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| --- |
| **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**: 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 3 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG2310-3 Reading 3 is an intermediate to advanced English grammar course designed to enhance students' reading comprehension skills. The course focuses on developing the ability to read and understand straightforward factual texts related to various subjects. Students will engage with a range of readings, including essays, articles, and news reports, to build their vocabulary, identify main ideas and supporting details, recognize academic synonyms, and make logical inferences. The course also emphasizes the synthesis of information from multiple texts to support informed discussions and written assignments. | | | | | | |
| 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 primary objective of ENG2310-3 Reading 3 is to equip students with the skills necessary to comprehend and analyze intermediate-level texts. This includes recalling and defining key vocabulary, identifying main ideas and supporting details, recognizing academic synonyms and collocations, summarizing texts, making logical inferences, and synthesizing information from various sources. By achieving these objectives, students will enhance their reading proficiency and critical thinking skills, enabling them to engage more effectively with academic and real-world texts. | | | | | | |

**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 and supporting details in various texts, including essays, articles, and news reports | K1 | **Text Annotation**: Have students annotate texts by highlighting main ideas in one color and supporting details in another. Provide guided practice using example texts.  **Graphic Organizers**: Use graphic organizers like T-charts or mind maps to help students visually separate main ideas from supporting details.  **Discussion Questions**: Prepare discussion questions that prompt students to identify and articulate the main ideas and supporting details. | Midterm Exam (30 marks) |
| 1.2 | Recognize and understand academic synonyms and collocations from context in readings | K2 | **Context Clues**: Teach students to use context clues to infer meanings of unknown words. Provide exercises with sentences where they practice this skill.  **Vocabulary Lists**: Create lists of synonyms and collocations from readings. Use these lists in matching exercises, flashcards, and quizzes.  **Peer Teaching**: Have students work in pairs or small groups to identify and explain synonyms and collocations in assigned readings. | Formative Assessment 1 (5 marks)  Quiz (10 Marks) |
| 1.3 | Recall and define key vocabulary terms related to the course content | K2 | **Vocabulary Journals**: Encourage students to maintain vocabulary journals where they write down new words, definitions, and example sentences.  **Spaced Repetition**: Use spaced repetition software or apps to help students regularly review and recall vocabulary.  **Interactive Games**: Implement vocabulary games such as word bingo, crosswords, or Quizlet live sessions to reinforce learning in an engaging way. | Formative Assessment 2 (5 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Synthesize information from multiple texts, integrating knowledge from essays, articles, and discussions to participate in informed discussions and written assignments | S1 | **Comparative Analysis**: Assign tasks where students compare and contrast information from multiple texts on the same topic.  **Group Projects**: Create group projects where each member contributes information from different texts, culminating in a unified presentation or report.  **Debate Sessions**: Organize debates where students must use evidence from multiple sources to support their arguments. | Assignment 1 (5 marks) |
| 2.2 | Summarize straightforward factual texts, accurately capturing the main ideas and essential details | S7 | **Summary Frames**: Provide summary frames or templates to guide students in structuring their summaries.  **Paraphrasing Practice**: Conduct paraphrasing exercises where students rewrite passages in their own words before summarizing.  **Peer Review**: Implement peer review sessions where students critique and improve each other’s summaries. | Assignment 2 (5 marks) |
| 2.3 | Make logical inferences and draw conclusions based on information presented in texts, enhancing comprehension and critical thinking | S2 | **Inference Activities**: Use inference activities where students must read between the lines to determine implied meanings.  **Think-Alouds**: Model the thinking process by performing think-alouds where you verbalize the steps to making inferences.  **Socratic Seminars**: Conduct Socratic seminars to foster critical thinking and allow students to practice drawing conclusions from textual evidence. | Final Exam (40 marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate an appreciation for diverse perspectives and topics presented in the texts by engaging respectfully and thoughtfully in class discussions and written reflections | V1 | **Discussion Rubric**: During class discussions, use a rubric to observe and assess students' contributions. Focus on indicators such as respectfulness, thoughtfulness, and engagement with diverse perspectives. Make notes on these observations to provide feedback and support further development. | 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 | Independently select and analyze additional readings related to the course topics, demonstrating their ability to apply course concepts without direct supervision | V2 | **Class Discussion Observation**: Observe how students refer to additional readings during class discussions. Pay attention to those who independently bring in information from other sources, indicating their initiative and ability to apply course concepts. | 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 | Consistently come to class prepared, having completed all assigned readings and activities, and actively participate in discussions and group work, showcasing their responsibility towards their learning process | V3 | **Participation Checklist**: Create a simple checklist to mark students who come prepared and actively participate in each class. Note their readiness and engagement during discussions and group activities, providing immediate feedback when necessary. | 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 |
| 1. | **ANIMALS UNIT 1**  **Reading 1**   * Understand key vocabulary for endangered animals – *species, protect, endangered* * Categorize details in an essay about endangered species * Read and identify the main idea in each paragraph in an essay about endangered species * Read and understand details * Read and identify academic synonyms from their context in the article Discuss the use of animal products and give opinions on protecting animal habitats   **Reading 2**   * Understand key vocabulary for animal protection – *common, cruel, disease* * Read and understand main ideas in an article about invasive species * Read and identify the correct words to complete a summary of the text * Make inferences about invasive species from the information in the article * Synthesize information from an essay about endangered species and an article about invasive species in a discussion   **Language Development**   * Read and identify the meaning of academic verbs from their context *survive, affect, release* * Use the correct form of comparative adjectives to complete sentences about animals – *The grey* *squirrel is larger than the red squirrel. The red* *squirrel is less common than the grey squirrel.* | 6 |
| 2. | **THE ENVIRONMENT UNIT 2**  **Reading 1**   * Understand key vocabulary for climate change – *ecosystem, climate, threaten* * Read and identify the main ideas in an article about a glacier which is shrinking * Scan an article to find specific details * Use topic sentences to find supporting details in an article * Identify the purpose and audience of an article * Explain the advantages and disadvantages of environmental change and renewable energy   **Reading 2**   * Understand key vocabulary for deforestation – *rainforest, destruction, logging* * Read and complete a summary of an essay about deforestation * Read and understand details * Make inferences about the meaning of phrases in the essay * Make inferences about the implication for the future of the ideas in the essay * Synthesize information from an article about a glacier and an essay about deforestation in a discussion   **Language Development**   * Use academic synonyms in sentences about environmental issues – *issue, predict, trend* * Use environment collocations to complete sentences about the environment – *climate* *change, natural resource, greenhouse gas* | 6 |
| 3. | **TRANSPORT UNIT 3**  **Reading 1**   * Understand key vocabulary for city transport – *commuter, connect, outskirts* * Read and understand the main ideas in a news article about Masdar City in the UAE * Read and understand facts and figures * Make inferences about the future of Abu Dhabi and Masdar City * Explain and justify personal opinions on life in Masdar City and its modern transport system   **Reading 2**   * Understand key vocabulary for urban travel – *cycle, fuel, vehicle* * Read an essay about traffic congestion and choose the best title * Read and complete a table with details about solutions to traffic congestion problems * Make inferences about the impact on people of the problems surrounding traffic congestion * Synthesize information from a news article about Masdar City in the UAE and an essay about traffic congestion in a discussion   **Language Development**   * Use collocations to complete sentences about transport – *traffic congestion, rush hour, parking* *restrictions* * Use academic verbs to replace less formal synonymous verbs and phrases in sentences about transport – *try* > *attempt; think about >* *consider; get > convince* * Use a variety of words and phrases to make suggestions about improvements to transport systems – *Cities should encourage commuters* *to use public transport. It is important to* *encourage commuters to use public transport.* *Encouraging commuters to use public transport* *is a good idea.* | 6 |
