



# Course Specification

## (Bachelor)

**Course Title:** Reading 3

**Course Code:** ENG243-2

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

**Department:** Department of Foreign Languages

**College:** College of Arts and 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.....	6
G. Specification Approval.....	7





## A. General information about the course:

### 1. Course Identification

#### 1. Credit hours:

2 hrs.

#### 2. Course type

A.  University  College  Department  Track  Others

B.  Required  Elective

#### 3. Level/year at which this course is offered: Level 3/ Second Year

#### 4. Course general Description:

This two-credit hour course aims to enhance the reading skills that students acquired in Eng142-2 Reading 2 course.

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 tackle proficiency exams in the future. This course enhances and develops students' reading skills through the progression of the units of the assigned textbook. The students are exposed to the various units in the book from which they can learn key reading strategies. These strategies include understanding meaning from the context, identifying main ideas and supporting details, summarizing, eliciting information from reading passages, making connections between words, phrases and paragraphs within the reading passages, etc.

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

ENG142-2 Reading 2.

#### 6. Co-requisites for this course (if any):

N/A

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

The learning objectives of the course are to enable students to recognize reading structure, identify vocabulary and main ideas. Students will learn to Identify topics, meanings, main ideas and supporting details in short and extended reading passages. Students will synthesize and discuss ideas from readings. They will be able to summarize and predict the content of a reading. Students will be able to guess the meaning of unfamiliar words using context clues. They will be able to recognize nouns, pronouns, adjectives and verbs. By the end of the course, students will be able to recognize sentence connections within a passage and rearrange sentences to form a coherent paragraph. 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"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	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)	
<b>Total</b>		<b>30</b>

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

Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
<b>Knowledge and understanding</b>				<b>1.0</b>
Multiple choice Fill in the blank Matching	Lectures Explanation Group discussions Pair work Vocabulary building	K1	Identify meanings of general and technical words	1.1
<b>Skills</b>				<b>2.0</b>
Multiple choice Subjective questions Fill in the blank Matching, True/False	Lectures Explanation Group discussions Pair work Vocabulary building	S1	Infer information from a reading passage	2.1
Multiple choice Subjective questions Fill in the blank Matching,	Lectures Explanation Group discussions Pair work Vocabulary building	S1	Illustrate use of grammar/ vocabulary in context	2.2
Multiple choice	Lectures	S2	Identify main ideas	2.3





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Subjective questions Fill in the blank Matching, True/False	Explanation Group discussions Pair work Vocabulary building		and supporting details from a reading passage	
<b>Values, autonomy, and responsibility</b>				<b>3.0</b>
Short answers questions Assignments	Independent learning Group discussions Pair work	V2	Facilitate an environment of collaborative learning through pair work and group activities	3.1
Short answers questions Assignments	Independent learning Group discussions Pair work	V3	Develop a sense of academic ethics in writing assignments	3.2

### C. Course Content

Contact Hours	List of Topics	No
10	UNIT 1: The News Media (4 Readings) plus skills and strategies	1.
10	UNIT 2: Education (4 Readings) plus skills and strategies	2.
10	UNIT 3: The World of Business (4 Readings) plus skills and strategies	3.
<b>30</b>	<b>Total</b>	

### D. Students Assessment Activities

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

Making Connections (Intermediate) Cambridge By Jo McEntire,





	Jessica Williams
<b>Supportive References</b>	www.cambridge.org
<b>Electronic Materials</b>	www.cambridge.org
<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.

## 2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with 25- 40 seats capacity
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 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, Students, 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
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Students Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet, direct and Indirect assessment
Other		

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	DEPARTMENT COUNCIL (SESSION # 144607)
<b>REFERENCE NO.</b>	15036





DATE

26/12/2024

