|  |  |
| --- | --- |
| **Course Title:** | **English Reading Skills** |
| **Course Code:** | **412 جدار-3** |
| **Program:** | **Office Administration Diploma** |
| **Department:** | **Office Administration** |
| **College:** | **Deanship of Community Service & Continuing Education** |
| **Institution:** | **Jazan University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **First Level** | | | | |
| **4. Pre-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 56 | 100% |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 56 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | **56** |

# 

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description |
| This is a three-credit hour course designed to strengthen students' reading skills. Emphasis is on basic vocabulary skills, transitional words, paragraph organization, basic comprehension skills, and learning strategies. This course focuses on teaching the basic reading skills, with an emphasis on textbook reading, developing literal and critical comprehension skills, vocabulary development, and reading efficiency enabling learners to understand and to assimilate select reading sub-skills, which will help them improve their study skills and to help them tackle proficiency exams in future.  ***Benchmark:***  CEFR Level A1 & SAQF\* Level 6  \****Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framewor****k* |
| 2. Course Main Objective |
| This course aims at enhancing students’ reading ability: reading texts carefully and accurately, developing a new list of vocabulary and comprehending texts at literal and critical levels. Student will be able to enhance his reading ability to effectively grasp and comprehend the information in the texts, modify the style of reading based on reading purpose, learn the key reading strategies, such as, getting meaning from the context, identifying the main idea and supporting details, summarizing, eliciting information from the reading passage, using synonyms, using words in context, making connections between words, phrases and paragraphs within the reading passages, etc. |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Distinguish the topic, main idea, supporting details, and word meaning from context. |  |
| 1.2 | Recognize reading structure, through skimming and scanning. |
| 1.3 | Identify inferences, clues and maintain vocabulary log to learn more words. |
| **2** | **Skills:** |  |
| 2.1 | Compare various language learning strategies to understand background information and write summaries. |  |
| 2.2 | Develop general and specific lexical skill, formulate and articulate ideas more precisely. |
| 2.3 | Demonstrate analytical and critical thinking through reading practices. |
| **3** | **Values:** |  |
| 3.1 | Enhance self-reflection and group participation. |  |
| 3.2 | Exhibit professional code of conduct and ethical values. |
| 3.3 | Adhere lifelong learning to behave responsibly in personal and social situations. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | College Life: Difficult Dreams | 8 |
| 2 | Water: Our Most Important Resource | 8 |
| 3 | Healthy Habits | 8 |
| 4 | Only One Earth | 8 |
| 5 | Trains, Planes, and Automobiles | 8 |
| 6 | A World of Fast Food | 8 |
| 7 | Marriage around the World | 8 |
| **Total** | | 56 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Distinguish the topic, main idea, supporting details, and word meaning from context. | Brain storming  Task based activities  Record important information-note taking | Oral presentation  Quiz  Worksheets  Exams |
| 1.2 | Recognize reading structure, through skimming and scanning. | Question and Answer method, Task based,  Brainstorming. | Classroom activities Quiz  Assignments |
| 1.3 | Identify inferences, clues and maintain vocabulary log to learn more words. | Question and answer method.  Instructions  Identify highlighted words  Demonstration | Classroom activities Quiz  Slip-Test  Exams |
| **2.0** | **Skills** | | |
| 2.1 | Compare various language learning strategies to understand background information and write summaries. | Brain storming  Question and Answer method  Grammar rules and practice. | Oral presentation  Activities  Assessment- oral |
| 2.2 | Develop general and specific lexical skill, formulate and articulate ideas more precisely. | Instructions  Role play  Listen and Talk activity | Classroom activities Quiz  Slip-Test  Exams |
| 2.3 | Demonstrate analytical and critical thinking through reading practices. | Instructions  Role play  Listen and Talk activity | Oral presentation |
| **3.0** | **Values** | | |
| 3.1 | Enhance self-reflection and group participation. | Instruction and  Guidance to learn and practice healthy attitudes and behavior | Assessment  Activities |
| 3.2 | Exhibit professional code of conduct and ethical values. | Guidance-Teamwork and individual responsibility | Assessment  Quizzes- pair work |
| 3.3 | Adhere lifelong learning to behave responsibly in personal and social situations. | Guidance – Instruction  Ethical standard behavior | Group-work Participation grades |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Attendance + Participation + Assignments | Throughout the semester | 30% |
| **2** | Mid-term exam | 8 | 20% |
| **3** | Final exam | 15 | 50% |
| **4** | **Total** |  | **100%** |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| Students can meet faculty members for consultation and advice during their office hours. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Tapestry, Reading 1 V. L. Guleff, M. E. Sokolik & C. Lowther, (2005). Thomson Heinle, Middle East Edition. (**Unit 1-7)**  -Specially edited for use in Arab and Islamic cultures.  -Prepares students to become successful, independent learners  -Engaging reading selections and motivating activities.  -Language Learning Strategies  -Academic Power Strategies and the interactive web site. |
| **Essential References Materials** | Longman Dictionary of Contemporary English |
| **Electronic Materials** | <http://tapestry.heinle.com> |
| **Other Learning Materials** |  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Spacious classroom |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Board * Speakers (for audio) * Audio player and recorder * OHP |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Whiteboard of good quality (to be used as a screen for playing videos as well) * Whiteboard markers |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of teaching | Students and Faculty | Direct & Indirect |
| Effectiveness of evaluation | Students and Faculty | Direct & Indirect |
| Extent of achievement of course learning outcomes | Peer Reviewers | Indirect |
| Quality of learning resources | Students and Faculty | Direct & Indirect |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Quality Assurance & Accreditation Unit, English Language Institute |
| **Reference No.** | JU/ELI/QAU/CS/DCSCE/412 |
| **Date** | 20/11/2020 |