Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

ENG. 113

Reading Comprehension I

Revised 2010
# Course Specification

*For Guidance on the completion of this template, please refer to of Handbook 2*

## Internal Quality Assurance Arrangements

<table>
<thead>
<tr>
<th>Institution</th>
<th>King Saud University</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Department</td>
<td>College of Arts/ English Department</td>
</tr>
</tbody>
</table>

## A Course Identification and General Information

1. Course title and code: **Eng 113 - Reading Comprehension 1**

2. Credit hours: **2 hours**

3. Program(s) in which the course is offered.  
   (If general elective available in many programs indicate this rather than list programs)
   **B. A. in English**

4. Name of faculty member responsible for the course

5. Level/year at which this course is offered:
   **Level 1/ 1st year**

6. Pre-requisites for this course (if any)  
   **None**

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

8. Location if not on main campus  
   **Olaisha campus & the Main campus**
B Objectives

By the end of this course, students should be able to:
1. Answer relevant comprehension questions on any given text.
2. Apply different reading techniques: elementary skimming and scanning.
3. Use contextual, syntactic, and morphological clues to guess the meaning of new vocabulary and to extracting general meaning.

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>No of Weeks</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Quiz</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1st in-term exam</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chapter 6 part I</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Quiz</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chapter 6 part II</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chapter 7 part I</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2nd in-term exam</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chapter 7 part II &amp; revision</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Course components (total contact hours per semester):

<table>
<thead>
<tr>
<th>Lecture: <strong>24 hours</strong></th>
<th>Tutorial</th>
<th>Practical/Fieldwork / Internship:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plus 4 hours for exams</td>
<td></td>
<td><strong>None</strong></td>
<td><strong>None</strong></td>
</tr>
</tbody>
</table>

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)

**6 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

Students will apply necessary reading strategies and skills. The following skills and strategies will be addressed: mechanics of reading, reading techniques (elementary skimming and scanning), vocabulary skills (use of contextual, syntactic, and morphological clues to improve vocabulary comprehension) and extracting general information.

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

1. Lectures
2. Class discussion
3. Regular class exercises
4. Homework

(iii) Methods of assessment of knowledge acquired

1. Quizzes
2. Midterms
3. Final written exam

### b. Cognitive Skills

(i) Cognitive skills to be developed

1. Students will be able to read any given text in a given time as well as recognize words quickly and effortlessly
2. Students will use stronger comprehensive reading skills

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

1. Students will be taught reading skills, strategies, and techniques
2. Students will also be taught how to use these techniques to comprehend any given text
3. Students will be encouraged to use these skills through class exercises and group work until they can use them independently

(iii) Methods of assessment of students cognitive skills

1. Class participation
2. Quizzes
3. Midterms and exams

c. Interpersonal Skills and Responsibility

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

1. Students will practice their reading skills by participating in class discussion and exercises
2. Students will take frequent quizzes in order to develop their skills and strengthen their knowledge

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

1. Lectures in which students are made aware of the significance of time management
2. Lectures to train the students to use these techniques
3. Regular class exercises as well as group work to practice their use of reading skills

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

1. Active class participation reflects the students' ability and willingness to improve their language
2. Performance on quizzes, midterms and final exams are evidence of the students' ability to recollect and synthesize information
3. Supervision of in-class group work in order to oversee students' interaction and ability to work together

d. Communication, Information Technology and Numerical Skills

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

Students will be able to use:
1. the internet to download information
2. available web links for practice
3. the internet to communicate with the teacher

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

1. Using Smart Boards
2. Using Jusur (e-learning system), especially white boards for running discussions through collaborative writing
3. Students will be encouraged to use the web for further information or tips

(iii) Methods of assessment of students numerical and communication skills
None

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment task (eg. essay, test, group project, examination etc.)</th>
<th>Week due</th>
<th>Proportion of Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quizzes</td>
<td>Week 5-10</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; midterm</td>
<td>Week 7</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; midterm</td>
<td>Week 14</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Final</td>
<td>Week 18</td>
<td>60%</td>
</tr>
</tbody>
</table>

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)

   6 hours per week ; reachable via email

E. Learning Resources

1. Required Text(s)
### 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 the number of registered students**

2. **Computing resources**
   - **Laptop computer - projector system**

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**
   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 observation to benefit from colleagues’ objective feedback and suggestions for improvement.
2. Class observation by a supervisor

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 (e.g., 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. Bi-annual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements