



T-104  
2023

## Course Specification



**Course Title:** Reading 4

**Course Code:** 273 ENG-2

**Program:** Bachelor's program in English

**Department:** English Department

**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

**Version:**

**Last Revision Date:** 14/ 09/ 2023



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## A. General information about the course:

### Course Identification

1. Credit hours: 2 hours

#### 2. Course type

a. University ☐ College ☒ Department ☒ Track ☐ Others ☐

b. Required ☒ Elective ☐

3. Level/year at which this course is offered: level 4/ 2<sup>nd</sup> year

#### 4. Course general Description:

This is a course offered at level-4 of the bachelor's degree program in English Department of Jazan University. This course aims at enhancing and developing students' reading skill with the progression of each 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.

5. Pre-requirements for this course (if any): Reading 3

6. Co- requirements for this course (if any): None

#### 7. Course Main Objective(s):

Upon completion of the course, students will be able to:

- ☒ teach students how to identify the main idea and supporting details.
- ☒ show them how to predict content of a reading.
- ☒ enable them how to summarize a reading passage.
- ☒ improve their critical thinking.
- ☒ develop their vocabulary.
- ☒ build the ability to interact with other learners in classroom.
- ☒ develop students' ability to answer short questions.
- ☒ enhance their capacity to identify stated and implied statements.
- ☒ develop their ability to use words in various contexts.
- ☒ make connections between words, sentences and even ideas.

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	30 hours	100%
2.	E-learning		

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

## 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30 hours



## 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.	K1	Lectures, Group work, Discussions, Worksheets.	types of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: Match the words with their meanings (OR) MCQs.
2.0	Skills			
2.1	Infer information from a reading passage.	S1	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/ vocabulary in context.	S1	Lectures, Group work, Discussions, Worksheets.	Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: Gap-filling exercises where students fill in the blanks with noun, verb, pronouns, adjectives, adverbs, or with words from the box.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.3	Identify main ideas and supporting details from a reading passage.	S2	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.
2.4	Rearrange the sentences in the correct order of events.	S2	Lectures, Group work, Discussions, Worksheets.	Type of Assessment: Midterm, Quiz/ Assignment, Worksheets, Final Exam Nature of Questions: Students may be provided many sentences and asked to put them in the correct order.
3.0	Values, autonomy, and responsibility			
3.1	Develop a sense of academic ethics in writing assignments.	V3	Lectures, Group work, Discussions, Worksheets.	Assignment.

## C. Course Content

No	List of Topics	Contact Hours
1.	UNIT 4: Population change and its impact.	8 hours
2.	UNIT 5: Design in everyday life.	8 hours
3.	UNIT 6: The brain and behavior.	8 hours
4.	Quiz, midterm and revisions for the final exam.	6 hours
Total		30 hours



## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	3-4	10
2.	Midterm	6-7	20
3.	Assignment	10-12	10
4.	Final exam	16	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	Making connections (intermediate) Cambridge by Jo McEntire, Jessica Williams
Supportive References	www.Cambridge.com
Electronic Materials	www.Cambridge.com
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 Department 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 Assessment, Student Evaluation.
Quality of learning resources	Course Teachers, Teaching and Learning Unit, Students, Program Leaders.	Course Report, Student Evaluation.
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Program Leaders.	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet.

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



**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

