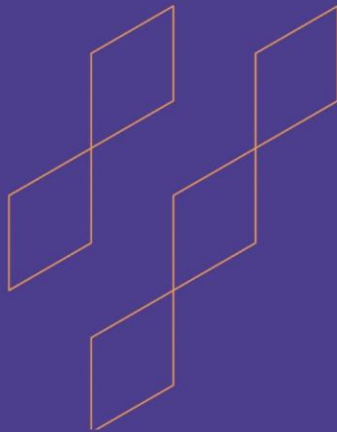




Course Specification

— (Bachelor)

Course Title: **Reading 1**

Course Code: **ENG1302-3**

Program: **Bachelor of Arts in English + Bachelor of Arts in Translation**

Department: **Department of English and Department of Translation**

College: **College of Languages and Translation**

Institution: **King Khalid University**

Version: **2**

Last Revision Date: **February 11, 2026**

Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	7
D. Students Assessment Activities	8
E. Learning Resources and Facilities	10
F. Assessment of Course Quality	12
G. Specification Approval	12



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: (Semester 1 - Year 1)

4. Course General Description:

ENG1302-3 Reading 1 is an introductory course designed to build foundational reading comprehension skills in English. Using the reading sections of Unlock Level 1: Reading, Writing & Critical Thinking (3rd Edition), the course covers eight thematically organized units on topics such as People, Seasons, Lifestyle, Places, Jobs, Homes and Buildings, Food and Culture, and Transport. Students develop essential reading strategies including previewing texts, scanning for specific information, reading for main ideas and detail, annotating, skimming, and synthesizing information. The course also builds foundational vocabulary related to each thematic unit and introduces students to basic grammatical structures encountered in reading passages, including nouns, verbs, adjectives, noun phrases, and quantifiers. Through guided reading practice across a variety of short text types, students develop the skills and confidence needed for further academic reading.

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

N/A

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

N/A

7. Course Main Objective(s):

The main objective of ENG1302-3 Reading 1 is to establish a strong foundation in English reading comprehension. The course aims to:

- Equip students with essential reading strategies such as previewing, scanning, skimming, annotating, reading for main ideas and detail, and synthesizing information.
- Build topic-related vocabulary across a range of everyday subjects.
- Develop students' ability to identify main ideas, locate specific details, and connect key points within and across short reading passages.
- Introduce foundational grammatical structures that support reading comprehension.
- Foster independent reading habits through guided practice with a variety of text types.

2. Teaching mode

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

3. Contact Hours

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	PLOs	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize basic reading strategies including previewing texts, using visuals, and scanning for specific information in short passages on familiar everyday topics	K2	Utilize reading passages from Units 1–4 to guide students in recognizing and practicing previewing, scanning, and visual prediction strategies across texts about people, seasons, daily life, and places	Formative Assessment 1 (5 marks)
1.2	Identify main ideas and specific details in short reading passages about people, seasons, daily routines, and places	K1	Guide students through comprehension exercises focusing on locating main ideas, key facts,	Assignment 1 (5 marks)





Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			and supporting details in texts from Units 1–4	
1.3	Recognize strategies for reading in detail, skimming for general meaning, and working out meaning from context in texts about jobs, homes, food, and transport	K2	Engage students with reading exercises from Units 5–8 that focus on detailed reading, skimming, and contextual vocabulary strategies	Formative Assessment 2 (5 marks)
1.4	Identify how to annotate texts and connect key points across short reading passages on everyday topics	K1	Guide students through annotation exercises and synthesis activities using texts from Units 5–8, teaching them to organize and connect information	Assignment 2 (5 marks)
2.0	Skills			
2.1	Apply previewing, scanning, and annotation strategies to locate main ideas, specific facts, and key details in texts covering everyday topics	S1	Conduct guided reading sessions using Units 1–4 where students practice applying previewing, scanning, and annotation strategies to a range of text types	Midterm Exam (30 marks)
2.2	Demonstrate the ability to skim texts for general meaning, read for detail, and synthesize information across short reading passages on a range of familiar topics	S1	Implement cumulative reading exercises that require students to apply multiple reading strategies across texts from all eight units	Quiz (10 marks)



Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
2.3	Interpret short texts by applying reading strategies to identify main ideas, supporting details, and specific information across a variety of everyday topics	S1	Facilitate comprehensive reading practice using texts from all eight units, guiding students in applying a full range of reading strategies	Final Exam (40 marks)
2.4	Apply knowledge of topic-related vocabulary and text features to build a coherent understanding of reading passages across different subject areas	S3	Encourage students to use vocabulary knowledge and text organization features to enhance comprehension across diverse reading passages from all units	Final Exam (40 marks)
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate attentiveness to how grammatical structures such as nouns, verbs, adjective phrases, and noun phrases support accurate comprehension of reading passages on familiar topics	V1	Integrate grammar awareness into reading activities by highlighting how grammatical structures contribute to meaning in texts from Units 1–4	Midterm Exam (30 marks)
3.2	Show engagement with topic-related vocabulary and collocations to support accurate reading comprehension across different subject areas	V3	Encourage consistent engagement with thematic vocabulary across all eight units through vocabulary-focused reading activities	Final Exam (40 marks)
3.3	Take responsibility for developing independent reading skills by	V3	Promote independent reading practice by	Quiz (10 marks)





Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
	consistently applying comprehension strategies to unfamiliar texts		assigning cumulative reading tasks that require students to apply strategies without guided support	

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: People – Previewing a text; Scanning to find information; Reading for detail; Synthesizing; Family vocabulary; Nouns and verbs	6
2.	Unit 2: Seasons – Scanning to find information; Using your knowledge; Reading for detail; Previewing; Synthesizing; Vocabulary for climate, weather and seasons; Nouns and adjectives; Noun phrases	6
3.	Unit 3: Lifestyle – Annotating a text; Previewing; Reading for main ideas; Reading for detail; Scanning to find information; Synthesizing; Collocations for daily activities; Vocabulary for study; Time expressions	6
4.	Unit 4: Places – Reading for main ideas; Previewing; Annotating; Scanning to find information; Reading for detail; Synthesizing; Vocabulary for places; Noun phrases with of	6
5.	Unit 5: Jobs – Reading for detail; Previewing; Scanning to find information; Reading for main ideas; Synthesizing; Vocabulary for jobs; Adjective phrases	6
6.	Unit 6: Homes and Buildings – Predicting content using visuals; Scanning to find information; Reading for main ideas; Reading for detail; Vocabulary for buildings; Pronouns; Adjectives	5
7.	Unit 7: Food and Culture – Skimming; Taking notes; Reading for main ideas; Reading for detail; Scanning to find information; Previewing; Synthesizing; Vocabulary for food and drink; Countable and uncountable nouns	5
8.	Unit 8: Transport – Working out meaning from context; Previewing; Skimming; Scanning to find information; Reading for detail; Reading for main ideas; Synthesizing; Transport collocations; Superlative adjectives; Quantifiers	5
Total		45



