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| --- |
| **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**: 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 1 - Year 1) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG1302-3 Reading 1 is an immersive course engineered to augment foundational reading skills. The course comprises thematic reading passages that span a variety of topics such as people, seasons, lifestyle, and places. It offers a nuanced exploration of lexical and grammatical elements including, but not limited to, adjective-noun phrases, verb-noun collocations, and specialized vocabulary pertinent to jobs, domiciles, and transport. Students will engage in exercises designed to enhance their identification of countable and uncountable nouns, referential pronouns, and quantifiers. Beyond vocabulary and syntax, the course places an emphasis on equipping students with strategic skills. They will learn to preview texts, scan for factual information, and develop comprehensive understanding through techniques such as annotation and detailed reading. The curriculum is structured to achieve a balanced development of knowledge and skills, providing the students with the necessary tools to approach various types of reading materials with dexterity. | | | | | | |
| 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 ENG1302-3 Reading 1 is to establish a strong foundation in reading comprehension among students. Through a balanced focus on vocabulary enrichment, grammatical understanding, and skill-based reading strategies, the course aims to empower students to effectively engage with a multitude of texts. They will learn to recall essential vocabulary, identify lexical and grammatical forms, and recognize specialized terminology. Additionally, students will be coached in key reading strategies such as previewing, scanning, and detailed comprehension. The integration of these elements ensures that students will apply their acquired knowledge in practical reading scenarios. By the end of the course, students will have attained a comprehensive grasp of reading skills, equipping them to confidently interpret and understand a wide range of text types. | | | | | | |

**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 | Recall essential vocabulary within thematic reading passages focused on people, seasons, lifestyle, and places | K2 | Utilize thematic reading passages from Units 1-4 to guide students in identifying and recalling essential vocabulary. Employ teacher-led discussions, hands-on vocabulary exercises, and immediate feedback to reinforce understanding. | Formative Assessment 1 (5 Marks) |
| 1.2 | Identify adjective-noun phrases, verb-noun collocations, verb-preposition collocations, and correct adjectives within the context of reading and posed questions | K1, K2 | Leverage reading materials from Units 2, 3, and 5 to direct students in pinpointing various language structures. Apply direct instruction, interactive exercises, and immediate corrections to solidify comprehension. | Assignment 1 (5 Marks) |
| 1.3 | Recognize job-related, domicile-related, and transport-related specialized vocabulary and correct word order within contextual questions | K3 | Guide students through specialized vocabulary exercises found in Units 5, 6, and 8. Utilize teacher-led demonstrations, hands-on activities, and instantaneous corrections to foster accurate recognition and usage. | Assignment 2 (5 Marks) |
| 1.4 | Identify countable and uncountable nouns, referential pronouns, and quantifiers within the context of reading passages | K1, K2 | Engage students with reading passages from Units 6 and 7, instructing them to identify grammatical elements like countable and uncountable nouns, referential pronouns, and quantifiers. Provide continuous hands-on instruction, immediate feedback, and individualized support. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Preview various types of texts and utilize accompanying visuals to predict the main topics, sources, types, and purposes contained within the texts | S1, S2 | Train students in previewing techniques, utilizing a range of text types and accompanying visuals. Implement direct teacher instruction, practical exercises, and immediate corrections to reinforce skill mastery. | Midterm Exam (30 Marks) |
| 2.2 | Scan texts for specific facts, figures, and key information, identifying these details in both prose and tabular forms | S1, S6 | Guide students through textbook exercises focused on scanning texts for specific information. Employ direct teacher instruction, hands-on practice, and immediate feedback mechanisms. | Formative Assessment 2 (5 Marks) |
| 2.3 | Read and comprehend text in detail, correctly identifying main ideas, topics, and specifics | S1, S2, and S6 | Teach students to read for comprehension through textbook passages, using continuous hands-on instruction, immediate feedback, and individualized support to ensure understanding. | Final Exam (40 Marks) |
| 2.4 | Connect key points within a reading passage to form a coherent and supported understanding | S1, S2 | Utilize reading passages to facilitate student connection of key points. Implement teacher-led discussions, hands-on guidance, and immediate feedback to cultivate coherent understanding. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Value diverse perspectives by actively engaging with various texts and considering different viewpoints | V1 | Promote a classroom environment that values diverse perspectives by encouraging students to actively engage with various texts and consider different viewpoints. Facilitate discussions, debates, and collaborative learning activities that foster open-mindedness and empathy. | 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 | Autonomously engage with reading materials through guided practice and support | V2 | Promote autonomy by introducing structured reading materials tailored to individual levels. Provide guidance initially and gradually reduce support, allowing learners to make choices and take responsibility for their reading activities. Encourage reflective practice and decision-making, and incorporate assistive tools if necessary to empower learners to engage with texts independently. | 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 | Collaborate effectively within a team, utilizing interpersonal skills and shared responsibilities to achieve common goals in reading-related tasks | V3 | Focus on facilitating basic team-building activities around reading tasks. Implement clear roles within groups, providing scripted guidelines and visual cues to guide students in collaboration. Encourage open communication and offer consistent praise and reinforcement to foster a positive team dynamic. | 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 |
