اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Threshold Reading and Writing II B1
Course Code:	Engl-1123
Program:	University Preparatory Program
Department:	English Department
College:	College of Law, College of Business Administration, College of Architectural Eng. and Digital Design
Institution:	Dar Al-Uloom University

Table of Contents

A. Course Identification

1. Credit hours:
120

2. Course type
a. University ▣ College ☐ Department ☐ Others ☐
b. Required √ Elective ☐

3. Level/year at which this course is offered: University Preparatory Program

4. Pre-requisites for this course (if any)**:**
ENGL 1112, ENGL 1113

5. Co-requisites for this course (if any)**:**
Engl1121- Engl1122

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	45	100%
2	**Blended**		
3	**E-learning**		
4	**Distance learning**		
5	**Other**		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	45
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description
Based on developing students reading and writing skills from a constructivist approach which favours group work and collaborative engagement, this course aims to promote learners' critical reading sub-skills and writing skills. It aims at encouraging students to get exposure to a variety of text types, previewing, predicting, skimming, scanning, reading for specific information and inferring meaning from context.

2. Course Main Objective
The main objectives of this course are that by the end of the course, students will better able to
- Produce short to a medium-length essay (50-120 words), which will be organized, concise, well developed and relevant to the topic of writing.
- Employ micro and macro-reading skills; subskills necessary for reading different text genres
- Apply critical thinking through analyzing and organizing information in writing.
- Distinguish facts from fiction and or opinion in different text genres.

- Gain a minimum level of discourse competence through constant exposure to reading different text genres.
- Promote their schematic knowledge of the world
- Enhance their intercultural competence by being exposed to different text genres.
- Find a voice for arguing, discussing and giving opinion in different writing genres.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	Upon completion of the course, the student will be able to identify and correctly reproduce a good range of high frequency vocabulary related to familiar everyday topics (e.g. Communication, Challenges, Cities, Nature, Travel, Transitions…)	
2	**Skills:**	
2.1	Upon completion of the course, the student will be able to effectively apply main reading sub-skills such as scanning, skimming, reading for detail & inferencing to correctly identify both general and specific details from different 200-400 word text genres, such as personal stories, scientific article, and journals entries	
2.2	Upon completion of the course, the student will be able to efficiently write a medium-length (120 words), well-structured, developed, coherent and cohesive essay that includes detailed descriptions and arguments on a range of familiar subjects (e.g. a life transition, an opinion paragraph, a journal entry of life in an imaginary world).	
3	**Values:**	
3.1	Within the framework of taking responsibility for their own learning, the student will demonstrate interactive and collaborative behaviors while engaged in individual, pair, and group work.	

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1: Food from the Earth	6
2	Unit 2: Communication	3
3	Unit 3: Cities	3
4	Unit 4: The Body	4
5	Unit 5: Challenges	3
6	Unit 6: Transitions	4
7	Unit 7: Luxuries	4
8	Unit 8: Nature	3
9	Unit 9: Life in the Past	4
10	Unit 10: Travel	4
11	Unit 11: Careers	3
12	Unit 12: Celebrations	4
Total		45

