



Course Specifications

Course Title:	READING-2
Course Code:	ENG-3/222
Program:	Bachelor's Program in English
Department:	Department of English
College:	Jazan (Male and Female Campus), Samtah (Female Campus), Ardha (Female Campus) Dayer (Female Campus), Darb (Female Campus), and Farasan (Female Campus)
Institution:	Jazan University

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A. Course Identification

1. Credit hours: 3
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level-4/ 2nd year
4. Pre-requisites for this course (if any): Reading-1 / Eng-3/212
5. Co-requisites for this course (if any): None

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 (quizzes, assignments, and solving worksheets)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This course aims at enhancing and developing students' reading skill 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 vocabulary

2. Course Main Objective

- Develop students' comprehensive reading

- identify the main idea and supporting details
- predict content of a reading
- answer information questions
- develop students' vocabulary
- use words in various contexts
- relate between words and sentences
- interact with other learners in classroom
- improve their critical thinking

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding: Students will be able to	
1.1	Identify synonyms and one word substitutes for a wide range of words and phrases	K1
2	Skills : : Students will be able to	
2.1	Identify the main idea, and specific information from different reading passages	S2
2.2	Infer meanings of words and phrases from different contexts	S1
2.3	Differentiate between the main idea and supporting sentences in a passage	S2
2.4	Arrange sentences in order using cause-and-effect words, pronouns, and repeated key words	S2
3	Values: : Students will be able to	
3.1	Develop a sense of academic ethics in writing assignments	V3

C. Course Content

No	List of Topics	Contact Hours
1	Unit-1 (The News Media) The language of vocabulary in context, reading and understanding the vocabulary meaning of the passage, Main idea check, a closer look study: synonyms, vocabulary study: words in context	3
2	Unit-1 (Citizen Journalism) Getting into the topic, getting a first idea about the article, reading and understanding the meaning of the passage, Main idea check, a closer look, vocabulary study: synonyms, vocabulary study: words in context	3
3	Unit-1 (Making Connections) Making connections across sentences in a text, making connections by putting sentences into correct order	3
4	Unit-2 (Education Around the World) + Quiz-1 Using dictionary, Finding the correct definition, context clues to get the meaning	3
5	Unit-2 (Education Around the World) Getting into the topic, getting a first idea about the article, reading and understanding the meaning of the passage, Main idea check, a closer look, vocabulary study: synonyms, vocabulary study: words in context	3
6	Unit-2 (Alternative Education) + Quiz-2 Reading and understanding the meaning of the passage	3
7	Unit-2 (Alternative Education) Getting into the topic, getting a first idea about the article, reading and understanding the meaning of the passage, main idea check, a closer look, vocabulary study: synonyms, vocabulary study: words in context	3

8	Unit-2 (Making Connections) Making connections across sentences in a text, finding the antecedent to the pronouns, making connections by putting sentences into correct order	3
9	Midterm Exam. + Unit-3 (Supply and Demand in Global Economy) The vocabulary of numbers, Getting into the topic, getting a first idea about the article	3
10	Unit-3 (Supply and Demand in Global Economy) Reading and understanding the meaning of the passage, main idea check, a closer look, vocabulary study: synonyms, vocabulary study: words in context	3
11	Quiz-2 + Unit-3 (Communication Technology and Global Business) Getting into the topic, getting a first idea about the article, reading and understanding the meaning of the passage, main idea check, a closer look, vocabulary study: synonyms, vocabulary study: words in context	3
12	Unit-3 (Making Connections) Making connections across sentences in a text, finding the antecedent to the pronouns, making connections by putting sentences into correct order	3
13	Unit-4 (The Growth of Cities) Getting into the topic, getting a first idea about the article, reading and understanding the meaning of the passage, main idea check, a closer look, vocabulary study: synonyms, vocabulary study: words in context Unit-4 (Making Connections) Making connections across sentences in a text, finding the antecedent to the pronouns, making connections by putting sentences into correct order	6
14	Absentees exams, Revision classes before Final Exam.	3
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: Students will be able to		
1.1	Identify synonyms and one word substitutes for a wide range of words and phrases	Lectures, group discussions, pair work, class room activities	MCQ, Fill in the blanks, Matching, True or False, Finding main idea and supporting ideas, information question in quizzes, assignments, midterm and final exam
2.0	Skills: Students will be able to		
2.1	Identify the main idea, and specific information from different reading passages	Lectures, group discussions, pair work, class room activities	MCQ, Fill in the blanks, Matching, True or False, Finding main idea and supporting ideas, information question in quizzes, assignments,

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			midterm and final exam
2.2	Infer meanings of words and phrases from different contexts	Lectures, group discussions, pair work, class room activities	MCQ, Fill in the blanks, Matching, True or False, in quizzes, assignments, midterm and final exam
2.3	Differentiate between the main idea and supporting sentences in a passage	Lectures, group discussions, pair work, class room activities	MCQ, Fill in the blanks, Matching, True or False, Finding main idea and supporting ideas, information question in quizzes, assignments, midterm and final exam
2.4	Arrange sentences in order using cause-and-effect words, pronouns, and repeated key words	Lectures, group discussions, pair work, class room activities	MCQ, Fill in the blanks, Matching, True or False in quizzes, assignments, midterm and final exam
3.0	Values: Students will be able to		
3.1	Develop a sense of academic ethics in writing assignments	Lectures, group discussions, pair work, class room activities	Assessment Method: An assignment which includes different sub skills of reading is given to students and expected to complete without copying each other.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	4-6	10
2	Midterm	7-10	20
3	Assignment 1 (OR) Quiz 2	11-15	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 :

Course teachers are available during office hours (10 hours per week) for students seeking academic help and advising. Further, they are assigned academic counselors with whom they may discuss academic or even personal issues.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Making Connections Intermediate By: Jo McEntire & Jessica Williams
Essential References Materials	<ul style="list-style-type: none"> • Journal of Research in Reading • Reading Research Quarterly • The Reading Teacher • Journal of Adolescent and Adult Literacy
Electronic Materials	<ul style="list-style-type: none"> • http://www.helpmyreading.com/Site/Home.html • http://www.opencolleges.edu.au/informed/adult-literacy/ • https://www.understood.org/en/school-learning/partnering-with-children/school/instructional-strategies/teaching-teens-who-struggle-with-reading-what-can-help • https://www.ets.org/toefl/ibt/scores/improve/advice_reading_high • http://www.bbc.co.uk/skillswise/topic-group/reading • http://www.7speedreading.com/ • http://www.spreader.com/ • http://www.speedreadinglounge.com/speed-reading-software
Other Learning Materials	Supplementary materials

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with 25 – 40 seats. Language laboratory with well-equipped audiovisual facilities
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show, speakers, Digital libraries
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Computer laboratory with internet access.

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	Formative and Summative Evaluation, Course Report,

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	Leaders	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	