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| **Faculty: Arts** | |
| **Program: BA** | **Department: English and Translation** |
| **Semester:** | **Academic year:** |



**Course Plan**

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| **First: Course Information** |

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| ***Practical:1*** | ***Theoretical:*** *2* | ***Credit Hours: 3 hours*** | | ***Course Title: Reading*** | | ***Course No.:*** 0202213 |
| ***Lecture Time:*** | | | ***Section No.:1*** | | ***Prerequisite No. and Title: ----*** | |
| ***Level Seven*** | | | | | | ***Level in JNQF*** |
| ***Obligatory University Requirement Elective University Requirement***  ***Obligatory Faculty Requirement Elective Faculty Requirement*** ***■ Obligatory Specialization Requirement Elective Specialization Requirement***  ***Ancillary course*** | | | | | | ***Type Of Course:*** |
| ***Face-to-Face Learning***  ***Blended Learning (2 Face-to-Face + 1 Asynchronous)***  ***Online Learning (2 Synchronous+ 1 Asynchronous)*** | | | | | | ***Type of Learning:*** |

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| **Second: Instructor’s Information** |

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| ***Course Coordinator:*** | | | |
| ***Academic Rank:*** | | ***Name:*** | |
| ***Email:*** | ***Extension Number:*** | ***Office Number:*** | |
| ***Course Instructor:*** | | | |
| ***Academic Rank*** | | ***Name:*** | |
| ***Email:*** | ***Extension Number:*** | ***Office Number:*** | |
|  | | | ***Office Hours:*** |

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| **Third: Course Description** |

The course helps intermediate students build academic, life, and work skills crucial for success. Engaging readings and classroom-tested activities promote natural and purposeful language use, Informed by Equipped for the future standards. Practical Faster Reading helps students communicate with confidence, make informed decisions, and take responsibility for their learning.

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| **Fourth: Course objectives** |

**Develop Academic Skills:**

Enhance reading comprehension and critical thinking abilities through engaging readings.

Strengthen academic writing skills for effective communication**.**

**Promote Natural Language Use:**

Encourage the use of language in authentic, real-world contexts.

Enhance language fluency and spontaneity through interactive discussions and activities.

**Align with Equipped for the Future Standards:**

Ensure that the course content aligns with and meets the standards set by Equipped for the Future.

Integrate relevant EFfF standards to address key competencies and skills.

**Enhance Faster Reading Skills:**

Implement practical strategies for faster reading and efficient information processing.

Improve reading speed while maintaining comprehension for academic and professional purposes.

**Boost Confidence in Communication:**

Provide opportunities for students to practice and refine their communication skills.

Build confidence in expressing ideas, opinions, and arguments effectively.

**Encourage Informed Decision-Making:**

Develop the ability to analyze information critically and make well-informed decisions.

Equip students with the skills to evaluate and synthesize diverse sources of information**.**

**Foster Responsibility for Learning:**

Cultivate a sense of ownership and responsibility for one's own learning journey.

Encourage proactive learning habits and self-assessment.

**Facilitate Holistic Learning:**

Integrate a variety of activities that address cognitive, affective, and psychomotor domains.

Ensure a holistic learning experience that prepares students for multifaceted challenges in academia, life, and work.

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| **Fifth: Learning Outcomes** |

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| ***Assessment method***  *Choose at least two methods* | ***Associated PILOs Code***  *Choose one PILO for each CILO\** | ***CILOs***  If any CLO will not be assessed in the course, mark NA. | ***CILOs Code*** | ***Level descriptor according to (JNQF)*** |
| Lecture  In-class Task | PK1 | Concepts and Theories | **K1** | **Knowledge** |
| In-class Task  Assignment | PK2 | Contemporary Trends, Problems and Research | **K2** |
| Lecture  In-class Task  Quiz | PK3 | Professional Responsibility | **K3** |
| Lecture  In-class Task | PS1 | Problem Solving Skills | **S1** | **Skills** |
| Concept Mapping  Think-Pair-Share | PS2 | Analytic Skills | **S2** |
| Think-Pair-Share  In-class Task | PS3 | Creative Thinking and Innovation | **S3** |
| In-class Task  Quiz | PC1 | Teamwork and Leadership | **C1** | **Competencies** |
| Jigsaw Assignment | PC2 | Communication | **C2** |

\*CILOs: Course Intended Learning Outcomes; PILOs: Program Intended Learning Outcomes; for each CILO, the PILO could be the same or different.

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| **Sixth: Learning Resources** |

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|  | Practical Faster Reading | ***Main reference:*** |
| ***Year:*** *1994* | ***Print:*** | ***Author****: Gerald Mosback, Vivienne Mosback* |
| * Baudoin, E.M, et al. (1994). Reader’s choice. Michigan, the University of Michigan. | | ***Additional Sources: Website:*** |
| ***Classroom Laboratory Workshop* MS Teams Moodle** | | ***Teaching Type:*** |

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| **Seventh: Course Structure** |

