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| **Course Title**: Reading Comprehension 3 |
| **Course Code**: ENG211-3 |
| **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 3 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG211-3 Reading Comprehension 3 is an essential course dedicated to cultivating advanced reading skills that are integral to academic success. Through intensive exploration, students will learn how to determine the meaning of unfamiliar words and sounds without the use of a dictionary, by relying on contextual or structural analysis. The course focuses on developing strategies to engage in communicative post-reading tasks using an array of skills and key terms. With an emphasis on comprehension techniques, students will become adept in previewing, scanning, skimming, making inferences, and reading critically. Analysis of various graphic elements such as charts and tables is also incorporated to provide a well-rounded understanding of textual information. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG115-3 Reading Comprehension 2 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objective of ENG211-3 Reading Comprehension 3 is to equip students with comprehensive reading and analytical skills that allow for a profound understanding of complex texts. The course aims to hone key reading techniques such as skimming, scanning, and identifying main ideas, while also enabling students to guess vocabulary from context. Students are encouraged to read and analyze various texts, summarizing or paraphrasing information, and relating personal opinions. By the end of this course, students should be able to critically evaluate texts, state opinions clearly, and seamlessly apply their knowledge across different contexts, contributing to their overall academic growth and proficiency. | | | | | | |

**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 | Determine the meaning of unfamiliar words and sounds by decoding, using contextual or structural analysis, without using a dictionary | K1 | Encouraging students to participate in reading texts inside and outside of the classroom. | Formative Assessment 1 (5 Marks)  Assignment 1 (5 Marks) |
| 1.2 | Illustrate different strategies to interact in communicative post-reading tasks by using a range of skills and key terms | K2 | Lecturing, explaining and eliciting, as well as encouraging students to participate in pair and group work. | Assignment 2 (5 Marks) |
| 1.3 | Exhibit knowledge of comprehension required for reading and communication by learning different techniques and strategies | K3 | Encourage students to participate in pair and group work activities. | Formative Assessment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Develop key reading skills such as skimming, scanning, and identifying the main ideas and supporting details of texts or paragraphs, as well as guessing vocabulary from context, and reading critically to form opinions | S3 | Reading many different texts in the classroom, and then eliciting answers so the student can demonstrate his comprehension skills. | Midterm Exam (30 Marks) |
| 2.2 | Read and analyze a variety of texts and demonstrate comprehension skills such as previewing, scanning, skimming, making inferences or predictions, and critically assessing the content to articulate personal viewpoints | S3 | Reading many different texts in the classroom, and then eliciting answers so the student can demonstrate his or her comprehension skills. | Final Exam (40 Marks) |
| 2.3 | Apply knowledge to summarize/paraphrase information in a text and relate personal opinions, analyze different graphic elements such as charts, graphs, tables, and timelines, and develop the ability to read critically and communicate opinions clearly | S3 | Reading and applying knowledge to summarize the texts to the class or in pairs. Eliciting and asking follow-up questions to demonstrate the ability to combine personal opinions with the information in the text. | Quiz (10 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Understand the responsibility for their own learning and personal growth through self-development | V1 | Monitor students in the classroom and track their progress throughout the semester. | 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 | Illustrate effective communication and leadership qualities | V2 | Monitor students in the classroom and allow them to work in groups to assess their communication and leadership skills. | 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 | Liaise with others in a professional capacity, and demonstrate the ability to work independently and within a team | V3 | Monitor students in the classroom and track their progress throughout the semester. | 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 | **5** |
|  | CHAPTER 2 | **5** |
| **3.** | CHAPTER 3 | **5** |
| **4.** | CHAPTER 4 | **5** |
| **5.** | CHAPTER 5 | **5** |
| **6.** | CHAPTER 6 | **5** |
| **7.** | CHAPTER 7 | **5** |
| **8.** | CHAPTER 8 | **5** |
| **9.** | CHAPTER 9 | **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 Determine the meaning of unfamiliar words and sounds by decoding, using contextual or structural analysis, without using a dictionary.**  Reasoning: This assessment aligns with CLO 1.1, focusing on students’ ability to decipher unfamiliar words and sounds independently. While it targets this specific decoding skill, it also contributes to the broader objective of enhancing vocabulary and reading comprehension skills as part of the course's comprehensive learning goals. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.3 Exhibit knowledge of comprehension techniques and strategies for reading and communication.**  Reasoning: Aligned with CLO 1.3, this assessment evaluates students' understanding of various reading comprehension techniques. It encompasses a broader assessment of their reading and communication skills, reflecting the comprehensive nature of the course. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.1 Determine the meaning of unfamiliar words and sounds without using a dictionary.**  Reasoning: Targeting CLO 1.1, this assignment assesses students' independent word-decoding skills. It also contributes to their overall development in vocabulary acquisition and reading comprehension, consistent with the course's cumulative learning objectives. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.2 Illustrate different strategies for communicative post-reading tasks.**  Reasoning: Focusing on CLO 1.2, this assignment tests students' ability to apply various strategies in post-reading communication tasks. It also aligns with the course's broader aim of developing comprehensive reading and communication skills. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **2.3 Apply knowledge to summarize, paraphrase, analyze graphic elements, and critically read and communicate opinions.**  Reasoning: This quiz, in line with CLO 2.3, assesses critical reading skills, summarization, paraphrasing, and the analysis of graphic elements. It also incorporates a range of reading comprehension and critical thinking skills, adhering to the course's comprehensive assessment strategy. | 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 Develop key reading skills like skimming, scanning, identifying main ideas, guessing vocabulary from context, and reading critically.**  Reasoning: The midterm exam, aligned with CLO 2.1, evaluates students' proficiency in various reading skills. It encompasses a broader range of reading comprehension skills, reflecting the course's comprehensive focus on developing versatile reading abilities. | 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.**  **2.2 Read and analyze a variety of texts and demonstrate comprehensive skills.**  Reasoning: Focusing on CLO 2.2, the final exam assesses students' ability to read, analyze, and comprehend various texts. This exam serves as a cumulative assessment of their reading skills, encapsulating their ability to understand, infer, predict, and critically assess content. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Adams, Kate. 2016. Trio Reading 3. Oxford University Press. The United Kingdom. |
| **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**

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| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |