



Course Specifications

Course Title:	Reading Comprehension 2
Course Code:	ENG 115
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 3
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" 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 Two, First Year
4. Pre-requisites for this course (if any): Reading Comprehension - 1
5. Co-requisites for this course (if any): N/A

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This course aims to apply reading skills to comprehend, analyze, interpret and evaluate reading passages from a variety of genres, such as the online, magazine, newspaper, textbook, and interview, as well as from graphical representations such as charts, graphs, and timelines. This course is taught to provide the students with the basic skills of reading in order to enhance their comprehension to understand academic reading. The course is taught through using various methods and classroom activities. Group discussions are initiated by the teacher to provide the students with an opportunity to develop their understanding of the topic. In addition, the students are asked questions to check their background knowledge.

2. Course Main Objective

This is an integrated “intermediate” course which aims at developing reading skills, in order to facilitate reading comprehension and to create functional vocabulary for students, to become successful, independent readers. This is achieved through overt training in reading and thinking skills, through motivating classroom activities to develop appropriate study skills, and to aid vocabulary development and reinforcement. Moreover, the reading skills such as previewing, scanning and skimming, etc., expose students so to practice their reading skills outside of the classroom.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Identify and describe background knowledge of texts	K1
1.2	Knowledge of basic reading techniques and genres	K2
1.3	Ability to effectively identify complex or obscured main ideas	K2
1.4	Knowledge of basic vocabulary strategies in different types of texts.	K2
1.5	Knowledge of the grammatical and pronunciation rules.	K2
2	Skills :	
2.1	Ability to read, analyze, and evaluate texts and their main ideas effectively	S1
2.2	Ability to write and read simple academic and non-academic texts with reasonable complexity	S2
2.3	Ability of previewing, scanning and summarizing to forecast awareness of context	S2
3	Values:	
3.1	Reflect on their own learning experience of English and explore options to continuously develop their competence as critical readers.	V1
3.2	Develop autonomy and self-reliance in learning and applying all strategies in extraneous passages from different resources.	V2
3.3	Work ethically and professionally as a part of a team or independently.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Unit 1, Chapter 1: What Influence Do Businesses Have on You? Reading Skills: Previewing Academic Texts. /s/, /z/, and /ɪz/ sounds. Vocabulary Strategy: Shortened forms of words. Reading Strategy: Identify fact and opinion. Grammar: Simple present with <i>he/she</i> & frequency adverbs with <i>be</i> .	5
2	Unit 1, Chapter 2: Is Online Communication Always Good? Reading Skills: Previewing Academic Texts. Syllable stress. Vocabulary Strategy: Use a dictionary. Reading Strategy: Identify viewpoints and opinions. Grammar: Simple present with frequency adverbs & verbs with <i>to</i> .	5
3	Unit 1, Chapter 3: Why Do We Have Sports? Reading Skills: Previewing Academic Texts. Intonation with <i>yes/no</i> and information questions. Vocabulary Strategy: Word families. Reading Strategy: Identify examples. Grammar: <i>have/has to</i> + verb	5
4	Unit 2, Chapter 4: Has Exercise Always Been Important? Reading Skills: Previewing Academic Texts. Past tense /d/, /t/, and /ɪd/ sounds. Vocabulary Strategy: Descriptive adjectives. Reading Strategy: Identify cause and effect. Grammar: Irregular past tense verbs	5
5	Unit 2, Chapter 5: What Can We Learn from the Past? Reading Skills: Previewing Academic Texts. /ɛ/ sound. Vocabulary Strategy: Word families. Reading Strategy: Contrast signal words. Grammar: Past progressive; adjective + infinitive	5