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| Lecture Date | Learning Outcome | Topics | Teaching  Methods\*\*\* | Teaching Procedures\* | References\*\*\* |
|  | PK1, PK2, S5 | Acknowledgements | Face-to-Face | Lecture | \*\*\* |
|  | PK1, PK2, S5 | How to use this book | Face-to-Face | Lecture | \*\*\* |
|  | PK1, PK2, S5 | Benefits of reading | Asynchronous | Assignment | \*\*\* |
|  | PK1, PK2, S5 | Preface | Face-to-Face | Lecture | p. 3-8 |
|  | PK1, PK2, S5 | Faster effective reading | Face-to-Face | Lecture | p. 4-8 |
|  | PK1, PK2, PC4 | Sot the topic | Asynchronous | Assignment | \*\*\* |
|  | PK1, PK2, S5 | Obstacles to faster effective reading | Face-to-Face | Lecture | p. 10-15 |
|  | PK2, PK3, K4 | Missing word summary | Face-to-Face | Lecture | p. 20-25 |
|  | PK1, PK2, PC4 | Hints for reading practice pact (1) | Asynchronous | Assignment | \*\*\* |
|  | PK2, PK3, K4 | Hints for reading practice pact (2) | Face-to-Face | Presentation and discussion | p.30 |
|  | PK2, PK3, K4 | Spot the topic | Face-to-Face | Presentation and discussion | p.30 |
|  | PK1, PK2, PC4 | Money | Asynchronous | Assignment | \*\*\* |
|  | PK2, PK3, K4 | Diamonds | Face-to-Face | Presentation and discussion | p. 35-40 |
|  | S5, S4, PC2 | Mid-Exam | Face-to-Face | Presentation and discussion | p. 40-43 |
|  | PK1, PK2, PC4 | How to use this book | Asynchronous | Assignment | \*\*\* |
|  | S5, S4, PC2 | Benefits of reading | Face-to-Face | Presentation and discussion | p. 43-47 |
|  | PK2, PK3, K4 | Sot the topic | Face-to-Face | Presentation and discussion | p. 53-64 |
|  | PK2, PK3, K4 | Obstacles to faster effective reading | Face-to-Face | Presentation and discussion | p. 53-64 |
|  | PK1, PK2, PC4 | First Exam | Asynchronous | Assignment | \*\*\* |
|  | PK1, PK2, S5 | Hints for reading practice pact (1) | Face-to-Face | Discussion and Interaction | \*\*\* |
|  | PK1, PK2, S5 | Hints for reading practice pact (2) | Face-to-Face | Discussion and Interaction | handout |
|  | PK1, PK2, PC4 | Hints for reading practice pact (2) | Asynchronous | Assignment | \*\*\* |
|  | PK1, PK2, S5 | Hints for reading practice pact (2) | Face-to-Face | Discussion and Interaction | handout |
|  | PK1, PK2, S5 | Spot the topic | Face-to-Face | Discussion and Interaction | handout |
|  | PK1, PK2, PC4 | Spot the topic | Asynchronous | Assignment | \*\*\* |
|  | \*\*\* | **Mid-Term Exam** | Face-to-Face | Discussion and Interaction | \*\*\* |
|  | PK1, PK2, S5 | Spot the topic | Face-to-Face | Discussion and Interaction | handout |
|  | PK1, PK2, PC4 | Spot the topic | Asynchronous | Assignment | \*\*\* |
|  | PK1, PK2, S5 | Money | Face-to-Face | Discussion and Interaction | handout |
|  | PK1, PK2, S5 | Money | Face-to-Face | Discussion and Interaction | handout |
|  | PK1, PK2, PC4 | Money | Asynchronous | Assignment | \*\*\* |
|  | PK1, PK2, S5 | Diamonds | Face-to-Face | Discussion and Interaction | handout |
|  | PK1, PK2, S5 | Diamonds | Face-to-Face | Discussion and Interaction | handout |
|  | PK1, PK2, PC4 | Diamonds | Asynchronous | Assignment | \*\*\* |
|  | S5, S4, PC2 | Canning food | Face-to-Face | Discussion and Interaction | handout |
|  | S5, S4, PC2 | Canning food | Face-to-Face | Discussion and Interaction | handout |
|  | \*\*\* | Canning food | Asynchronous | Assignment | \*\*\* |
|  | PK2, PK3, K4 | Missing the word summary | Face-to-Face | Discussion and Interaction | handout |
|  | PK2, PK3, K4 | Missing the word summary | Face-to-Face | Discussion and Interaction | handout |
|  | \*\*\* | Missing the word summary | Asynchronous | Assignment | \*\*\* |
|  | Finals | Finals | Finals | Finals | Finals |

\*Teaching procedures: (Face-to-Face, synchronous, asynchronous).

\*\* Teaching methods: (Lecture, video….).

\*\*\* Reference: (Pages of the book, recorded lecture, video….)

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| **Eighth: Assessment Methods** |

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| **Methods** | **Online Learning** | **Blended Learning** | **Face-To-Face**  **Learning** |
| **Specific Course Output to be assessed**  \*\*If any CILO will not be assessed in the course, mark NA. | | | | | | | |
| **K1** | **K2** | **K3** | **S1** | **S2** | **S3** | **C1** | **C2** |
| **First Exam** |  |  |  |  |  |  |  |  |  |  |  |
| **Second Exam** |  |  |  |  |  |  |  |  |  |  |  |
| **Mid-term Exam** |  | 30 |  |  | **√** | **√** | **√** | **√** | **√** | **√** |  |
| **Participation** |  | 20 |  | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **Asynchronous Activities** |  |  |  |  |  |  |  |  |  |  |  |
| **Quizzes** |  |  |  |  |  |  |  |  |  |  |  |
| **Assignments** |  |  |  |  |  |  |  |  |  |  |  |
| **Group presentation** |  |  |  |  |  |  |  |  |  |  |  |
| **Final Exam** |  | 50 |  |  | **√** | **√** | **√** | **√** | **√** | **√** |  |
| **Total out of 100** |  | 100 |  |  |  |  |  |  |  |  |  |

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| **Ninth: Course Policies** |

* All course policies are applied on all teaching patterns (online, blended, and face-to-face Learning) as follows:

1. Punctuality.
2. Participation and interaction.
3. Attendance and exams.

* Academic integrity: (cheating and plagiarism are prohibited).

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| **Approval** | **Name** | **Date** | **Signature** |
| **Head of Department** |  |  |  |
| **Faculty Dean** |  |  |  |