



## Course Specifications

|                      |   |
|----------------------|---|
| <b>Course Title:</b> | <b>READING 2</b>  |
| <b>Course Code:</b>  | <b>ENG-2/142</b>  |
| <b>Program:</b>      | <b>Bachelor's Program in English</b>  |
| <b>Department:</b>   | <b>Department of English</b>  |
| <b>College:</b>      | <b>Jazan (Male and Female Campus), Samtah (Female Campus), Ardha (Female Campus) Dayer (Female Campus), Darb (Female Campus), and Farasan (Female Campus)</b> |
| <b>Institution:</b>  | <b>Jazan University</b>   |

## Table of Contents

|  |          |
|--|----------|
| <b>A. Course Identification</b> .....  | <b>3</b> |
| 6. Mode of Instruction (mark all that apply) .....   | 3        |
| <b>B. Course Objectives and Learning Outcomes</b> .....  | <b>3</b> |
| 1. Course Description .....  | 3        |
| 2. Course Main Objective .....   | 3        |
| 3. Course Learning Outcomes .....  | 4        |
| <b>C. Course Content</b> .....   | <b>4</b> |
| <b>D. Teaching and Assessment</b> .....  | <b>5</b> |
| 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods ..... | 5        |
| 2. Assessment Tasks for Students .....   | 6        |
| <b>E. Student Academic Counseling and Support</b> .....  | <b>6</b> |
| <b>F. Learning Resources and Facilities</b> .....  | <b>6</b> |
| 1. Learning Resources .....  | 6        |
| 2. Facilities Required .....   | 6        |
| <b>G. Course Quality Evaluation</b> .....  | <b>7</b> |
| <b>H. Specification Approval Data</b> .....  | <b>7</b> |

## A. Course Identification

|   |  |                                   |  |
|---|--|-----------------------------------|--|
| <b>1. Credit hours: 2hrs. per week</b>                                    |  |                                   |  |
| <b>2. Course type</b>   |  |                                   |  |
| a   | University <input type="text"/>              | College <input type="text"/>      | Department <input checked="" type="checkbox"/> Others <input type="text"/> |
| b.  | Required <input checked="" type="checkbox"/> | Elective <input type="checkbox"/> |  |
| <b>3. Level/year at which this course is offered: Level 2/ First Year</b> |  |                                   |  |
| <b>4. Pre-requisites for this course (if any): READING 1 141</b>          |  |                                   |  |
| <b>5. Co-requisites for this course (if any): NONE</b>                    |  |                                   |  |

### 6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction   | Contact Hours | Percentage |
|----|-----------------------|---------------|------------|
| 1  | Traditional classroom | 30            | 100        |
| 2  | Blended               |               |            |
| 3  | E-learning            |               |            |
| 4  | Distance learning     |               |            |
| 5  | Other                 |               |            |

### 7. Contact Hours (based on academic semester)

| No | Activity                               | Contact Hours |
|----|--|---------------|
| 1  | Lecture                                | 30            |
| 2  | Laboratory/Studio                      |               |
| 3  | Tutorial                               |               |
| 4  | Others (Assignments and Self Learning) |               |
|    | <b>Total</b>                           | <b>30</b>     |

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is a two credit hour course aimed at enhancing reading skills of students at the intermediate level. The focus of the course is on enabling learners to understand and to assimilate select reading sub-skills, which will help them improve their study skills and to help them tackle proficiency exams in future.

### 2. Course Main Objective

This course aims at enhancing and developing students' reading skills with the progression of each and every chapter of the assigned textbook. The students are exposed to the various chapters in the book from which they can learn the key reading strategies such as getting meaning from the context, identifying the main idea and supporting details, summarizing, eliciting information from the reading passage, using synonyms, using words in context, making connections between words, phrases and paragraphs within the reading passages etc. The reading of different chapters also helps students learn a great number of words that significantly increases their stock of words.

