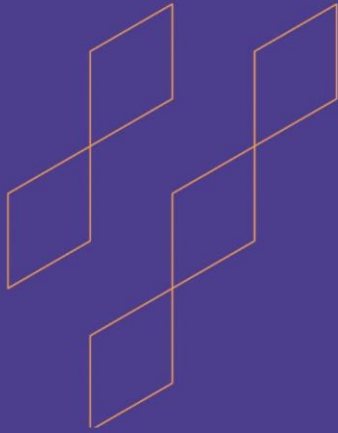




Course Specification

— (Bachelor)

Course Title: **Reading 3**

Course Code: **ENG2310-3**

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 3 - Year 2)

4. Course General Description:

ENG2310-3 Reading 3 builds upon the intermediate reading skills acquired in Reading 2. Using the reading sections of Unlock Level 3: Reading, Writing & Critical Thinking (3rd Edition), the course covers eight thematically organized units on topics such as Animals, The Environment, Transport, Customs and Traditions, Health and Fitness, Discovery and Invention, Fashion, and Economics. Students develop advanced reading strategies including reading for main ideas in academic texts, identifying purpose and audience, predicting content using visuals, summarizing, distinguishing fact from opinion, taking notes, annotating, and synthesizing information from multiple sources. The course builds academic vocabulary including collocations, synonyms, and prefixes, and introduces grammatical structures encountered in academic texts such as comparative adjectives, modals, hedging language, and verb and noun forms.

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

ENG1306-3 Reading 2

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

N/A

7. Course Main Objective(s):

The main objective of ENG2310-3 Reading 3 is to develop students' reading comprehension skills to an upper-intermediate level. The course aims to:

- Develop advanced reading strategies including reading for main ideas in academic texts, identifying purpose and audience, summarizing, and distinguishing fact from opinion.
- Build academic vocabulary including collocations, synonyms, prefixes, and subject-specific terminology.
- Strengthen students' ability to make inferences, take notes, annotate, and synthesize information from multiple academic sources.
- Introduce grammatical structures that support comprehension of academic texts.
- Foster autonomous reading habits through practice with academic 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 advanced reading strategies including reading for main ideas in academic texts, identifying purpose and audience, and making inferences in texts about animals, the environment, transport, and customs	K2	Utilize reading passages from Units 1–4 to guide students in recognizing strategies for academic reading including main idea identification, purpose, audience, and inference	Formative Assessment 1 (5 marks)
1.2	Identify how to predict content using visuals, annotate texts, scan for information, and distinguish between facts and figures in academic reading passages	K1	Guide students through exercises from Units 1–4 focusing on visual prediction, annotation, scanning, and	Assignment 1 (5 marks)





Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			fact–figure identification	
1.3	Recognize strategies for skimming for general ideas, distinguishing fact from opinion, taking notes, and summarizing information in texts about health, discovery, fashion, and economics	K2	Engage students with reading exercises from Units 5–8 focusing on skimming, fact–opinion distinction, note-taking, and summarizing	Formative Assessment 2 (5 marks)
1.4	Identify how to synthesize information from multiple academic texts and make inferences to draw conclusions across diverse subject areas	K2	Guide students through synthesis and inference exercises using texts from Units 5–8, teaching them to integrate information from multiple sources	Assignment 2 (5 marks)
2.0	Skills			
2.1	Apply reading strategies to identify main ideas, specific details, purpose, and audience in academic texts across a range of topics	S1	Conduct guided reading sessions using Units 1–4 where students apply advanced reading strategies to academic text types	Midterm Exam (30 marks)
2.2	Demonstrate the ability to annotate, skim, take notes, and synthesize information from multiple reading passages on familiar and academic topics	S1	Implement cumulative reading exercises that require students to apply multiple advanced strategies across texts from all eight units	Quiz (10 marks)
2.3	Interpret academic texts by applying advanced reading strategies to make inferences, distinguish fact from opinion, summarize, and synthesize information	S1	Facilitate comprehensive reading practice using texts from all eight units, guiding students in	Final Exam (40 marks)



Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			applying a full range of advanced strategies	
2.4	Apply knowledge of academic vocabulary, collocations, synonyms, and prefixes to comprehend and analyze reading passages across diverse academic subjects	S3	Encourage students to use academic vocabulary knowledge to enhance comprehension across all units	Final Exam (40 marks)
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate attentiveness to how grammatical features such as comparative forms, modals, and hedging language contribute to accurate interpretation of academic texts	V1	Integrate grammar awareness into reading activities by highlighting how grammatical features contribute to meaning in academic texts from Units 1–4	Midterm Exam (30 marks)
3.2	Show engagement with academic vocabulary and subject-specific terminology to support comprehension across increasingly complex reading materials	V3	Encourage consistent engagement with academic vocabulary including collocations, synonyms, and prefixes across all eight units	Final Exam (40 marks)
3.3	Take responsibility for developing autonomous reading strategies by consistently applying comprehension techniques to unfamiliar academic texts	V3	Promote autonomous reading practice by assigning cumulative reading tasks that require independent application of strategies	Quiz (10 marks)

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: Animals – Reading for main ideas in academic texts; Reading for detail; Working out meaning from context; Understanding facts and figures; Synthesizing; Academic verbs; Comparative adjectives	6
2.	Unit 2: The Environment – Reading for detail; Identifying purpose and audience; Predicting content using visuals; Previewing; Reading for main ideas; Scanning to find information; Summarizing; Making inferences; Synthesizing; Academic vocabulary; Environment collocations	6
3.	Unit 3: Transport – Predicting content using visuals; Reading for main ideas; Reading for detail; Making inferences; Synthesizing; Transport collocations; Synonyms for verbs; Making suggestions	6
4.	Unit 4: Customs and Traditions – Annotating a text; Previewing a text; Reading for main ideas; Reading for detail; Making inferences; Synthesizing; Synonyms to avoid repetition; Avoiding absolute statements; Adverbs of frequency to avoid absolute statements	6
5.	Unit 5: Health and Fitness – Making inferences; Predicting content using visuals; Skimming; Reading for main ideas; Reading for detail; Taking notes; Synthesizing; Health and fitness collocations; Verb and noun forms	6
6.	Unit 6: Discovery and Invention – Scanning to find information; Reading for main ideas; Annotating; Making inferences; Reading for detail; Synthesizing; Prefixes; Making predictions with modals and adverbs of certainty	5
7.	Unit 7: Fashion – Distinguishing fact from opinion; Reading for main ideas; Reading for detail; Making inferences; Scanning to find information; Synthesizing; Vocabulary for the fashion business	5
8.	Unit 8: Economics – Skimming for general ideas; Reading for main ideas; Reading for detail; Making inferences; Annotating; Synthesizing; Vocabulary for economics and economic trends	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 advanced reading strategies including reading for main ideas in academic texts, identifying purpose and audience, and making inferences in texts about animals, the environment, transport, and customs This formative assessment covers Units 1–4 and evaluates students' ability to recognize advanced reading strategies for academic texts. 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 for general ideas, distinguishing fact from opinion, taking notes, and summarizing information in texts about health, discovery, fashion, and economics This formative assessment covers Units 5–8 and evaluates students' recognition of advanced comprehension strategies. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	5%
3.	Assignment 1 (5 Marks) 1.2 Identify how to predict content using visuals, annotate texts, scan for information, and distinguish between facts and figures in academic reading passages This assignment covers Units 1–4 and assesses students' ability to apply prediction, annotation, and scanning strategies. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	5%
4.	Assignment 2 (5 Marks)	Mentioned in the new	5%



No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	1.4 Identify how to synthesize information from multiple academic texts and make inferences to draw conclusions across diverse subject areas This assignment covers Units 5–8 and assesses students' ability to synthesize and draw conclusions across texts. The assessment uses objective-format questions.	Course Syllabus	
5.	Quiz (10 Marks) 2.2 Demonstrate the ability to annotate, skim, take notes, and synthesize information from multiple reading passages on familiar and academic topics This cumulative quiz covers all eight units and serves as a review before the final exam. 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 reading strategies to identify main ideas, details, purpose, and audience in academic texts. 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, understanding, and skills developed across all eight units.	Mentioned in the new Course Syllabus	40%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	Mapped to Learning Outcomes 2.3 and 2.4, the exam assesses students' ability to interpret academic texts using advanced strategies and to apply academic vocabulary knowledge. The exam uses objective-format questions.		

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	UNITS 1 TO 8 (READING) Baker, L., Westbrook, C., Williams, J., & Sowton, C. (2025). <i>Unlock level 3 reading, writing and critical thinking student's book with digital pack</i> (3rd ed.). Cambridge University Press & Assessment. ISBN: 9781009797528
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)



Assessment Areas/Issues	Assessor	Assessment Methods
		• Indirect: End-of-course student surveys

G. Specification Approval

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

