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| **Course Title**: Reading Comprehension 2 |
| **Course Code**: ENG115-3 |
| **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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | | | | | | |
| ENG115-3 Reading Comprehension 2 is a comprehensive course designed to nurture students' abilities in understanding and interpreting various types of reading materials. The course focuses on developing skills necessary for identifying main ideas and supporting details in both paragraphs and essays. Through exercises and guided practice, students will learn to scan reading passages for specific information and skim for overall comprehension. The course content includes writing summaries and engaging in activities that emphasize critical reading skills. By equipping students with these essential tools, ENG115-3 serves as a foundational step towards achieving effective and thoughtful reading. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG111-3 Reading Comprehension 1 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objective of ENG115-3 Reading Comprehension 2 is to cultivate students' abilities to discern and analyze reading materials with precision. Through targeted exercises, students will develop skills to recognize main ideas and their supporting details in various forms of text. The course also emphasizes techniques for scanning and skimming, allowing for effective information retrieval and a broad understanding of the content. The training in summarizing reading passages encapsulates these skills, leading students to synthesize information coherently. The course's aim is to enable students to become proficient readers who can thoughtfully engage with diverse reading materials, applying these skills in academic and real-world contexts. | | | | | | |

**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 paragraph and essay | K2 | Ask students to read a paragraph silently, then have them paraphrase the main idea to a partner. Encourage peer feedback. | Formative Assessment 1 (5 Marks)  Assignment 1 (5 Marks) |
| 1.2 | Identify the details that support the main ideas of a paragraph and essay | K2 | Use guided questions to lead students to find supporting details in a paragraph or essay in the textbook. E.g., "Which sentence gives an example of the main idea?" | Assignment 2 (5 Marks) |
| 1.3 | Recognize the logical sequence or organization of ideas in a reading passage, including the use of connectors and transitional phrases | K2 | Give students a list of transitional phrases to find in a textbook reading passage. Discuss the role each plays in the organization of the text. | Formative Assessment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Scan a reading passage for specific information | S3 | Provide a list of keywords or facts for students to find as quickly as possible in a designated section of the textbook. | Quiz (10 Marks) |
| 2.2 | Skim a reading passage for general comprehension | S3 | Before reading, set a clear task that focuses students on getting the gist of the passage, such as "Identify the problem and solution presented in the text." | Midterm Exam (30 Marks) |
| 2.3 | Extract and articulate the main ideas and key details from a reading passage | S4 | After reading, students jot down the main ideas and supporting details on a worksheet, then compare with a partner before whole-class discussion. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Reflect on their own learning experience of English 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** |
|  | Chapter 1: What Influence Do Business Have on You? | 5 |
|  | Chapter 2: Is Online Communication Always Good? | 5 |
| **3.** | Chapter 3: Why Do We Have Sports? | 5 |
| **4.** | Chapter 4: Has Exercise Always Been Important? | 5 |
| **5.** | Chapter 5: What Can We Learn from the Past? | 5 |
| **6.** | Chapter 6: Food Innovation | 5 |
| **7.** | Chapter 7: Cities of the Future | 5 |
| **8.** | Chapter 8: How Will We Work? | 5 |
| **9.** | Chapter 9: What Will Our World Look Like? | 5 |
| **Total** | | **45** |

# **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 paragraph and essay.**  Reasoning: This assessment aligns with CLO 1.1, focusing on identifying main ideas in paragraphs and essays. It serves not only to assess this specific skill but also contributes to the cumulative understanding of text analysis and comprehension, as part of the broader course objectives. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.3 Recognize the logical sequence or organization of ideas in a reading passage.**  Reasoning: Aligned with CLO 1.3, this assessment evaluates students' ability to understand the organization of ideas, including the use of connectors and transitional phrases. This skill is crucial for overall reading comprehension and is part of the course's broader learning goals. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.1 Identify the main ideas of a paragraph and essay.**  Reasoning: This assignment targets CLO 1.1, focusing on discerning main ideas in written text. It also contributes to the wider learning outcomes of the course, enhancing students' abilities in comprehensive text analysis. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.2 Identify the details that support the main ideas of a paragraph and essay.**  Reasoning: Focusing on CLO 1.2, this assignment assesses students' ability to recognize supporting details in texts. It complements the course's cumulative assessment strategy by broadening students' analytical and reading comprehension skills. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **2.1 Scan a reading passage for specific information.**  Reasoning: Aligned with CLO 2.1, this quiz tests students' scanning skills for specific information. It also incorporates a variety of reading comprehension skills, adhering to the course's comprehensive assessment approach. | 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 comprehension.**  Reasoning: The midterm exam, focusing on CLO 2.2, evaluates students' skimming abilities for general understanding. It encompasses a range of reading skills, reflecting the course's broader objectives and the students' cumulative knowledge. | 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 and articulate the main ideas and key details from a reading passage.**  Reasoning: The final exam, aligned with CLO 2.3, assesses students' ability to extract and articulate main ideas and key details. This exam serves as a cumulative assessment of their reading skills, encapsulating their overall comprehension and analytical abilities developed throughout the course. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | TRIO Reading 2. The Intersection of Vocabulary, Critical Thinking, & Reading. Mari Vergo & Kate Adams. 2016. 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** |