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	Upon completion of the course, the student will be able to identify and correctly reproduce a good range of high frequency vocabulary related to familiar everyday topics (e.g. Communication, Challenges, Cities, Nature, Travel, Transitions…)	**Based on an eclectic approach that is based on immediate learners' needs and the context of teaching:** -Teacher-fronted instructions with timing and monitoring students as they are engaged in tasks. -Guided discovery reading using the text as a linguistic object to promote students' noticing and raise their awareness of written text genres. -Peer-checking and collaboration to establish correct answers and provide feedback. -consolidating and promoting correct behaviors in using specific subskills to find answers -Student appraisal as a means of promoting student confidence and enhancing their autonomy	**Continuous/formative and summative (Graded tasks/ Mid-term and Final):** -Graded reading tasks reflecting different and selected (for exam purposes) reading-subskills encountered in class. -Mid-term formative exams testing students' abilities to apply learned sub-skills in class. -A Final summative exam which tests students' abilities to retain and recall necessary sub-skills in reading different texts of different genres
2.0	**Skills**		
2.1	Upon completion of the course, the student will be able to effectively apply main reading sub-skills such as scanning, skimming, reading for detail & inferencing to correctly identify both general and specific details from different 200-400-word text genres, such as personal stories, scientific article, and journals entries	**Based on an eclectic approach that is based on immediate learners' needs and the context of teaching:** -Teacher-fronted instructions with timing and monitoring students	**Continuous/formative and summative (Graded tasks/ Mid-term and Final):** -Graded reading tasks reflecting different and selected (for exam purposes) reading-subskills encountered in class.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		as they are engaged in tasks. -Guided discovery reading using the text as a linguistic object to promote students' noticing and raise their awareness of written text genres. -Peer-checking and collaboration to establish correct answers and provide feedback. -consolidating and promoting correct behaviors in using specific subskills to find answers -Student appraisal as a means of promoting student confidence and enhancing their autonomy	-Mid-term formative exams testing students' abilities to apply learned sub-skills in class. -A Final summative exam which tests students' abilities to retain and recall necessary sub-skills in reading different texts of different genres
2.2	Upon completion of the course, the student will be able to efficiently write a medium-length (120 words), well-structured, developed, coherent and cohesive essay that includes detailed descriptions and arguments on a range of familiar subjects (e.g. a life transition, an opinion paragraph, a journal entry of life in an imaginary world).	Teacher-fronted and guided instruction on how to write a paragraph -Immediate and delayed feedback to promote learners' abilities to receive feedback on their writing -Learner-centered and peer-collaborative process writing to promote student confidence in writing - Teacher-fronted guided instructions on how to write long and up to 120 words essay -A product-approach to writing in order to promote learners' lexical and strategic	-Graded writing tasks to promote and enhance an efficiently written medium-length (120 words), well-structured, developed, coherent and cohesive essay that includes detailed descriptions and arguments on a range of familiar subjects (e.g. a life transition, an opinion paragraph, a journal entry of life in an imaginary world).. -Mid-term formative exam testing students' abilities in applying learned skills to efficiently write a medium-length (120 words), well-structured, developed, coherent and cohesive

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		competence in writing long essays, up to 120 words through using a text as a model for writing and identifying cohesive devices used in the text. -A process approach to writing in order to promote learners' brainstorming skills as well as guiding them on how to explain, develop and compose detailed writing that is topic-related - Student appraisal as a means of promoting student confidence and enhancing their autonomy. -Raising students' awareness of effective discourse mechanics related to specific writing genres.	essay that includes detailed descriptions and arguments on a range of familiar subjects (e.g. a life transition, an opinion paragraph, a journal entry of life in an imaginary world). -A final summative exam which tests students' abilities skills to efficiently write a medium-length (120 words), well-structured, developed, coherent and cohesive essay that includes detailed descriptions and arguments on a range of familiar subjects (e.g. a life transition, an opinion paragraph, a journal entry of life in an imaginary world).
3.0	**Values**		
3.1	Within the framework of taking responsibility for their own learning, the student will demonstrate interactive and collaborative behaviors while engaged in individual, pair, and group work.	There are numerous strategies that can be used by language learners to enhance their language learning through pair work and group work, which are essential elements of most language-learning classes. Therefore, the teaching strategy should focus on: -Providing opportunities for practising the target language, either	Collaborative, group tasks assessed using a rubric

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		individually, in pairs, or in a group setting. -Maintaining student engagement by providing a variety of classroom activities for pair work. -Ensuring that students of different language proficiency are able to learn from each other in the form of group work.	

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm Exam	7	20%
2	Writing: paragraphs/essays	4 6 9 11	20%
3	Reading: different text genres	5 10	15%
4	Graded Task for assessing CLO 3.1	14	5%
5	Final Exam	15	40%
6			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:

8 office hours per week according to the instructor's schedule and timetable. Extra time can be assigned upon request from students.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	World English 2 Textbook World English 2 Workbook
Essential References Materials	There are no other journals or reports needed for the course
Electronic Materials	http://dictionary.cambridge.org/ http://www.thesaurus.com/

Other Learning Materials	World English 2 portfolio

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom that can accommodate up to 30 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	Laptop Quick Internet Connection Relevance distance learning software (Microsoft Teams) Whiteboard IWB Projectors Amplifies & Speakers
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	HOD, UPP Council & Students	Class observation, student surveys, peer observation
Extent of achievement of course learning outcomes,	Faculty, Department Council & Program leaders	Referring to analysis of CLOs achievement results as per course reports
Quality of learning resources,	Faculty, students & program leaders	Discussions & Surveys

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	UPP Council
Reference No.	2
Date	31/10/2022