Reima Al-Jarf

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Course Specification

For Guidance on the completion of this template, please refer to ~~of~~ Handbook 2 Internal Quality Assurance Arrangements

Institution: King Saud University
College/Department: College of Languages and Translation, Department of European Languages and Translation

A Course Identification and General Information

1. Course title and code: 118 NJD: Reading 1
2. Credit hours: 4 hrs
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) English-Arabic Translation Program
4. Name of faculty member responsible for the course: Prof. Reima Al-Jarf
5. Level/year at which this course is offered: First semester of college.
6. Pre-requisites for this course (if any): None
7. Co-requisites for this course (if any): Listening 1, Speaking 1, Reading 1, Writing 1, and Grammar 1.
8. Location if not on main campus

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course:

- Recognizing chapter format and divisions.
- Recognizing text divisions
- Identifying paragraph topic
- Writing paragraph topic
- Identifying the topic sentence of a paragraph
- Identifying the supporting details
- Identifying the types of details
- Locating words signalling text structure
- Identifying the type of structure a passage has
- Inferring the meaning of difficult words from context using semantic and syntactic clues available in the text.
- Figuring out the part of speech of certain words in context.
- Locating compounds and idioms.
- Recognizing and producing word derivatives
- Summarizing
- Making an outline

2. Briefly describe **any plans for developing and improving** the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

Developing Study skills:

- Reading textbook design and Chapter format.
- Using the dictionary
- Dividing notebook into sections.
- Preparing vocabulary cards.
- How to practice and review a chapter.
- Building a daily, weekly and monthly study schedule.

Extensive Reading & Listening:

- Each student will bring a story/book of her choice to class. An extra reading hour is given in the garden, where the students and I bring stories, magazines and other books. We discuss and each student gives a 5-minute summary of her book.
- Students are asked to read a story for half an hour a day.
- Students are asked to watch T.V. news (BBC or CNN for 15-30 minutes a day).

Online Course:

- An online course will be used. It will provide students with extra practice. Reading texts, short stories and comprehension exercises will be posted. The students will locate information, texts and write their reactions in the discussion forum.

Reading Study Guide for students:

- Before you read, number the lines in the reading text.
- Read the text paragraph by paragraph with a pencil in hand.
- Read each paragraph 4 times.
- While reading for the first time, underline the topic sentence or main idea.
- From the main idea, write the topic of the paragraph in few words in the left margin of the book.

- While reading, circle the signal words that refer to the supporting details such as:
 - **Listing:** *First, second, third.*
 - **Examples:** *For example, for instance, such as, like.*
 - **Compare/Contrast:** *similarly, on the one hand, on the other hand, but, although, yet.*
 - **Cause effect:** *Because, for, since, consequently, as a result.*
 - **Definitions:** *mean, called, defined, definition.*
 - **Classification:**
 - **Whole-part:**
 - **Process:**
- While reading, number the supporting details in each paragraph in pencil.
- While reading the paragraph for the second time, circle all the pronouns and underline their referent or antecedent (the noun to which it refers).
- While reading each paragraph, circle the difficult words and look for their meanings in context (the sentence in which it is used) such as punctuation marks, synonyms, antonyms, definitions, examples...etc.
- While reading each paragraph for the third time, underline the difficult words and try to identify their part of speech are they are used in the paragraph. Break some words into their component parts (prefixes and suffixes). Find some compounds.
- Read all the paragraphs for the fourth time and draw a diagram that shows the main topic and sub-topics (topic of each paragraph). Under each sub-topic, list all the details briefly.
- Reading the text for several times will help you become fluent in reading, improve your comprehension, learn the meaning of the new words and remember the information contained in the text.

Reading Practice Test:

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		
Topic	No of Weeks	Contact hours
Chapter 1		
Chapter 2		
Chapter 3		
Chapter 4		
Chapter 5		
Chapter 6		
Chapter 7		
Chapter 8		
Chapter 9		

Chapter 10		
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2 Course components (total contact hours per semester):			
Lecture:	Tutorial:	Practical/Fieldwork/Internship:	Other:
56 hrs	NA	NA	NA

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)

90-120 minutes per class, an average of 6-8 hours per week.

