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| **Course Title**: Reading Comprehension 1 |
| **Course Code**: ENG111-3 |
| **Program**: Bachelor of Arts in English |
| **Department**: **Department of English** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 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: | | | | | | |
| ENG111-3 Reading Comprehension 1 is a fundamental course that lays the groundwork for the essential skills of reading comprehension. Through the study of short reading passages, students will learn to discern the main ideas and supporting details with precision. The course focuses on providing students with techniques for scanning and skimming texts, equipping them with the ability to locate specific information quickly or to grasp the general theme of a passage. By engaging with various reading materials, students will be guided to synthesize this information into coherent summaries. This course paves the way for a deeper understanding of reading comprehension, which is vital for future academic and professional success. | | | | | | |
| 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 primary objective of ENG111-3 Reading Comprehension 1 is to introduce and cultivate fundamental reading skills that enable students to accurately identify and comprehend the main ideas and supporting details in short reading passages. Through well-designed exercises and methodologies, the course aims to sharpen students' abilities to scan for specific details and skim for general information effectively. The practice of summarizing these passages further enhances their understanding and retention of key concepts. By establishing these core skills, the course lays a solid foundation that prepares students for more advanced reading tasks, fostering a robust comprehension ability that is essential in the further development of their English language skills. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **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** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Identify the main ideas of a short reading passage | K2 | Instruct students to read a short passage silently and then share their understanding of the main idea with a partner. After that, bring the class back together to consolidate and verify the correct main ideas. | Formative Assessment 1 (5 Marks)  Assignment 1 (5 Marks) |
| 1.2 | Identify the details that support the main ideas in a short reading passage | K2 | Guide students with specific questions like, "What evidence does the author give for this statement?" or "Which example supports the main idea?" Ask students to find answers in the text and then discuss them as a class. | Formative Assessment 2 (5 Marks)  Assignment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Scan a reading passage for specific information | S3 | Offer students a list of key terms, names, or dates and instruct them to scan the text to locate these specific pieces of information. Follow this with a quick discussion to verify the context in which these items appeared. | Quiz (10 Marks) |
| 2.2 | Skim a reading passage for general information | S3 | Pose a general question related to the passage's overall theme. Ask students to skim read to answer this question, encouraging them to not focus on details but rather on the overarching message. | Midterm Exam (30 Marks) |
| 2.3 | Extract the main ideas from a brief reading passage | S3 | Assign students to write down the main point of each paragraph after reading the passage. Then, have them compare notes with a partner before confirming their understanding during a class discussion. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Reflect on their own English learning experience and explore options to continuously develop their competence as critical readers | V1 | **Think-Alouds**: Conduct think-aloud sessions where you model how to approach a text critically. Walk them through the cognitive processes of understanding, interpreting, and analyzing a passage. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Develop autonomy and self-reliance in learning and applying all strategies in extraneous passages from different resources | V2 | **Peer Teaching:** Allow students to teach a particular reading strategy to the class. This not only reinforces their understanding but also fosters autonomy. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Work ethically and professionally as a part of a team or independently | V3 | **Role-Playing:** Engage the students in role-playing exercises where they assume professional roles (editor, critic, etc.) to analyze a text. This provides a practical context for ethical and professional behavior. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | ‎How Are ‎Family Members ‎Alike?‎ | 5 |
|  | Who Are Your Friends? | 5 |
| **3.** | Why Do We Like Arts? | 5 |
| **4.** | What Can We Explore?‎ | 5 |
| **5.** | How Does the World Communicate?‎ | 5 |
| **6.** | Why Do We Go on Vacation? ‎ | 5 |
| **7.** | What Inventions Changed the World? | 5 |
| **8.** | Jobs and Skills in the 21st Century | 5 |
| **9.** | Money Matters | 5 |
| **Total** | | **45** |

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# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Identify the main ideas of a short reading passage.**  Reasoning: This assessment directly aligns with CLO 1.1, focusing on students’ ability to discern main ideas in a reading passage. While this assessment specifically targets this skill, it also forms a part of the broader, cumulative content of the course, encompassing various aspects of reading comprehension. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.2 Identify the details that support the main ideas in a short reading passage.**  Reasoning: Aligned with CLO 1.2, this assessment evaluates students' ability to pinpoint supporting details in a text. It includes a range of questions that extend beyond this specific outcome, reflecting the cumulative nature of the reading skills developed in the course. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.1 Identify the main ideas of a short reading passage.**  Reasoning: This assignment, targeting CLO 1.1, assesses students’ understanding of main ideas in a reading passage. In addition to this specific focus, the assignment contributes to the cumulative evaluation of students' reading comprehension skills as outlined by the course curriculum. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.2 Identify the details that support the main ideas in a short reading passage.**  Reasoning: Focusing on CLO 1.2, this assignment tests students' ability to recognize supporting details in a text. It also aligns with the course's broader objectives, encompassing various aspects of reading comprehension and analysis. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **2.1 Scan a reading passage for specific information.**  Reasoning: This quiz, in line with CLO 2.1, assesses students' scanning skills. Additionally, it incorporates questions that cover a wide range of reading comprehension skills, adhering to the cumulative approach of the course. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **2.2 Skim a reading passage for general information.**  Reasoning: The midterm exam, aligned with CLO 2.2, tests students' skimming abilities. It also includes a broader range of questions, reflecting the course's comprehensive assessment of reading skills up to this point. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.3 Extract the main ideas from a brief reading passage.**  Reasoning: The final exam, focusing on CLO 2.3, assesses students' ability to extract main ideas from a text. This exam also serves as a cumulative assessment, including a variety of questions that cover the extensive reading skills and knowledge acquired throughout the course. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Adams, K. (2016). Trio Reading. The intersection of vocabulary, Critical Thinking, & Reading. Oxford University Press. |
| **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](https://learnenglishteens.britishcouncil.org/)  **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](https://readlang.com/)  **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](https://english-e-reader.net/)  **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** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |