T-104
2022

Course Specification

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Course Title:	**Reading 3**
Course Code:	**3- ENG 214**
Program:	**BA in Translati**
Department:	**Department of English**
College:	**College of Languages and Translation**
Institution:	**Najran University**
Version:	**2022**
Last Revision Date:	**2023**

Table of Contents:

A. General information about the course:

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: Level 5	

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 or writing and make accurate inferences.

5. Pre-requirements for this course (if any): Reading 2

6. Co- requirements for this course (if any):
None

7. Course Main Objective(s)

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

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	100%	100%
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	36

2.	Laboratory/Studio	4	
3.	Field		
4.	Tutorial		
5.	Others (specify) Assignments feedback and Discussion forums	64	
	Total	100	

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	Identify the steps of academic reading: Extensive reading, reporting read materials, inferring meaning from context, previewing, understanding paragraphs, skimming , and summarizing.	K1	Lectures Class discussion Cooperative learning	Midterm exam, assiggnements, and Final exam
1.2	Identifying patterns of paragraphs and making inferences.	K2	Lectures Class discussion Cooperative learning	Midterm exam, assiggnements, and Final exam
…				
2.0	Skills			
2.1	Reading with high level of comprehension.	S1	Lectures Class discussion Cooperative learning	Midterm exam, assiggnements, and Final exam
2.2	Inferring meaning from context with high accuracy.	S2	Lectures Class discussion Cooperative learning	Midterm exam, assiggnements, and Final exam
…				
3.0	Values, autonomy, and responsibility			
3.1	Bear responsibility for self-study and self-improvement.	C1	Class discussion	Observation Crads
3.2	Make the right choices about the subjects related to his major.	C2	Class discussion	Observation Crads

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.3	Show self-confidence during the activities and tasks assigned to him.	C3	Class discussion	Observation Crads

C. Course Content

No	List of Topics	Contact Hours
1.	Choosing a Book for Extensive Reading	1.5
2.	Responding to and Reporting on Your Extensive Reading Books	1.5
---	strategies for Building a Powerful Vocabulary/ : Learning New Words from Your Reading	3
	Inferring Meaning from Context	8
	Word Parts/ Collocations	3
	Previewing / Making Inferences	3
	Understanding Paragraphs / Patterns of Organization	1.5
	Reading Longer Passages Effectively /Skimming	1.5
	Study Reading / Summarizing	4.5
	Critical Reading	
Total		

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	7th Week	30%
2.	Final Exam	13th Week	50%
3.	Classroom Assignments	To be decided by the instructor	20%
...			

*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	Advanced Reading Power
Supportive References	Singleton, S. (2005). *Writers at Work. The Paragraph.* Cambridge: University Press. Hogue, Ann (2013). *Longman Academic Writing Series 3: Paragraphs to Essays (4th Edition).* UK: Pearson Education ESL. Wingersky, J., Boerner, J., & Balogh, D. (2008). *Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills.* UK: Wadsworth Cengage Learning. Connelly, M. (2013). *Get Writing: Sentences & Paragraphs*. 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	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	
Technology equipment (projector, smart board, software)	BlackBoard
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Direct Methods: Electronic Evaluation
Effectiveness of students assessment	Faculty (i.e. teaching staff)	Direct Methods: Course report
Quality of learning resources		

Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved		
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	