



ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: Dar Al Uloom University	Date: 06/06/2019
College/Department : UPP/English	

A. Course Identification and General Information

1. Course title and code: Reading & Writing I / Engl1113			
2. Credit hours: 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Business, Architecture			
4. Name of faculty member responsible for the course Course Leader			
5. Level/year at which this course is offered: C level 2019-20 Semester 1			
6. Pre-requisites for this course (if any): Engl0001, Engl0004			
7. Co-requisites for this course (if any): Engl1111, Engl1112			
8. Location if not on main campus:			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments			

B Objectives

1. What is the main purpose for this course?

Employ micro and macro-reading skills for both fluency and accuracy.

Plan and organise writing tasks through planning strategies such as T-charts, spider diagrams, paragraph planners and ideas maps.

Produce short to medium-length single-paragraph descriptive and summary texts that are organised, concise, well-developed and relevant.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

Checklists have been replaced with graded assessment.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This course integrates reading and writing skills and builds on the foundation provided by the level C courses. The course provides instruction and practice on reading strategies like scanning, skimming, context clues, and summarizing. It also focuses on recognition of main ideas, and supporting details. The writing section of the course attempts to develop writing accurate, concise, and well-connected paragraphs, and summaries. Concepts of writing processes like brainstorming, planning, drafting and revising are introduced and practiced. Students practice writing topic sentences that introduce a paragraph, supporting sentences, and concluding sentences. Writing instruction also focuses on paragraph coherence and cohesion.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Food	1	3
Sports	1	3
Destinations	1	3
Communication	1	3
The Future	1	3
Shopping for Clothes	1	3
Lifestyles	1	3
Achievements	1	3
Consequences	1	3

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45					45
	Actual	27					27
Credit	Planned	3					3
	Actual	3					3

3. Additional private study/learning hours expected for students per week.	2
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy			
On the table below are the five NQF Learning Domains, numbered in the left column.			
<p>First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)</p>			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
2.0	Cognitive Skills		
2.1	The learner will be able to evaluate and identify key information using Reading Skills such as scanning, topic sentences and inferencing.	Classroom Instruction, Group Work, Discussions.	Mid-Term and Final Exams
3.0	Interpersonal Skills & Responsibility		
4.0	Communication, Information Technology, Numerical		
4.1	The learner will be able to write 50-60 word personal, descriptive paragraphs about a variety of topics, employing topic sentences, supporting sentences and concluding sentences.	Classroom Instruction, Drafting, Proofreading, Discussions.	Writing, submission-based using checklist, Mid-Term Exam, Final Exam.
5.0	Psychomotor		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Graded reading	C/A	20%
2	Graded Writing	C/A	20%
4	Mid-Term Exam	Week 6	20%
6	Final Exam	Week 14	40%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) 8 hours per week of office hours and email contact.
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E Learning Resources

1. List Required Textbooks World English 1 Textbook World English 1 Workbook
2. List Essential References Materials (Journals, Reports, etc.)
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. http://www.thesaurus.com/ http://www.grammar-monster.com
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. Additional materials uploaded on LMS

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom for 25 students
2. Technology resources (AV, data show, Smart Board, software, etc.) Amplifier and speakers Projector
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Whiteboard

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Teaching Course evaluation
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Lesson Observations Weekly Meetings
3. Processes for Improvement of Teaching Lesson Observations Weekly Meetings Continuous Professional Development Workshops
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) QA Committee check Mid-Term & Final Exams of a sample of students
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Monthly course meeting Departmental meetings End of semester course review

Name of Course Instructor: Stephen Heath _____

Signature:



Date Specification Completed: 06/06/2019

Program Coordinator: _____

Signature: _____

Date Received: _____