| **READING, WRITING & CRITICAL THINKING 1** | | |
| 1. | **PEOPLE UNIT 1**  **Reading 1**   * Preview a text * Understand key vocabulary for profiles – *languages, city, date of birth* * Skim a profile and identify missing headings * Scan the profile for facts * Read and identify details * Describe facts about yourself   **Reading 2**   * Understand key vocabulary for people – *unusual, live, interested in* * Scan the text to identify facts and complete a profile * Read and understand detail * Synthesize information from a profile and a text about an unusual man in a discussion   **Language Development**   * Identify male and female family vocabulary – *grandmother, father, son* * Differentiate between nouns and verbs – *cricket, farmer, live* * Complete sentences with singular and plural nouns – *Ray has one brother. His brother is a farmer. Fernando has two brothers. His brothers are farmers.* | 6 |
| 2. | **SEASONS UNIT 2**  **Reading 1**   * Understand key vocabulary for weather and seasons – *warm, spring, winter* * Preview photos, title and subtitles to predict the detail in an article about a cold place * Scan and identify figures about the people and weather described in the article * Read and complete a summary of the article * Describe your feelings about the place in the article * Describe what you do in cold weather   **Reading 2**   * Preview three texts about Cuban weather * Understand key vocabulary for weather – *dry, rainfall, season* * Scan and identify figures about the weather described in the article * Read and make notes on weather in different seasons * Identify and predict the original context of the text * Synthesize information from an article about a cold place and three texts about weather in Cuba in a discussion   **Language Development**   * Identify opposite adjectives – *difficult > easy; cold > hot; sunny > cloudy* * Identify nouns and adjectives in sentences * Complete sentences with correct adjectives – *In Yakutsk, life is difficult in winter.* * Form adjective + noun phrases – *warm summers, high rainfall, cold winters* * Correct mistakes with noun phrases | 6 |
| 3. | **LIFESTYLE UNIT 3**  **Reading 1**   * Use images to preview the topic of a book review about a tribe * Understand key vocabulary for lifestyle – *get up, cook, breakfast* * Read and identify main ideas * Scan and identify detailed information * Discuss the lifestyle of the Kombai people   **Reading 2**   * Understand key vocabulary for routine – *afternoon, busy, timetable* * Preview a student’s timetable * Annotate key words and phrases in a description of a student’s routine * Scan for key information in a text about a student * Synthesize information from a book review about a tribe and a description of a student’s routine in a discussion   **Language Development**   * Recognize verb + noun collocations for free-time activities – *play video games, study English, have* *breakfast.* * Complete verb + preposition collocations in sentences about free time – *You go to the gym* *every day. My sister cooks dinner for my family.* *Abdullah studies in the library.* * Understand vocabulary for study by area – *Physics > Science; English > Languages; History >* *Arts and Humanities* * Spell the names of subjects correctly * Use time expressions to describe routine – *I do my homework every week. She has an English class on Sunday night. They swim at 3 pm in the afternoon.* | 6 |
| 4. | **PLACES UNIT 4**  **Reading 1**   * Preview the texts and identify topics * Understand key vocabulary for places – *lake, mountain, forest* * Scan and annotate ideas in a text about an old map * Scan and identify countries and continents * Read and understand details * Talk about maps   **Reading 2**   * Understand key vocabulary for places – *island, capital, beach* * Read and identify topics and main ideas in a text about the Maldives * Give opinions on tourism in the Maldives * Synthesize information from a text about an old map and the Maldives in a discussion   **Language Development**   * Identify noun phrases with *of* – *the history of Japan, a world history of maps, the currency of the United States* * Use noun phrases with *of* to answer questions – *What country is Lisbon the capital of? Lisbon is the capital of Portugal.* * Use vocabulary for places to label a landscape – *hill, mountain, sea, valley* | 6 |
| 5. | **JOBS UNIT 5**  **Reading 1**   * Preview the texts to identify the source * Understand key vocabulary for job adverts – *fit, pay, friendly* * Scan job advertisements to identify key information * Read and understand detailed information * Give personal opinions on the jobs in the texts   **Reading 2**   * Understand key vocabulary for jobs – *interesting, company, gym* * Scan three emails to find key information about jobs * Read and identify main ideas * Read and identify details * Synthesize ideas from job advertisements and emails about jobs in a discussion   **Language Development**   * Write sentences about different jobs using vocabulary for related activities and places – *A farmer grows food and looks after animals* *on a farm. A manager manages people in a* *company.* * Choose correct adjective phrases to complete sentences about jobs – *Nurses have to be kind* *and helpful.* * Choose correct prepositions to complete adjective phrases in sentences about jobs – *Nurses must be good with people.* | 6 |
