



جامعة المجمعة
Majmaah University



Course Specifications



Institution:	Majma'ah University
Academic Department :	Department of English
Programme :	B.A in English
Course :	Eng111- Basic Language Skills
Course Coordinator :	Dr.M.Fawares
Programme Coordinator :	Dr. Salah Alfarwan
Course Specification Approved Date :	.../ ... / H <input type="checkbox"/>

A. Course Identification and General Information

1 - Course title :	Ready to write 1	Course Code:	Eng 111
2. Credit hours :	(3) <input type="checkbox"/> <input type="checkbox"/>		
3 - Program(s) in which the course is offered:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
4 – Course Language :	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
5 - Name of faculty member responsible for the course:			
6 - Level/year at which this course is offered :	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
7 - Pre-requisites for this course (if any) :	None		



8 - Co-requisites for this course (if any) :

- **None**

9 - Location if not on main campus :

(Ramah campus)

10 - Mode of Instruction (mark all that apply)

A - Traditional classroom

What percentage?

 %

B - Blended (traditional and online)

What percentage?

 100 %

D - e-learning

What percentage?

 %

E - Correspondence

What percentage?

 %

F - Other

What percentage?

 %

Comments :

.....

B Objectives

What is the main purpose for this course?

The purpose of the course is to acquaint students with the parts of speech, tenses, subject-verb agreement, types of sentences (including simple, compound and complex), various types of modifiers and transitional expressions. This course focuses on reading ,writing and study skills, including those required for vocabulary development and understanding research.

Briefly describe any plans for developing and improving the and course that are being implemented:

1. Students are encouraged to consult the web to practice more well- formed passages.
2. Students are encouraged to take parts and engage in the reading process.





3. Providing students with web-based exercises for extra training in reading.

C. Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
introduction	1	3
U1 (Student life)	1	3
U2 (Daily routines)	1	3
U3 (People and the environment)	1	3
U4 (Architecture)	1	3
U5 (Education)	1	3
U6 (Technology)	1	3
U7 (Food, drink and culture)	1	3
U8 (Cities of the world)	1	3
U9 (Brain power)	1	3
U10 (Staying alive)	1	3
Revision	1	3

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

<input type="checkbox"/>	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39 <input type="checkbox"/>	None	none	none	none	39 <input type="checkbox"/>





Credit	3 <input type="checkbox"/>	None	none	none	none	3 <input type="checkbox"/>
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3. Additional private study/learning hours expected for students per week.

3 hours per week

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	BY the end of the course , students will be able to: <ul style="list-style-type: none"> • Use intensive and extensive reading skills for both fluency and accuracy • Develop and extensively use reading strategies like skimming, scanning and guessing words meaning from context. 	Lectures	Quizzes





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.2		Class discussion	Class exercises and writing assignments
1.3		.....	Mid terms
1.4		.....	Final exam
2.0	Cognitive Skills		
2.1	<p>Students will have the ability to:</p> <p>BY the end of the course , students will be able to:</p> <ul style="list-style-type: none"> • Improve spelling skills and ability to guess the meaning of unknown vocabulary . • Develop a vocabulary of high-used words. • write a descriptive paragraph taking into consideration aspects of grammar and vocabulary (e.g. vocabulary concerning describing places and people, adjectives, adverbs... etc) 	<p>1- Exercises</p> <p>2- Class discussions.</p> <p>3- In-class group presentations.</p> <p>4-Exercises</p>	Class participation
2.2		Presentation	Home assignments
2.3		Individual meetings	Midterms
2.4	.....	.....	Final exam
2.5	.....	.....
2.6	.....	.....	.....
3.0	Interactional Skills & Responsibility		



	<p align="center">NQF Learning Domains And Course Learning Outcomes</p>	<p align="center">Course Teaching Strategies</p>	<p align="center">Course Assessment Methods</p>
<p>3.1</p>	<ul style="list-style-type: none"> • give students intensive vocabulary review and application in the context of reading. • help students use increasingly new vocabulary to express themselves effectively and appropriately on topics of immediate relevance. • Students can act responsibly and ethically in carrying out individual as well as group projects 	<p>Exercises</p>	<p>class participation</p>
<p>3.3</p>		<p>Exercises</p>	<p>Final exams</p>
<p>3.4</p>	<p>-</p>	<p>Exercises</p>	<p>Individual supervision hours</p>
<p>3.5</p>	<p>.....</p>	<p>.....</p>	<p>.....</p>
<p>3.6</p>	<p>.....</p>	<p>.....</p>	<p>.....</p>
<p>4.0 Communication, Information Technology, Numerical</p>			
<p>4.1</p>	<ul style="list-style-type: none"> • Students will use the necessary skills to communicate . 		
<p>4.2</p>		<p>.....</p>	<p>.....</p>
<p>4.3</p>		<p>.....</p>	<p>.....</p>
<p>4.4</p>	<p>.....</p>	<p>.....</p>	<p>.....</p>
<p>4.5</p>	<p>.....</p>	<p>.....</p>	<p>.....</p>





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
4.6	.....	.....	.....
5.0	Psychomotor		
5.1	None	Conversations	Class discussion
5.2	.....	.....	.....
5.3	.....	.....	.....
5.4	.....	.....	.....
5.5	.....	.....	.....
5.6	.....	.....	.....

5. Schedule of Assessment Tasks for Students During the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	1st midterm	Week9	20%
2	Class exercises, assignments and project	All a long	20%
3	Quizzes	Week 6	10%





4	Participation and attendance	All along	10%
5	Final exam	End of the semester	40%
6			
7			
8	.....	.....	.....





D. Student Academic Counseling and Support

Reachable via email or personal attendance.

E. Learning Resources

1. List Required Textbooks : Harrison, R.(2010) Academic Skills: Reading ,Writing and Study Skills. New York: Oxford University Press.

2. List Essential References Material: Blanchard, K. &Root, C. (2010).*Ready to Write 1: A First Composition Text* (3rd Edition).Pearson Education ESL.

3.List Recommended Textbooks and Reference :

4. List Electronic Materials [http://: www.ramahstudents.pbworks.com](http://www.ramahstudents.pbworks.com)

5. Other learning material :

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F. Facilities Required

1. Accommodation <ul style="list-style-type: none">•••
2. Computing resources <ul style="list-style-type: none">•••
3. Other resources <ul style="list-style-type: none">•••

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching: <ul style="list-style-type: none">• Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class• End of term college evaluation of course by students (to be collected by the department)• End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor : <ul style="list-style-type: none">• Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.





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
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences.
- 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

- Check marking of a sample of examination papers either by a resident or visiting faculty member
- 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 :

- . Compare syllabus and course description with other universities (including those on the net)
- 2. Bi-annual meetings of faculty members to discuss improvement

Course Specification Approved

Department Official Meeting No (.....) Date ... / ... / H

Course's Coordinator

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Department Head





Name Dr.Fawares

Name : Dr. Salah Alfarwan

Signature :

Signature :

Date : .../ .../ H

Date : .../ .../ H

