



## Course Specifications

<b>Course Title:</b>	READING 3
<b>Course Code:</b>	ENG-2/243
<b>Program:</b>	Bachelor's Program in English
<b>Department:</b>	Department of English
<b>College:</b>	Jazan (Male and Female Campus), Samtah (Female Campus), Ardha (Female Campus) Dayer (Female Campus), Darb (Female Campus), and Farasan (Female Campus)
<b>Institution:</b>	Jazan University

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## A. Course Identification

<b>1. Credit hours:</b> 2 hours			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 3/ Second Year			
<b>4. Pre-requisites for this course (if any):</b> Reading 2 142			
<b>5. Co-requisites for this course (if any):</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 (specify)	
	<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 the reading skills of students at the intermediate level. The focus of the course is on enabling learners to understand and to assimilate selected reading sub-skills, which will help them improve their study skills and to help them tackle proficiency exams in the 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 their own external reading material to develop reading skills, improve research skills and expand vocabulary.

### 3. Course Learning Outcomes

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

### C. Course Content

No	List of Topics	Contact Hours
1	UNIT 1: The News Media	8
2	UNIT 2: Education	8
3	UNIT 3: The World of Business	8
4	Quiz, Midterm, and Revision for Final Exam	6
<b>Total</b>		<b>30</b>

### 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</b>		
1.1	Identify meanings of general and technical words	Lectures, Group work, Discussions, Worksheets	Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: Match the words with their meanings (OR) MCQs
<b>2.0</b>	<b>Skills</b>		
2.1	Infer information from a reading passage	Lectures, Group work, Discussions, Worksheets	Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: Questions that are inferential and that deal with details from the passage
2.2	Illustrate use of grammar/	Lectures, Group	Type of Assessment: Midterm, Quiz/

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	vocabulary in context	work, Discussions, Worksheets	Assignment, Worksheets, Final Exam Nature of Questions: Gap-filling exercises where students fill in the blanks with pronouns, adjectives, adverbs, or with words from the box
2.3	Identify main ideas and supporting details from a reading passage	Lectures, Group work, Discussions, Worksheets	Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: Students may be provided passages and asked to find out the main idea and supporting details
<b>3.0</b>	<b>Values</b>		
3.1	Facilitate an environment of collaborative learning through pair work and group activities	Lectures, Group work, Discussions, Worksheets	Type of Assessment: Worksheets and class room activities
3.2	Reinforce a sense of academic ethics in writing assignments	Lectures, Group work, Discussions, Worksheets	Type of Assessment: Assignment

## 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 :**

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

<b>Required Textbooks</b>	Making Connections (Intermediate) Cambridge By Jo McEntire, Jessica Williams
<b>Essential References Materials</b>	<a href="http://www.cambridge.org">www.cambridge.org</a>
<b>Electronic Materials</b>	<a href="http://www.cambridge.org">www.cambridge.org</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.
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## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Technology resources (AV, data show, Smart Board, software, etc.)
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Internet facility in the class rooms, Books related to English Department in the library, 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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	