



T-104
2022

Course Specification



Course Title:	READING 2
Course Code:	ENG-2/142
Program:	Bachelor's Program in English
Department:	Department of English <i>Enter Department Name .</i>
College:	Jazan (Male and Female Campus), Samtah (Female Campus), Ardha (Female Campus), Dayer (Female Campus), Darb (Female), and Farasan (Female Campus)
Institution:	Jazan University
Version:	20241
Last Revision Date:	24/10/2023



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A. General information about the course:

Course Identification	
1. Credit hours:	2hrs. per
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input 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 2/ First Year	
4. Course general Description This is a two credits 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	
5. Pre-requirements for this course (if any): ENG 141 READING 1	
6. Co- requirements for this course (if any): NONE	
7. Course Main Objective(s) 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 stock of words. The learning objectives of the course are to enable students to recognize reading structure, identify words and main ideas. They can recognize topics, supporting details, getting meaning from context. Students will synthesize and discuss ideas from reading. They will be able to summarize a reading and predicting the content of a reading. Students can analyze internet information on higher level. Students will be able to guess words and meaning from context. They can recognize nouns, pronouns, adjectives and verbs. Students will find own external reading material to develop reading skills, improve research skills and expand vocabulary.	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	22	100
2.	E-learning		

No	Mode of Instruction	Contact Hours	Percentage
3.	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	22
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	22



B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify meanings of general and technical words	Identify meanings of general and technical words	Lectures Explanation Group discussion Pair work Vocabulary building	Multiple choice questions Subjective questions/es says Fill in the blank Matching, True/False Subjective answers
1.2				
...				
2.0	Skills			
2.1	Infer information from a reading passage	Infer information from a reading passage	Lectures Explanation Group discussion Pair work Vocabulary building	Multiple choice questions Subjective questions/es says Fill in the blank Matching, True/False Subjective answers





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	Illustrate use of grammar/ vocabulary in context	Illustrate use of grammar/ vocabulary in context	Lectures Explanation Collaborative learning Group discussions Pair work Vocabulary building	Multiple choice questions Subjective questions/es says Fill in the blank Matching, True/False Subjective answers
2.3	Interpret charts in order to elicit relevant information	Interpret charts in order to elicit relevant information	Lectures Explanation Collaborative learning Group discussions Pair work Vocabulary building	Multiple choice questions Subjective questions/es says Fill in the blank Matching, True/False Subjective answers
3.0	Values, autonomy, and responsibility			
3.1	Develop an environment of collaborative learning through pair work and group activities	Develop an environment of collaborative learning through pair work and group activities	Independent learning Group Discussions Pair work	Short / Long questions





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Display a sense of academic ethics in writing assignments	Display a sense of academic ethics in writing assignments	Independent Learning Group Discussions Pair work	Reading / Writing paragraphs
...				

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	5
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 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 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	5+4+4



	Words with More than One Meaning, Reading an Article, Checking Vocabulary, Reading a Food Chart, Vocabulary Practice	
	Quiz, Midterm, and Revision for Final Exam	4
Total		22

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	4-6	10
2.	Midterm	7-9	20
3.	Assignment 1 (OR) Quiz 2	9-10	10
.. 4	Final Exam	12	60

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	www.mhhe.com/interactionsmosaic
Supportive References	Interaction Access Reading Book By Pamela Hartman, James Mental, Ahmed Motala
Electronic Materials	www.mhhe.com/interactionsmosaic
Other Learning Materials	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. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats
Technology equipment (projector, smart board, software)	Technology resources (AV, data show, Smart Board, software, etc.)
Other equipment (depending on the nature of the specialty)	Internet facility in the class rooms Books related to English Dept in the library Language Lab

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment, Student Evaluation
Effectiveness of students assessment	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet
Quality of learning resources		

Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Course Report, Student Evaluation
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	Department Council (session # 2101)
REFERENCE NO.	43/54/25644
DATE	29/09/21