The learning objectives of the course are to enable students to : - Recognize reading structure, identify words and main ideas.

- Recognize topics, supporting details, getting meaning from context.
- Synthesize and discuss ideas from reading
- Summarizing a reading and predicting the content of a reading
- Analyze Internet information on higher level
- Guess words and meaning from context
- Recognize nouns, pronouns, adjectives and verbs - Find own external reading material to develop reading skills, improve research skills and expand vocabulary

### 3. Course Learning Outcomes

| CLOs |   | Aligned PLOs |
|------|---|--------------|
| 1    | <b>Knowledge and Understanding: Students will be able to</b>                            |              |
| 1.1  | Identify meanings of general and technical words  | K1           |
| 2    | <b>Skills : Students will be able to</b>  |              |
| 2.1  | Infer information from a reading passage  | S1           |
| 2.2  | Illustrate use of grammar/ vocabulary in context  | S2           |
| 2.3  | Interpret charts in order to elicit relevant information                                | S4           |
| 3    | <b>Values: Students will be able to</b>   |              |
| 3.1  | Develop an environment of collaborative learning through pair work and group activities | V2           |
| 3.2  | Display a sense of academic ethics in writing assignments                               | V3           |

### C. Course Content

| No | List of Topics   | Contact Hours |
|----|--|---------------|
| 1  | Chapter 5: Men and Women Understanding New Words in Reading, Previewing Vocabulary, Reading an Article, Identifying the Main Idea, Identifying Details, Reading in Phrases, Matching Words, Using Possessive Adjectives, Reviewing Vocabulary, Completing Sentences, Building Vocabulary   | 7             |
| 2  | Chapter 6: Sleep and Dreams Previewing Vocabulary, Understanding New Words, Meaning after or, Reading an Article, Finding Details, Working with New Words, Understanding Words from their Parts, Finding the Meaning of New Words in Context, Reading a Narrative, Identifying the Main Idea, Finding Details, Understanding Pronouns, Searching for Information on the Internet, Vocabulary Practice, Building Vocabulary     | 7             |
| 3  | Chapter 7: Work and Lifestyles Thinking about the Topic, Previewing Vocabulary, Looking at Colons, Reading an Article, Identifying the Main Ideas and Important Details, Checking Vocabulary, Understanding Sentences with the Word That, Previewing Vocabulary, Reading a Narrative, Making Inferences, Understanding Words from their Parts: Suffixes, Reading a Chart, Building Vocabulary, Using Adjectives, Using Adverbs | 6             |
| 4  | Chapter 8: Food and Nutrition Previewing a Reading, Previewing Vocabulary, Using Opposites to Understand a New Word, Reading an Article, Identifying the Topics, Working with New Words, Figuring out Words with More than One Meaning, Reading an Article, Checking Vocabulary, Reading a Food Chart, Vocabulary Practice   | 6             |

|              |  |    |
|--------------|--|----|
| 5            | Quiz, Midterm, and Revision for Final Exam | 4  |
| <b>Total</b> |  | 30 |

