



Course Specification

(Bachelor)

Course Title: Reading 3

Course Code: ENGL 213 (Level 4)

Program: B.A. English

Department: English Department

College: College of Education

Institution: Majmaah University

Version: TP-153 / 2023

Last Revision Date: 13 June 2023

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	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	6
G. Specification Approval	7





A. General information about the course:

1. Course Identification

1. Credit hours: (3 hours per week)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Level 4)

4. Course general Description:

The focus of this module is on Reading Skills and Strategies, Building Vocabulary and Study Skills, Testing. These concentrations are carried over by providing students with new essays and questions that will enable them to gauge and improve their reading comprehension. Vocabulary, critical thinking skill building and inferential comprehension activities provide the opportunity to practice necessary skills for standardized testing. Three hours a week are dedicated to teaching this course. This course is tailored to develop students' abilities to read, analyze and criticize various long texts. Students will practice some traditional reading skills such as skimming and scanning. Various topics will be discussed and analyzed.

Students will be asked to identify the writer's stance or attitude towards the content of each passage they read. In addition to that, they are highly encouraged to express their opinions on and attitudes towards the topics discussed in the classroom. Moreover, they are highly motivated to spark their imagination to discuss and write about some topics they read such as imagining they are writing a résumé and to apply the techniques, they learn on how to write a successful résumé.

Students are highly encouraged to interact with each other in some activities, which motivate group-work. This will develop their skills to listen to each other and instigate their tendency to negotiate and persuade others of their viewpoints.

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

ENGL123 (Reading 2)

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

None

7. Course Main Objective(s):

The aims of this course are to develop the abilities of the students to read a complex text with technical vocabulary and understand it effectively. The students will be able to make inferences, predict meanings, summarize a passage, use context clues, identify topic sentences, supporting details, and concluding sentences and extract main ideas through skimming and scanning.

2. Teaching mode (mark all that apply)





No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	23	50%
2	E-learning	4	10%
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	14	30%
4	Distance learning	4	10%

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	23
2.	Laboratory/Studio	22
3.	Field	
4.	Tutorial	
5.	Others (specify) Collaborative / Individualized Writing	
Total		45

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	Explain advanced reading strategies and techniques	K1	Pre-reading activity, brain storming, preview the contents, topics and sub-topics, classroom, questionings	Exams (mid/final), quizzes, discussion.
2.0	Skills			
2.1	Read and interpret advanced English texts effectively employing a variety of strategies and techniques.	S1	Post-reading classroom discussions, elicitation	Exams (mid/final), quizzes, Assignments, summary writing
2.2	Communication: Present information effectively in speech.	S1	Participation/ discussion	Observation rubric
3.0	Values, autonomy, and responsibility			
3.1	Exhibit responsibility and integrity in the context of advanced reading	V1	classroom discussions, elicitation, pair/group work,	Task-based activities



C. Course Content

No	List of Topics	Contact Hours
1.	Course Introduction:	3
2.	New Challenges- pre-reading, reading and post-reading	6
3.	Teamwork and competition-gist reading, reading for specific details, inference	6
4.	Relationships-dissection of the essay, comprehension through a graphic organizer	6
5.	Health and Leisure-distinguish between facts and fiction	3
6.	High Tech and Low Tech-making adjective from nouns, critical reading	6
7.	Digital reading of hypertexts	6
8.	Reading as a study skill	6
9.	Revisions, Midterm and Final Exam	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm(s)	6 & 12	40%
2.	Assignments and participation	All along	10%
3.	Projects/ papers/ presentations/ reflections	All along	10%
4	Final Exam	Week 15	40%
	Total		100%

*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	New Interactions 3: Reading and Writing, New Edition Series, by Elaine Kin & Pamela Hartmann-Mc Graw Hill- 2020, ISBN: 9781526847607
Supportive References	Effective Reading Teacher's book Reading Skills for Advanced Students AUTHORS Simon Greenall, Michael Swan
Electronic Materials	https://takeielts.britishcouncil.org/prepare-test/practice-tests/reading-practice-test-1-academic https://www.bestmytest.com/toefl/reading http://www.readingrockets.org/article/seven-strategies-teach-students
Other Learning Materials	

2. Required Facilities and equipment



Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Enough space is available at college for accommodating the students: <ul style="list-style-type: none"> Lecture rooms can accommodate up to 50 students. Laboratories accommodate up to 32 students.
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> Smart Boards, digital podiums and Internet facilities are available in the classrooms. Well -equipped language labs are available at the college for students during practical lectures.
Other equipment (depending on the nature of the specialty)	<ul style="list-style-type: none"> Current resources are sufficient.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Lecturers and coordinators	#A "Course evaluation" questionnaire done by the students on the university portal at the end of each term. #A "Students' academic experience evaluation" questionnaire done by the students at the end of each term. # A "Program evaluation" questionnaire done by the students at the end of each term.
Effectiveness of students' assessment	Instructors and coordinators	# Revising study plans of the department by the college committee of Academic Study Plans. # Quality check by colleagues and Head of the Department.
Quality of learning resources		
The extent to which CLOs have been achieved		
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Board/Council; Academic Board and Committee for Course/Curricula Development
REFERENCE NO.	
DATE	4/10/2023