<p>4. Development of Learning Outcomes in Domains of Learning</p> <p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> • A brief summary of the knowledge or skill the course is intended to develop; • A description of the teaching strategies to be used in the course to develop that knowledge or skill; • The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
<p>a. Knowledge</p>
<p>(i) Description of the knowledge to be acquired:</p> <ul style="list-style-type: none"> • The course aims at developing the students' ability to read and comprehend the main ideas and supporting details that are explicitly and implicitly stated in a text and to develop their ability to infer the meaning of difficult words from context, recognize the text structure and connect pronouns with their referents.
<p>(ii) Teaching strategies to be used to develop that knowledge:</p> <ul style="list-style-type: none"> • I illustrate the structure of the passage. Draw a tree diagram to show the topic and subtopics of each paragraph and fill it out as I read each paragraph and move on from one paragraph to the next. • Read text paragraph by paragraph. • Read paragraph and analyse it sentence by sentence. Point out topic sentences, signaling devices, context clues, ask about the part of speech of certain words, ask about pronoun antecedents. As I read, I have students underline difficult words, topic sentence, number details, circle words that signal structure and pronouns. Students underline key words in each point.

- Before doing each exercise, I read the instructions and have students underline the definitions and main points and circle the question word. The students write the answer in class in pencil and I go around and check. Wrong answers are discussed in class. We do some exercises orally for a change.

(iii) Methods of assessment of knowledge acquired

Each test consists of a one-page text and several questions testing the reading skills mentioned above. From the text the students will be asked to:

- Identify the paragraph topic
- Write at least 4 paragraph topics
- Identify the topic sentence of at least 4 paragraphs.
- Identify 10 supporting details
- Locate words signalling text structure
- Identify the type of structure a passage has
- Infer the meaning of difficult words from context using semantic and syntactic clues available in the text.
- Figure out the part of speech of certain words in context.
- Locate compounds and idioms.
- Recognize and produce word derivatives
- Summarize at least one paragraph, the whole text.
- Filling out the missing parts in an outline of the whole text.

b. Cognitive Skills

(i) Cognitive skills to be developed

- Recognizing chapter format and divisions.
- Recognizing text divisions
- Identifying paragraph topic
- Writing paragraph topic
- Identifying the topic sentence of a paragraph
- Identifying the supporting details
- Identifying the types of details
- Locating words signaling text structure
- Identifying the type of structure a passage has
- Inferring the meaning of difficult words from context using semantic and syntactic clues available in the text.
- Figuring out the part of speech of certain words in context.
- Locating compounds and idioms.
- Recognizing and producing word derivatives
- Summarizing
- Making an outline

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

- I illustrate the structure of the passage. Draw a tree diagram to show the topic and subtopics of each paragraph and fill it out as I read each paragraph and move on from one paragraph to the

<p>next.</p> <ul style="list-style-type: none"> • Read text paragraph by paragraph. • Read paragraph and analyse it sentence by sentence. Point out topic sentences, signalling devices, context clues, ask about the part of speech of certain words, ask about pronoun antecedents. As I read, I have students underline difficult words, topic sentence, number details, circle words that signal structure and pronouns. Students underline key words in each point. • Before doing each exercise, I read the instructions and have students underline the definitions and main points and circle the question word. The students write the answer in class in pencil and I go around and check. Wrong answers are discussed in class. We do some exercises orally for a change.
<p>(iii) Methods of assessment of students cognitive skills</p> <p>Each test consists of a one-page text and several questions testing the reading skills mentioned above. From the text the students will be asked to:</p> <ul style="list-style-type: none"> • Identify the paragraph topic • Write at least 4 paragraph topics • Identify the topic sentence of at least 4 paragraphs. • Identify 10 supporting details • Locate words signalling text structure • Identify the type of structure a passage has • Infer the meaning of difficult words from context using semantic and syntactic clues available in the text. • Figure out the part of speech of certain words in context. • Locate compounds and idioms. • Recognize and produce word derivatives • Summarize at least one paragraph, the whole text. • Filling out the missing parts in an outline of the whole text.
<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <p>NA</p>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <p>NA</p>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <p>NA</p>
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p> <ul style="list-style-type: none"> • Locating articles and information related to chapter themes from the internet. • Using online course (reading and posting messages in the discussion forum, checking and