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Formative Assessment 1 (5 Marks) 1.1 Recognize basic reading strategies including previewing texts, using visuals, and scanning for specific information in short passages on familiar everyday topics This formative assessment covers Units 1–4 and evaluates students’ ability to recognize and identify foundational reading strategies. The assessment uses objective-format questions including multiple choice and short answer.	Mentioned in the new Course Syllabus	5%
2.	Formative Assessment 2 (5 Marks) 1.3 Recognize strategies for reading in detail, skimming for general meaning, and working out meaning from context in texts about jobs, homes, food, and transport This formative assessment covers Units 5–8 and evaluates students’ ability to recognize reading strategies for detailed comprehension and contextual vocabulary. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	5%
3.	Assignment 1 (5 Marks) 1.2 Identify main ideas and specific details in short reading passages about people, seasons, daily routines, and places This assignment covers Units 1–4 and assesses students’ ability to locate main ideas, key facts, and supporting details in texts on familiar topics. The assessment uses objective-format questions including multiple choice, matching, and short answer.	Mentioned in the new Course Syllabus	5%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
4.	Assignment 2 (5 Marks) 1.4 Identify how to annotate texts and connect key points across short reading passages on everyday topics This assignment covers Units 5–8 and assesses students' ability to annotate and synthesize information across reading passages. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	5%
5.	Quiz (10 Marks) 2.2 Demonstrate the ability to skim texts for general meaning, read for detail, and synthesize information across short reading passages on a range of familiar topics This cumulative quiz covers all eight units and serves as a review before the final exam. It evaluates students' ability to apply multiple reading strategies across passages on a range of topics. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	10%
6.	Midterm Exam (30 Marks) While aligned with specific CLOs for measurement purposes, this comprehensive assessment covers all course materials from Units 1–4. Mapped to Learning Outcome 2.1, the exam evaluates students' ability to apply previewing, scanning, and annotation strategies to locate main ideas, specific facts, and key details in reading passages on everyday topics. The exam uses objective-format questions including multiple choice, true/false, matching, and short answer.	Mentioned in the new Course Syllabus	30%
7.	Final Exam (40 Marks)	Mentioned in the new	40%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the reading knowledge, understanding, and skills developed across all eight units. Mapped to Learning Outcomes 2.3 and 2.4, the exam assesses students' ability to interpret short texts using a full range of reading strategies and to apply vocabulary knowledge to build coherent understanding of reading passages. The exam uses objective-format questions including multiple choice, true/false, matching, and short answer.	Course Syllabus	

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	UNITS 1 TO 8 (READING) Adams, K., Ostrowska, S., Thaine, C., & Sowton, C. (2025). <i>Unlock level 1 reading, writing and critical thinking student's book with digital pack</i> (3rd ed.). Cambridge University Press & Assessment. ISBN: 9781009797504
Essential References	Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press. British Council's LearnEnglish Teens
Electronic Materials	Highlights: - Provides reading activities specifically designed for teenagers and aligns with the CEFR levels. - Includes a variety of formats, such as articles, stories, and blogs, all followed by comprehension questions. - Offers grammar and vocabulary support alongside the reading exercises. Readlang Highlights: - A web-based platform where students can read texts in English and click on words they don't understand to get immediate translations. - Allows students to create flashcards from the vocabulary they look up, providing an integrated approach to reading and vocabulary building.





	Offers a wide variety of texts, including articles and stories, and allows users to upload their own texts as well, making it flexible for independent learning.
Other Learning Materials	English e-Reader Highlights: • Provides simplified versions of classics and modern stories, graded by CEFR levels. • Each book is accompanied by an audio version and a vocabulary list, enabling a multi-sensory learning experience. Offers comprehension exercises at the end of each book to assess understanding.

2. Required Facilities and equipment

Items	Resources
FACILITIES	• STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS) • ADEQUATE LIGHTING AND VENTILATION • SUITABLE SEATING ARRANGEMENTS • WHITEBOARD
TECHNOLOGY EQUIPMENT	• COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR • DATA PROJECTOR • SPEAKERS • OPTIONAL: SMART BOARD
OTHER EQUIPMENT	• MARKERS AND ERASERS • NOTICE BOARD
ADDITIONAL RESOURCES	• OPTIONAL: LANGUAGE LAB FACILITIES • OPTIONAL: AUDIO EQUIPMENT • OPTIONAL: MOBILE CHARGING STATION



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
EFFECTIVENESS OF TEACHING	• Students • Peer Reviewers • Program Leaders	• Direct: Classroom observations • Indirect: Student course evaluation surveys • Indirect: Faculty self-evaluation reports
EFFECTIVENESS OF STUDENT ASSESSMENT	• Faculty • Program Leaders • External Reviewers	• Direct: Analysis of grade distributions • Direct: Review of assessment tools • Indirect: Student feedback surveys
QUALITY OF LEARNING RESOURCES	• Students • Faculty • Library Staff	• Direct: Resource utilization reports • Indirect: Student satisfaction surveys • Indirect: Faculty feedback on resource adequacy
THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED	• Course Instructor • Department Head • Quality Committee	• Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam) • Indirect: End-of-course student surveys

G. Specification Approval

COUNCIL / COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026