



Course Specification

(Bachelor)

Course Title: Reading 2

Course Code: ENG 142-2

Program: Bachelor's Program in English

Department: Department of Foreign Languages

College: College of Arts & Humanities Jazan (Male and Female Campus)

Institution: Jazan University

Version: 2024

Last Revision Date:

Table of Contents

A. General information about the course:..... 3



B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods.....	4
C. Course Content.....	5
D. Students Assessment Activities.....	6
E. Learning Resources and Facilities.....	6
F. Assessment of Course Quality.....	7
G. Specification Approval.....	8



A. General information about the course:

1. Course Identification

1. Credit hours:					
2 hours					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
3. Level/year at which this course is offered: Level 2/ First Year					
4. Course general Description:					
4. Course general 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					
5. Pre-requirements for this course (if any):					
ENG 141-2 Reading 1.					
6. Co-requisites for this course (if any):					
7. Course Main Objective(s):					
This course aims to enhance and developing students' reading skills 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. 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 the reading and predict the content of reading. Students can analyze internet information at a 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.					

2. Teaching mode (mark all that apply)





Percentage	Contact Hours	Mode of Instruction	No
100%	30	Traditional classroom	1
		E-learning	2
		Hybrid	
		<ul style="list-style-type: none"> Traditional classroom E-learning 	3
		Distance learning	4

3. Contact Hours (based on the academic semester)

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

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

Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Knowledge and understanding				1.0
Multiple choice questions Subjective questions/essays Fill in the blank Matching, True/False Subjective answers	Lectures Explanation Group Discussion Pair Work Vocabulary building	K1	Identify meanings of general and technical words	
Skills				2.0
Multiple choice questions Subjective questions/essays Fill in the blank Matching, True/False	Lectures Explanation Group Discussion Pair work Vocabulary building	S1	Infer information from a reading passage	





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Subjective answers				
Question: Subjective questions/essays Fill in the blank Matching, True/False Subjective answers	Lectures Explanation, Collaborative Learning, Group discussions, Pair work, Vocabulary building	S2	Illustrate use of grammar/ vocabulary in context	2.1
Multiple choice questions Subjective questions/essays Fill in the blank Matching, True/False Subjective answers	Lectures Explanation Collaborative Learning Group Discussions Pair work Vocabulary building	S4	Interpret charts to elicit relevant information	2.2
Values, autonomy, and responsibility				3.0
Short/Long questions	Independent Learning Group Discussions Pair work	V2	Develop an environment of collaborative learning through pair work and group activities	3.1
Reading/Writing paragraphs	Independent Learning Group Discussions Pair work	V3	Display a sense of academic ethics in writing assignments	3.2
				...

C. Course Content

Contact Hours	List of Topics	No
7	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	1.
7	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,	2.





	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	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	3.
7	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	4.
30	Total	

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10	4	Quiz 1	1.
20	9	Midterm	2.
10	12	Assignment 1 (OR) Quiz 2	3.
60	17	Final Exam	4.
100%		Total	

*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 classrooms 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		
The extent to which CLOs have been achieved	Course Teaching, Teaching and Learning Unit, Program Leaders, Students.	Course Report, Student Evaluation
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL (SESSION # 144607)
REFERENCE NO.	15036
DATE	26/12/2024

