|  |  |  |
| --- | --- | --- |
| **Course Title:** Reading Comprehension 3 | **Course Code:** ENG211-3 | |
| **Department**: English | **Program**: Bachelor of Arts in English | |
| **College**: College of Languages and Translation | |
| **Institution**: King Khalid University | |
| **Academic** **Year**: 2024-2025 | **Semester**: 461 | |
| **Course Instructor**: *Enter Course Instructor Name.* | **Course Coordinator**: | |
| **Location**: Main campus  branch | **Number of Section**(s): |
| **Number of Students** (Starting the Course): *Enter* *Number of Students Starting the Course.* | |
| **Number of Students** (Completed the Course): *Enter Number of Students Completed the Course.* | |
| **Report Date**: 1/1/2025 | |

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# **A. Student Results**

## **1. Grade Distribution**

|  | **Grades** | | | | | | | | | **Status Distributions** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A+** | **A** | **B+** | **B** | **C+** | **C** | **D+** | **D** | **F** | **Denied Entry** | **In Progress** | **Incomplete** | **Pass** | **Fail** | **Withdrawn** |
| **Number of Students** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Percentage** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## **2. Comment on Student Grades**

Including particular factors (if any) affecting the results

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| --- |
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# **B. Course Learning Outcomes**

## **1. Course Learning Outcomes Assessment Results**

| **Course Learning Outcomes**  **(CLOs)** | | **Related PLOs Code** | **Assessment Methods** | **Assessment Results** | | **Comment on**  **Assessment Results** |
| --- | --- | --- | --- | --- | --- | --- |
| Targeted Level | Actual Level |
| **1** | **Knowledge and Understanding:** | | | | | |
| **1.1** | Determine the meaning of unfamiliar words and sounds by decoding, using contextual or structural analysis, without using a dictionary | K1 | Formative Assessment 1 (5 Marks)  Assignment 1 (5 Marks) | 70% |  |  |
| **1.2** | Illustrate different strategies to interact in communicative post-reading tasks by using a range of skills and key terms | K2 | Assignment 2 (5 Marks) | 70% |  |  |
| **1.3** | Exhibit knowledge of comprehension required for reading and communication by learning different techniques and strategies | K3 | Formative Assessment 2 (5 Marks) | 70% |  |  |
| **2** | **Skills:** | | | | | |
| **2.1** | Develop key reading skills such as skimming, scanning, and identifying the main ideas and supporting details of texts or paragraphs, as well as guessing vocabulary from context, and reading critically to form opinions | S3 | Midterm Exam (30 Marks) | 70% |  |  |
| **2.2** | Read and analyze a variety of texts and demonstrate comprehension skills such as previewing, scanning, skimming, making inferences or predictions, and critically assessing the content to articulate personal viewpoints | S3 | Final Exam (40 Marks) | 70% |  |  |
| **2.3** | Apply knowledge to summarize/paraphrase information in a text and relate personal opinions, analyze different graphic elements such as charts, graphs, tables, and timelines, and develop the ability to read critically and communicate opinions clearly | S3 | Quiz (10 Marks) | 70% |  |  |
| **3** | **Values, autonomy, and responsibility** | | | | | |
| **3.1** | Understand the responsibility for their own learning and personal growth through self-development | V1 | Aggregate Data | 70% |  |  |
| **3.2** | Illustrate effective communication and leadership qualities | V2 | Aggregate Data | 70% |  |  |
| **3.3** | Liaise with others in a professional capacity, and demonstrate the ability to work independently and within a team | V3 | Aggregate Data | 70% |  |  |

## **2. Recommendations**

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# **C. Topics not covered.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Reason for Not Covering/discrepancies** | **Extent of their Impact on Learning Outcomes** | **Compensating Action** |
| **N/A** | **N/A** | **N/A** | **N/A** |

# **D. Course Improvement Plan (if any)**

|  |  |  |
| --- | --- | --- |
| **Recommendations** | **Actions** | **Needed Support** |
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|  |  |  |