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| Code       | Course Learning Outcomes  | Teaching Strategies                           | Assessment Methods   |
|------------|---|---|--|
| <b>1.0</b> | <b>Knowledge and Understanding: Students will be able to</b>                            |   |  |
| 1.1        | Identify meanings of general and technical words  | Lectures, Group work, Discussions, Worksheets | Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam<br>Nature of Questions: Match the words with their meanings (OR) MCQs  |
| <b>2.0</b> | <b>Skills: Students will be able to</b>   |   |  |
| 2.1        | Infer information from a reading passage  | Lectures, Group work, Discussions, Worksheets | Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam<br>Nature of Questions: Find out the main idea in the following passage (OR) Questions that are inferential and that deal with details from the passage                                    |
| 2.2        | Illustrate use of grammar/ vocabulary in context  | Lectures, Group work, Discussions, Worksheets | Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam<br>Nature of Questions: Gap-filling exercises where students fill in the blanks with pronouns, adjectives, adverbs, or with words from the box, or MCQs like the ones provided on page 113 |
| 2.3        | Interpret charts in order to elicit relevant information                                | Lectures, Group work, Discussions, Worksheets | Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam<br>Nature of Questions: Students may be provided charts akin to the ones given on pages 137 and 156 and may be asked to answer questions wherein they try to decode the charts.            |
| <b>3.0</b> | <b>Values: Students will be able to</b>   |   |  |
| 3.1        | Develop an environment of collaborative learning through pair work and group activities | Lectures, Group work, Discussions, Worksheets | Type of Assessment: Assignment, Worksheets, class room activities  |
| 3.2        | Display a sense of academic ethics in writing assignments                               | Lectures, Group work,                         | Type of Assessment: Assignment   |

| Code | Course Learning Outcomes | Teaching Strategies        | Assessment Methods |
|------|--------------------------|----------------------------|--------------------|
|      |                          | Discussions,<br>Worksheets |                    |

## 2. Assessment Tasks for Students

| # | Assessment task*         | Week Due | Percentage of Total Assessment Score |
|---|--------------------------|----------|--------------------------------------|
| 1 | Quiz 1                   | 4-6      | 10                                   |
| 2 | Midterm                  | 5-9      | 20                                   |
| 3 | Assignment 1 (OR) Quiz 2 | 5-10     | 10                                   |
| 4 | Final Exam               | 16       | 60                                   |
| 5 | Total                    |          | 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 :

Arrangements are made for availability of faculty and teaching staff for individual student consultations and academic advice. Students are assigned an academic counselor who offers guidance to the students in academic matters. Further, teachers are allotted 10 office hours every week to cater to the academic needs of students.

## F. Learning Resources and Facilities

### 1. Learning Resources

|                                       |  |
|---------------------------------------|--|
| <b>Required Textbooks</b>             | Interaction Access Reading Book By Pamela Hartman, James Mental, Ahmed Motala  |
| <b>Essential References Materials</b> | <a href="http://www.mhhe.com/interactionsmosaic">www.mhhe.com/interactionsmosaic</a>   |
| <b>Electronic Materials</b>           | <a href="http://www.mhhe.com/interactionsmosaic">www.mhhe.com/interactionsmosaic</a>   |
| <b>Other Learning Materials</b>       | Teachers must create a database of reading passages that offer scope for vocabulary, and inference of information. They should also create a database of passages that offer scope for gap-filling exercises. Often, teachers need to focus on the practice aspect rather than focusing merely on completing the syllabus. |

### 2. Facilities Required

| Item   | Resources  |
|--|--|
| <b>Accommodation</b><br>(Classrooms, laboratories, demonstration rooms/labs, etc.) | Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats |
| <b>Technology Resources</b><br>(AV, data show, Smart Board, software, etc.)        | Technology resources (AV, data show, Smart Board, software, etc.)                              |
| <b>Other Resources</b>   | Internet facility in the class rooms<br>Books related to English Dept in the library           |

| Item   | Resources    |
|--|--------------|
| (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Language Lab |

## G. Course Quality Evaluation

| Evaluation Areas/Issues       | Evaluators   | Evaluation Methods   |
|-------------------------------|--|--|
| Effectiveness of Teaching     | Course Teachers, Teaching and Learning Unit, Students, Program Leaders | Formative and Summative Assessment, Student Evaluation                 |
| Achievement of CLOs           | Course Teachers, Teaching and Learning Unit, Program Leaders           | Formative and Summative Evaluation, Course Report, CLO Excel Worksheet |
| Quality of Learning Resources | Course Teaching, Teaching and Learning Unit, Program Leaders, Students | Course Report, Student Evaluation                                      |

**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 |  |
| Reference No.       |  |
| Date                |  |