| 6. | **HOMES AND BUILDINGS UNIT 6**  **Reading 1**   * Understand key vocabulary for buildings – *garden, plastic, tall* * Use visuals to make predictions about the content of a text about buildings * Scan the text to identify key information about different buildings * Identify the main ideas * Read and understand details * Give opinions on buildings and homes   **Reading 2**   * Understand key vocabulary for buildings – *buildings, expensive, apartment* * Scan the text to identify key information about different buildings * Read and understand details * Describe skyscrapers * Synthesize ideas from two texts about different kinds of buildings in a discussion   **Language Development**   * Understand referencing across sentences with pronouns *it* and *they* in sentences from a text about skyscrapers * Complete sentences with vocabulary for buildings – *car park, roof, shopping centre* * Identify opposite adjectives – *big > small; traditional > modern; expensive > cheap* * Complete sentences with correct adjectives – *It is expensive to build skyscrapers. Buildings* *with glass look ugly. It is hard to find a* *traditional apartment in the city.* | 5 |
| 7. | **FOOD AND CULTURE UNIT 7**  **Reading 1**   * Understand key vocabulary for food and drink – *honey, prepare, type* * Skim a text to identify the main topics * Read and identify the main ideas in each paragraph in a text about tea * Read and make a set of detailed notes about tea in different countries * Scan the text for key information * Discuss tea in your country and around the world   **Reading 2**   * Understand key vocabulary for food – *meat, vegetables, fish* * Preview a text and identify the source and topic * Scan the text for key information * Read and understand details about different cuisines * Describe your food preferences * Synthesize information from a text about tea and a guide to international cuisines in a discussion   **Language Development**   * Name types of food and drink – *rice, dates, milk* * Identify and evaluate different qualities of food and drink * Correct mistakes with countable and uncountable nouns – *honey, vegetables, bread* * Correct mistakes with *can* and *cannot* in sentences about food – *You can get many* *delicious vegetable dishes. I cannot eat spicy food.* | 5 |
| 8. | **TRANSPORT UNIT 8**  **Reading 1**   * Preview a text to identify type and purpose * Understand key vocabulary for transport – *traffic, train, metro* * Skim the survey to identify the main topics * Scan the survey to find key information * Read and understand details about the survey and responses * Read and identify synonymous words from their context in the survey * Describe and evaluate different forms of transport in your town   **Reading 2**   * Use your knowledge to complete a table showing the type of information that would appear in different reports * Preview a text to identify type, topic and author * Understand key vocabulary for transport – *drive, prefer, ride* * Scan a report for figures and add to a pie chart * Read and complete a summary of a report * Read and understand details * Synthesize information from a survey and a report about transport in Bangkok in a discussion   **Language Development**   * Use superlative adjectives to complete sentences about transport in Bangkok. * Identify quantifiers and nouns in sentences about transport – *Most people in Bangkok drive* *their own cars. Not many people cycle to work* *or school. Many people take the SkyTrain.* * Describe people’s use of transport in London using quantifiers * Use correct word order in sentences with transport collocations – *Many students take* *the metro to work. I cycle to school. People* *travel to work by bus.* * Use the correct verb in sentences with transport collocations – *ride a motorbike, take a taxi, take* *the bus* | 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 Recall essential vocabulary within thematic reading passages focused on people, seasons, lifestyle, and places.**  Reasoning: This assessment, aligned with CLO 1.1, tests students’ ability to recall essential vocabulary. Importantly, while it focuses on this CLO, the assessment also includes questions that span across various topics and skills covered up to this point in the course, as decided by the teaching team. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.2 Scan texts for specific facts, figures, and key information.**  Reasoning: Aligned with CLO 2.2, this assessment evaluates students' scanning skills. However, the scope of the assessment is broader, encompassing various aspects of reading comprehension, in line with the cumulative approach adopted by the teaching team. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.2 Identify grammatical structures in reading contexts.**  Reasoning: This assignment focuses on CLO 1.2, assessing grammatical understanding in reading. It also includes elements from other areas of the course curriculum, reflecting the cumulative nature of the course as outlined by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.3 Recognize specialized vocabulary and word order.**  Reasoning: While this assignment targets CLO 1.3, it is part of a broader evaluation encompassing various reading skills, as determined by the teaching team. This ensures a comprehensive approach to assessing students’ reading abilities. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.4 Identify grammatical elements in reading passages.**  Reasoning: This quiz, aligning with CLO 1.4, assesses specific grammatical skills. Additionally, it includes questions on a range of topics and skills covered in the course, following the cumulative assessment strategy set by the teaching team. | 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.**  **2.1 Preview and interpret texts and visuals.**  Reasoning: The midterm exam focuses on CLO 2.1, but it also incorporates a variety of questions that cover the broader course content, adhering to the cumulative assessment approach of the course as designed by the teaching team. | 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 knowledge, understanding, and skills across all topics covered throughout the course.**  **2.3 Read and comprehend text in detail, correctly identifying main ideas, topics, and specifics**  **2.4 Connect key points within a reading passage to form a coherent and supported understanding**  Reasoning: Targeting CLOs 2.3 and 2.4, the final exam assesses detailed comprehension and synthesis. In line with the cumulative nature of the course, it also includes questions that cover a wide range of topics and skills, as decided by the course teaching team. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **UNITS 1 TO 8 (READING)**  Ostrowski, S., Adams, K., Sowton, C., & Williams, J. (2019). Unlock 1: Reading, Writing & Critical Thinking (2nd ed.). Dubai: Oriental 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** |