<ul style="list-style-type: none"> posting websites in “Link Sharing”, checking and sending e-mail messages and attachments). Doing Online reading exercises and taking online reading quizzes.
<p>(ii) Teaching strategies to be used to develop these skills</p> <ul style="list-style-type: none"> Providing information in class. Providing printed shots of web-pages. Posting answers and writing model paragraphs. Inviting students to correct each other’s mistakes and provide feedback.
<p>(iii) Methods of assessment of students numerical and communication skills</p> <ul style="list-style-type: none"> Frequency of posts per student. Frequency of website logins. Correlating number of posts with final exam score. Online exercises and quizzes.
<p>e. Psychomotor Skills (if applicable)</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p> <p>NA</p>
<p>(ii) Teaching strategies to be used to develop these skills</p> <p>NA</p>
<p>(iii) Methods of assessment of students psychomotor skills</p> <p>NA</p>

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	Interm I	6	25%
2	Interm II	12	25%
3	Final Exam	16	50%
4			
5			
6			
7			

8			

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)

- Total= 12 hrs as follows: Sat > 3 hrs; Sun > 4 hrs ; Tues > 5 hrs; Wed > 2 hrs
- I can be contacted by e-mail.
- I can be contacted through online course.
- I can be contacted through my website.

E Learning Resources

1. Required Text(s): [Kirn, Elaine & Hartman, Pamela \(2007\) Interactions I. Gold Edition.](#)

2. Essential References: NA

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List):

- [Reading Practice test.](#)
- [Reading Study Guide for the students.](#)

4- Electronic Materials, Web Sites etc.

- One Look Dictionary: <http://www.onelook.com/>
- Cambridge Dictionary: <http://dictionary.cambridge.org/>
- Reading Comprehension – Beginner: http://www.readingmatrix.com/directory/pages/Reading_Comprehension_Beginner/
- Finding Main Ideas: <http://elearn.mtsac.edu/amla/readingroom/Mainidea.htm>
- Identifying details: <http://elearn.mtsac.edu/amla/readingroom/details.htm>
- Guessing word meaning from context: <http://elearn.mtsac.edu/amla/readingroom/context.htm>
- Short Stories: http://www.readingmatrix.com/directory/pages/Short_Stories/
- More Short Stories: <http://www.englishclub.com/reading/short-stories.htm>
- Topics magazine for learners of English: <http://www.topics-mag.com/>
- Many Books such as "Pride and Prejudice", "Hamlet": <http://manybooks.net/>
- Plain English: <http://home.att.net/~tangents/issue/english.htm>

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

- Study Guides and Strategies: <http://www.studygs.net/>
- BBC English: <http://elearn.mtsac.edu/amla/readingroom/context.htm>
- English Language Activities, Exercises And Tests: <http://www.world-english.org/>
- World Newspapers: <http://www.actualidad.com/>

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.) <ul style="list-style-type: none">• Classroom
2. Computing resources Would like to use a computer lab with internet connection but it is not currently possible.
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• LCD projector• Overhead projector

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Analysis of students' performance on interm tests and final.• Comparison of students' scores on interm I, interm II and Final exam.• Asking students about their difficulties every now and then during the semester.• Students' comments during office hours.• Watch for students weaknesses while doing exercises in class.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none">• I administer a questionnaire at the end of the semester.
3 Processes for Improvement of Teaching <ul style="list-style-type: none">• I record areas of difficulty.• I focus on individualized instruction in class.• Students do all exercises in class either orally or in writing. I give feedback and provide individual help.
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) <ul style="list-style-type: none">• Use of a unified final exam by all instructors teaching the same course to the different sections.• Using an answer key by all instructors teaching the same course to different sections.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- There is a language skills coordinator.
- All skills instructors show their in-term tests to coordinator who makes sure each test covers the skills taught and comparable coverage and difficulty level of tests used by instructors of the same level.