



Course Specification

(Bachelor)

Course Title: Reading 2

Course Code: ENG1306-3

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

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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: (Semester 2 - Year 1)

4. Course General Description:

ENG1306-3 Reading 2 builds upon the foundational reading skills acquired in Reading 1. Using the reading sections of Unlock Level 2: Reading, Writing & Critical Thinking (3rd Edition), the course covers eight thematically organized units on topics such as Places, Festivals and Celebrations, The Internet and Technology, Weather and Climate, Sports and Competition, Business, People, and The Universe. Students develop intermediate reading strategies including scanning for numbers, making inferences, recognizing text type, predicting content, identifying audience and purpose, distinguishing fact from opinion, and working out meaning from context. The course builds topic-related vocabulary including collocations and compound nouns, and introduces grammatical structures encountered in reading passages such as prepositions, adverbs, quantifiers, and noun phrases.

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

ENG1302-3 Reading 1

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

N/A

7. Course Main Objective(s):

The main objective of ENG1306-3 Reading 2 is to advance students' reading comprehension skills to an intermediate level. The course aims to:

- Develop intermediate reading strategies including scanning for numbers, making inferences, recognizing text type, identifying audience and purpose, and distinguishing fact from opinion.
- Build topic-related vocabulary including collocations, compound nouns, and descriptive vocabulary.
- Strengthen students' ability to identify main ideas, locate specific details, and synthesize information across multiple reading passages.
- Introduce grammatical structures that support reading comprehension at the intermediate level.
- Foster increasingly independent reading habits through practice with diverse 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 intermediate reading strategies including scanning for numbers, making inferences, and previewing to approach texts on topics such as places, festivals, technology, and climate	K2	Utilize reading passages from Units 1–4 to guide students in recognizing and practicing scanning, inference, and previewing strategies	Formative Assessment 1 (5 marks)
1.2	Identify main ideas, opinions, and supporting details in texts of varying types including articles, reports, and informational passages	K1	Guide students through comprehension exercises from Units 1–4 focusing on identifying main ideas, opinions,	Assignment 1 (5 marks)



Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			and key supporting details	
1.3	Recognize strategies for skimming, annotating, identifying audience and purpose, and distinguishing fact from opinion in texts about sports, business, people, and science	K2	Engage students with reading exercises from Units 5–8 focusing on skimming, annotation, audience identification, and fact–opinion distinction	Formative Assessment 2 (5 marks)
1.4	Identify how to work out meaning from context, make inferences, and synthesize information across multiple reading passages on diverse topics	K1	Guide students through contextual vocabulary and synthesis exercises using texts from Units 5–8	Assignment 2 (5 marks)
2.0	Skills			
2.1	Apply scanning, previewing, and inference strategies to identify main ideas, specific details, and numerical data in texts across a range of topics	S1	Conduct guided reading sessions using Units 1–4 where students apply scanning, previewing, and inference strategies to diverse text types	Midterm Exam (30 marks)
2.2	Demonstrate the ability to annotate, skim, and identify text type, audience, and purpose in reading passages on familiar and unfamiliar topics	S1	Implement cumulative reading exercises that require students to apply multiple intermediate strategies across texts from all eight units	Quiz (10 marks)
2.3	Interpret texts by applying intermediate reading strategies to identify main ideas, make inferences,	S1	Facilitate comprehensive reading practice using texts from all eight units, guiding	Final Exam (40 marks)





Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
	distinguish fact from opinion, and synthesize information		students in applying a full range of intermediate reading strategies	
2.4	Apply knowledge of topic-related vocabulary, collocations, and compound nouns to comprehend and analyze reading passages across diverse subject areas	S3	Encourage students to use vocabulary knowledge including collocations and compound nouns to enhance comprehension across all units	Final Exam (40 marks)
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate attentiveness to how grammatical structures such as prepositions, adverbs, and noun phrases support accurate interpretation of reading passages	V1	Integrate grammar awareness into reading activities by highlighting how intermediate grammatical structures contribute to meaning in texts from Units 1–4	Midterm Exam (30 marks)
3.2	Show engagement with academic and topic-specific vocabulary to enhance comprehension of texts across increasingly diverse subject areas	V3	Encourage consistent engagement with thematic vocabulary including collocations and compound nouns across all eight units	Final Exam (40 marks)
3.3	Take responsibility for applying reading strategies independently to build comprehension of unfamiliar texts on a range of topics	V3	Promote independent reading practice by assigning cumulative reading tasks that require students to apply	Quiz (10 marks)





Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			strategies without guided support	

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: Places – Scanning for numbers; Making inferences; Reading for main ideas; Reading for detail; Working out meaning from context; Synthesizing; Vocabulary to describe places; Nouns and adjectives; Countable and uncountable nouns; Articles; Quantifiers	6
2.	Unit 2: Festivals and Celebrations – Previewing a text; Reading for main ideas; Reading for detail; Recognizing text type; Scanning to predict content; Synthesizing; Vocabulary to describe festivals; Prepositions of time and place; Adverbs of frequency	6
3.	Unit 3: The Internet and Technology – Reading for main ideas; Reading for details; Scanning to predict content; Distinguishing fact from opinion; Synthesizing; Vocabulary to describe technology; Compound nouns; Giving opinions	6
4.	Unit 4: Weather and Climate – Reading for detail; Using your knowledge to predict content; Reading for main ideas; Recognizing text type; Synthesizing; Collocations with temperature; Vocabulary to describe a graph	6
5.	Unit 5: Sports and Competition – Scanning to predict content; Reading for main ideas; Reading for detail; Recognizing text type; Previewing; Working out meaning from context; Synthesizing; Vocabulary to describe sport; Prepositions of movement	6
6.	Unit 6: Business – Working out meaning from context; Annotating a text; Skimming; Reading for main ideas; Reading for detail; Identifying audience; Scanning to predict content; Making inferences; Synthesizing; Collocations with business; Business vocabulary	5
7.	Unit 7: People – Skimming; Reading for main ideas; Reading for detail; Working out meaning from context; Identifying purpose; Using your knowledge; Synthesizing; Adjectives to describe people; Noun Phrases with <i>of</i>	5
8.	Unit 8: The Universe – Identifying the author's purpose; Reading for main ideas; Reading for detail; Skimming; Making inferences; Distinguishing fact from opinion; Synthesizing; Vocabulary for giving evidence and supporting an argument	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 intermediate reading strategies including scanning for numbers, making inferences, and previewing to approach texts on topics such as places, festivals, technology, and climate This formative assessment covers Units 1–4 and evaluates students' ability to recognize intermediate reading strategies. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	5%
2.	Formative Assessment 2 (5 Marks) 1.3 Recognize strategies for skimming, annotating, identifying audience and purpose, and distinguishing fact from opinion in texts about sports, business, people, and science This formative assessment covers Units 5–8 and evaluates students' recognition of advanced reading strategies. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	5%
3.	Assignment 1 (5 Marks) 1.2 Identify main ideas, opinions, and supporting details in texts of varying types including articles, reports, and informational passages This assignment covers Units 1–4 and assesses students' ability to identify main ideas, opinions, and key details. The assessment uses objective-format questions.	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 work out meaning from context, make inferences, and synthesize information across multiple reading passages on diverse topics This assignment covers Units 5–8 and assesses students' ability to apply contextual and synthesis strategies. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	5%
5.	Quiz (10 Marks) 2.2 Demonstrate the ability to annotate, skim, and identify text type, audience, and purpose in reading passages on familiar and unfamiliar topics This cumulative quiz covers all eight units and serves as a review before the final exam. It evaluates students' ability to apply multiple intermediate reading strategies. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	10%
6.	Midterm Exam (30 Marks) While aligned with a specific CLO 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 scanning, previewing, and inference strategies to identify main ideas, details, and numerical data in reading passages. The exam uses objective-format questions.	Mentioned in the new Course Syllabus	30%
7.	Final Exam (40 Marks) Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the reading knowledge,	Mentioned in the new Course Syllabus	40%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	understanding, and skills developed across all eight units. Mapped to Learning Outcomes 2.3 and 2.4, the exam assesses students' ability to interpret texts using intermediate reading strategies and to apply vocabulary knowledge to comprehend diverse reading passages. The exam uses objective-format questions.		

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	UNITS 1 TO 8 (READING) Hobbs, D., Lewis, M., & O'Neill, R. (2025). <i>Unlock level 2 reading, writing and critical thinking student's book with digital pack</i> (3rd ed.). Cambridge University Press & Assessment. ISBN: 9781009797511
Essential References	Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.
Electronic Materials	British Council's LearnEnglish Teens 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



Assessment Areas/Issues	Assessor	Assessment Methods
		• 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

