

Course Specification

Institution: KING SAUD UNIVERSITY

College/Department : College of Languages and Translation / Language Unit

A. Course Identification and General Information

1. Course title and code: English 106

2. Credit hours: 3 hours per week

3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs): It is a compulsory single-semester Intermediate level reading skills course in English offered to students enrolled in College of Arts with major in Arabic.

5. Level/year at which this course is offered:

Level 3

6. Pre-requisites for this course (if any): English 101 & English 103

7. Co-requisites for this course (if any): None.

8. Location if not on main campus:

Main Campus.

B. Objectives

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

The course is focuses on

- (a) improving students' general as well as specific reading skills. (b) helping students build speed and flexibility in their reading. (c) developing students' awareness of the reading process so that they will be able to read in ways that are expected in colleges and businesses.

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)

- (a) Increased use of web-based exercises and study material. (b) Include e-books for non-canonical readings.

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	No of Weeks	Contact hours
List of Topics		
Unit – 1: 'Fast Food' ; Comprehension exercises; Word study; Prefixes; Prepositions; Verb forms.	Weeks 1 & 2	3 hrs./wk
Unit – 2 : 'Shopping Mall' ; Comprehension questions; Vocabulary exercises; Prepositions; Building vocabulary skills.	Week 3	3 hrs.
Unit – 3 : 'Puerto Rico' : Comprehension questions; Working with vocabulary; Context clues; Suffixes and word forms.	Week 4	3 hrs
Unit – 4 : 'Country Music': Comprehension questions; Building vocabulary skills; Check main ideas; .Context clues.	Weeks 5 & 6	3 hrs/ wk
Unit – 5 : 'The Family': Comprehension exercises; Vocabulary exercises; Focus on contexts; Word forms and Collocations.	Week 7	3 hrs.
Unit – 6 : 'Eskimo Art': Comprehension exercises; Vocabulary exercises; Context clues; Looking for Main idea; Word forms; Reflexive Pronouns;	Weeks 8 & 9	3 hrs/wk
Unit – 7 : 'Hawaii, Island State': Comprehension exercises; Vocabulary	Week 10	3 hrs/wk.

exercises; Main Idea; Word forms; Tenses;		
Unit – 8 : 'Language and Languages': Working with vocabulary; Focus on New Contexts; Understanding the Reading; Looking for Details; Main Idea; Word Study; Prepositions; Vocabulary Review; Context Clues.	Weeks 11 & 12	3 hrs./wk
Unit – 9 – 'Cities in the 21 ST Century': Vocabulary exercises; Understanding the Reading; Gerunds; Noun endings; Context Clues.	Week 13	3 hrs
Unit – 10 – 'Deserts': Working with vocabulary; Understanding the reading; Main Ideas; Word forms; Context clues.	Weeks 14 & 15	3 hrs/wk.

2 Course components (total contact hours per semester):				
Lecture: 45 hours	Tutorial: None	Laboratory: None	Practical/Field work/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):
 10 hours per week.

4. Development of Learning Outcomes in Domains of Learning
 For each of the domains of learning shown below indicate: 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.

a. Knowledge

(i) Description of the knowledge to be acquired:

With the completion of the course, learners should be able to ... guess meanings of words from context while they read. develop general and specific lexical skills. formulate and articulate their ideas more precisely, so that they acquire new ways of talking and thinking about a text. develop multiple aspects of the student's reading ability. externalize their thinking processes and lead themselves to greater metacognitive awareness develop all areas of their language skills, especially reading skills, by getting involved with the extensive reading projects in the classroom.

(ii) Teaching strategies to be used to develop that knowledge:

Lectures Class discussion Close reading and text analysis Collaborative learning / pair work / group work Assignments

(iii) Methods of assessment of knowledge acquired:

Class participation Quizzes Midterms End of semester exam

b. Cognitive Skills

(i) Description of cognitive skills to be developed:

The ability to become more active learners increasing their metacognitive awareness. The ability to develop new thinking styles and increase language acquisition. The ability to remember common and core vocabulary items as parts of expressions with regard to everyday experiences. The ability to develop multiple aspects of the student's reading ability. .

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

Lectures / increasing the learners' sense of involvement and allow them to become more active by triggering their thinking process so that they articulate answers to questions by becoming more conscious of their thinking process. Class discussions / encouraging students to choose a book they want so as to develop the habit of sustained silent reading. This will be a new experience for them, one that will help form a new literate identity. Meeting individual students during office hours to solve their problems related to language learning , and encourage them to enjoy learning the new language.

(iii) Methods of assessment of students cognitive skills:

Class participation Midterms and exams Assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed:

(a) Students can become more socially supportive and understanding when they are encouraged to work in pairs or small groups in the process of reading and thinking in their reading classes.

(b) Students can formulate and articulate their ideas more precisely and acquire new ways of talking and thinking about a text as they are asked to write and then read each other's works.

(c) Students can act responsibly and ethically in carrying out individual as well as group assignments.

(ii) Teaching strategies to be used to develop these skills and abilities:

Lectures in which students are made to understand the necessity of second language acquisition, and instructed to learn and build up their language skills. Discussions with students motivating them to make maximum use of the course book. Individual counselling on various assignments and class works. Group assignments where much of the most effective learning comes from the student discussing and explaining his own answers to the texts and exercises with his peers.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility:

Active class participation reflects the students' ability to keep up with his learning schedule. Performance on midterms and final exams are evidence of the students' ability to recollect and analyse information. Instructor's assessment of student's performance and seriousness.

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain:

Use of Web CT to download exercises and assignments. Use of projector systems.

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

Encourage students to make extensive use of material on the web. Encourage students to consult the specialist in the computer lab for help on web-based material. Demand the use of Power Point when giving presentations.

(iii) Methods of assessment of students numerical and communication skills: (a) Allot marks to encourage students for the use of web-based material.

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. <u>Schedule of Assessment Tasks for Students During the Semester</u>			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 st midterm	Middle of term	20%
2	Participation	All Along	10%
3	2 nd midterm	Week 14	20%
4	Final	Week 16	50%
5			
6			

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) 10 hours per week

E. Learning Resources

1. Required Text(s):

Patricia Ackert / Anne Nebel, 1996, Insights and Ideas, Second Edition, Heinle & Heinle, Thomson Learning Inc. Boston, USA.

2. Essential References: None

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List): None

4. Electronic Materials, Web Sites etc Course Instructor's websites for references and exercises.

5- Other learning material such as computer-based programs/CD, professional standards/regulations:
None

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: Projector system Provide net access and assistance to students.

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list): None

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

Midterm evaluation feedback to increase instructor's awareness of the weak and strong points of the class.

End-of-term debriefing in class of students and teachers regarding what went well and what could have gone better.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department: Peer

evaluation to assess ability of faculty members to work with their colleagues. Class observations by the Coordinator.

3. Processes for Improvement of Teaching: Training Sessions Workshops to facilitate the exchange of experiences amongst faculty members. Regular meetings where problems are discussed and solutions given. Encouragement of faculty members to attend professional development conferences. Discussion of challenges in the classroom with colleagues and coordinators. Keep up to date with pedagogical theory and practice. 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):

- (a) Check marking of a sample of examination papers by a faculty member.
- (b) 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:

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