6	Unit 2, Chapter 6: Food Innovation Reading Skills: Previewing Academic Texts. Final /s/, /z/, and /ɪz/ sounds. Vocabulary Strategy: Comparative adjectives. Reading Strategy: Sequence events. Grammar: <i>used to</i> + verb	5
7	Unit 3, Chapter 7: Cities of the Future Reading Skills: Previewing Academic Texts. Voiceless and voiced th /θ/ sounds. Vocabulary Strategy: Collocations with <i>take</i> . Reading Strategy: Scan for information. Grammar: <i>more/less</i> + noun; <i>will</i> + verb	5
8	Unit 3, Chapter 8: How Will We Work? Reading Skills: Previewing Academic Texts. /f/ and voiceless th /θ/ sounds. Vocabulary Strategy: Identify definitions. Reading Strategy: Predict. Grammar: <i>could not</i> , <i>so that</i> ; <i>can</i> + verb	5
9	Unit 3, Chapter 9: What Will Our World Look Like? Reading Skills: Previewing Academic Texts. Consonant Cluster. Vocabulary Strategy: Word families. Reading Strategy: Comparison Signal Words. Grammar: Modal verb 'can', 'may' & 'will'.	5
Total		45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Identify and describe background knowledge of texts	Lecturing, encouraging students to participate through pair and group work activities.	- Quizzes and Assignments - Various Exercises and Tasks on each chapter - Midterm Tests Final Exams
1.2	Knowledge of basic reading techniques and genres	Lecturing, encouraging students to participate through pair and group work activities.	- Quizzes and Assignments - Various Exercises and Tasks on each chapter - Midterm Tests Final Exams
1.3	Ability to effectively identify complex or obscured main ideas	Lecturing, encouraging students to participate through pair and group work activities.	- Quizzes and Assignments - Various Exercises and Tasks on each chapter - Midterm Tests Final Exams
1.4	Knowledge of basic vocabulary strategies in different types of texts.	Lecturing, encouraging students to participate through pair and group work activities.	- Quizzes and Assignments - Various Exercises and Tasks on each chapter

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			- Midterm Tests Final Exams
1.5	Knowledge of the grammatical and pronunciation rules.	Lecturing, encouraging students to participate through pair and group work activities.	- Quizzes and Assignments - Various Exercises and Tasks on each chapter - Midterm Tests Final Exams
2.0	Skills		
2.1	Ability to read, analyze, and evaluate texts and their main ideas effectively	- Pair work - Free discussion - Group work	Various exercises and tasks on each chapter Midterm
2.2	Ability to write and read simple academic and non-academic texts with reasonable complexity	- Pair work - Free discussion - Group work	Various exercises and tasks on each chapter Midterm and final exams
2.3	Ability of previewing, scanning and summarizing to forecast awareness of context	- Pair work - Free discussion - Group work	Various exercises and tasks on each chapter Midterm and final exams
3.0	Values		
3.1	Reflect on their own learning experience of English and explore options to continuously develop their competence as critical readers.	- Pair work - Free discussion - Group work	In-class activities & quizzes
3.2	Develop autonomy and self-reliance in learning and applying all strategies in extraneous passages from different resources.	- Free discussion - Group work	- In-class activities - Online quizzes
3.3	Work ethically and professionally as a part of a team or independently.	- Pair work - Group work	In class activities

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes and Assignments	3 and 5	5
2	Midterm-1	8	20
3	Quizzes and Assignments	10 and 12	5
4	Midterm-2	14	20
5	Final Examination	17	50

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

Teachers must be available from 10 hours weekly in their offices for individual student consultation and for academic advice.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	TRIO Reading 2. The Intersection of Vocabulary, Critical Thinking, & Reading. Mari Vergo & Kate Adams. 2016. Oxford University Press.
Essential References Materials	Howe, D and Kirkpatrick, D (1998). Advance with English Dupaquier-Sardinas, C and Barton, L (1998). Northstar: Focus on Reading and Writing (Intermediate)
Electronic Materials	Online sources, contingent on teacher knowledge and selection
Other Learning Materials	Teacher as resource

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	A lecture room that accommodates not more than 35 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Projector and Screen (optional)
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	- Confidential completion of standard course evaluation questionnaire by students at the end of each semester -Occasional student-faculty meetings to get students' feedback	Direct
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	- In-class observation by other colleagues - Peer observation - Observation by external experts	Direct

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Processes for Improvement of Teaching	<ul style="list-style-type: none"> - Workshops by internal and external experts - Coordination between teachers of different sections of the same course - Training and orientation for new instructors of the course 	Direct
Processes for Verifying Standards of Student Achievement	<ul style="list-style-type: none"> - Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department - Mutual checking of random samples of examination papers by coordinators and other teachers of the same course 	Direct
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	<ul style="list-style-type: none"> - Regular meetings between teachers and course coordinator - Regular meetings by The Curriculum Review Committee - Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee 	Direct

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department of English
Reference No.	14
Date	May 2, 2021