



Course Specification

(Bachelor)

Course Title: **Reading 3**

Course Code: **214 ENG-3**

Program: **B.A. in Translation**

Department: **Translation Department**

College: **Languages & Translation College**

Institution: **Najran University**

Version: **PT-153**

Last Revision Date: **23-11-2024**

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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

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

3. Level/year at which this course is offered: (3rd/2nd)

4. Course General Description:

This course is to develop the students' abilities to read and to refine their reading techniques in terms of more sophisticated lexis and construction. The focus will be on paragraph and essay reading. This course will act as a revision course of the previous reading courses in terms of comprehension reading. By the end of this course, the students will be able to read more sophisticated pieces of writing and make accurate inferences.

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

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

None

7. Course Main Objective(s):

This course aims at developing the student's ability to read different kinds of paragraphs and practicedifferent techniques of academic and study reading.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	45	100%
4	Distance learning		

3. Contact Hours (based on the academic semester)





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

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

Code	Course Learning Outcomes	Code of PLOs aligned program with	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the steps of academic reading: Extensive reading, reporting read materials, inferring meaning from context, previewing, understanding paragraphs, skimming, and summarizing.	K1	-Lectures -Classroom discussions -Pair &Teamwork	1. Quizzes 2. Midterm exams 3. Final written exam
1.2	Identifying patterns of paragraphs and making inferences.	K2	- Lectures -Classroom discussions - Individual work - Team &peer work	1. Quizzes 2. Midterm exams 3. Final written exam
...				
2.0	Skills			
2.1	Reading with high level of comprehension.	S1	-Lectures -Classroom discussions - Individual work - Pair &Teamwork	1. Quizzes 2. Midterm exams 3. Final written exam
2.2	Inferring meaning from context with high accuracy.	S2	-Lectures -Classroom discussions - Individual work - Pair &Teamwork	1. Quizzes 2. Midterm exams 3. Final written exam
...				
3.0	Values, autonomy, and responsibility			





Code	Course Learning Outcomes	Code of PLOs aligned program with	Teaching Strategies	Assessment Methods
3.1	Show self-confidence during the activities and tasks assigned to him/her.	V1	Self-study	Observation Card
3.2	Make the right choices about the subjects related to the student's major.	V2	Self-study	Observation Card
3.3	Bear responsibility for self-study and self-improvement.	V3	Self-study	Observation Card

C. Course Content

No	List of Topics	Contact Hours
1.	Bad news	3
2.	Surprising news	3
3.	Coping with misery	3
4.	Time to study	3
5.	Job losses	3
6.	Football defeat	3
7.	A disappointment	3
8.	A letter of apology	3
9.	A lucky escape	3
10.	A day of misfortunes	3
11.	Goodbye and hello	3
12.	Bridge delay	3
13.	A birthday party	3
14.	Reflectant attendance	3
15.	Facing angry parent	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1	Continuous Assessment (Assignment, Quiz, etc.)	All through	20%
2	Midterm	10-11	30%
3	Final Exam	17-19	50%
...			

*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	Kirkpatrick, Betty and Mok, Rebecca. (2005). Read and Understand 3. Learning Publishing.
Supportive References	Singleton, S. (2005). <i>Writers at Work. The Paragraph</i> . Cambridge:University Press. Hogue, Ann (2013). <i>Longman Academic Writing Series 3: Paragraphs to Essays (4th Edition)</i> . UK: Pearson Education ESL. Wingersky, J., Boerner, J., & Balogh, D. (2008). <i>Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills</i> . UK: Wadsworth Cengage Learning. Connelly, M. (2013). <i>Get Writing: Sentences & Paragraphs</i> . UK: Cengage Learning.
Electronic Materials	http://www.members.tripod.com/~lklivingston/essay/ http://www.essaypunch.com/ http://www.howtowriteanessay.com/ http://www.geocities.com/SoHo/Atrium/1437/
Other Learning Materials	In addition to the cited textbooks/references, additional materials (PDFs/PPTs/Videos will be uploaded on Bb for students' academic support.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories
Technology equipment (Projector, smart board, software)	Projector, smart board, software
Other equipment (Depending on the nature of the specialty)	Other relevant resources

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, program leaders	Indirect
Effectiveness of Students assessment	Faculty	Direct
Quality of learning resources	Students, faculty	Indirect
The extent to which CLOs have been achieved	Students, faculty	Indirect, Direct
Other		

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

Assessment Methods (Direct, Indirect)





G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	6/ 1446
DATE	25/12/2024