| 4. | **CUSTOMS AND TRADITIONS UNIT 4**  **Reading 1**   * Understand key vocabulary for customs and traditions – *appearance, exchange, formal* * Read and annotate main ideas, key words, supporting examples and arguments in an article about customs around the world * Read and identify main ideas * Read and complete a set of detailed notes on different aspects of culture around the world * Make inferences about the reasons for specific customs around the world * Discuss your personal response to the customs described in the article   **Reading 2**   * Understand key vocabulary for cultural heritage – *belief, ceremony, generation* * Use the title, subtitles and photos to preview the topic and content of an article about cultural heritage * Read and annotate main ideas, key words, supporting examples and arguments in an article * Choose the best summary of an article * Read and understand the details in supporting examples * Make inferences about the idea of intangible cultural heritage * Synthesize information from an article about customs around the world and an article about cultural heritage in a discussion   **Language Development**   * Use *many, can* and *tend to* to avoid generalizations in statements about customs around the world – *Many cultural traditions change. Cultural traditions tend to change.* *Cultural traditions can change.* * Use adverbs of frequency to avoid generalizations in statements about customs around the world – *In Tokyo, people usually go* *to work by train or bus. Formal dinner parties* *are often difficult to organize.* * Replace common words with synonyms in sentences – *short > brief; bad > serious;* *clear > obvious* | 6 |
| 5. | **HEALTH AND FITNESS UNIT 5**  **Reading 1**   * Understand key vocabulary for health and fitness – *self-esteem, active, calories* * Skim an article about physical exercise to identify the best title * Read and identify the main idea of each paragraph and choose the best heading for each one * Read and find examples and detailed information * Make inferences about the article and its audience * Give personal opinions on issues relating to health and exercise   **Reading 2**   * Understand key vocabulary for health and diet – *balanced diet, junk food, nutritional* * Scan an essay to check your ideas about nutrition and obesity * Read and identify the writer’s main ideas about who is responsible for problem obesity * Complete a table with detailed information from the essay * Identify the type of support the writer uses in an essay * Read and find examples of different food types mentioned by the writer * Make inferences about the writer’s opinions on issues related to obesity * Synthesize information from an article about physical exercise and an essay about nutrition and obesity in a discussion   **Language Development**   * Identify noun forms of verbs in a text – *advertise > advertisement; ban > ban;* *encourage > encouragement* * Identify health and fitness collocations in a text – *life expectancy; heart disease; balanced diet* * Read and identify the meaning of health and fitness collocations from context | 6 |
| 6. | **DISCOVERY AND INVENTION 6**  **Reading 1**   * Understand key vocabulary for inventions –*essential, harmful, helpful* * Read an article about biomimicry and select the best summary * Scan the article for examples of biomimicry * Annotate the text with summary notes * Make inferences about the ideas in the article * Give opinions on the use and future of Biomimicry   **Reading 2**   * Understand key vocabulary for technology – *artificial, break down, three-dimensional* * Scan an article about future technologies to identify the technologies discussed * Read and understand the main ideas in an article on future technologies * Read and identify detailed information * Make inferences about the implications of the inventions in the article for society * Synthesize information from an article about biomimicry and an article about future technologies in a discussion   **Language Development**   * Use modals and adverbs of certainty to complete predictions with varying degrees of certainty – *Cars will definitely become more* *efficient in the future. We could possibly see* *humans walking on Mars soon. We probably* *won’t have flying cars.* * Record words by prefix and prefix meaning in a table – *decrease, disagree, enable, prevent,* *rebuild, transport, unlikely* * Use the meanings of prefixes to identify the meaning of new vocabulary | 5 |
| 7. | **FASHION 7**  **Reading 1**   * Understand key vocabulary for fashion – *brand, volume, season* * Use your knowledge to predict ideas in an article about fast fashion * Read and understand main ideas and details about fast fashion * Make inferences about people’s opinions based on their comments about the article * Give opinions on fashion culture   **Reading 2**   * Understand key vocabulary for the fashion industry – *conditions, import, multinational* * Skim the title and introductory paragraph of an essay to understand the topic and writer’s point of view * Read and understand main arguments in an essay about offshore production in the fashion industry * Scan the essay for facts and figures * Distinguish facts about overseas production from the writer’s opinions * Synthesize information from an article about fast fashion and an essay about offshore production in a discussion   **Language Development**   * Understand vocabulary for the fashion business – *advertising, consumer, designer label* | 5 |
| 8. | **ECONOMICS UNIT 8**  **Reading 1**   * Understand key vocabulary for the economy –*recession, interest rate, stocks and shares* * Skim an article about investments to identify the main topics * Identify the main ideas in the text and write them in the order they appear * Read and understand facts and figures * Make inferences about investments according to the article * Express opinions on investments   **Reading 2**   * Understand key vocabulary for personal finances – *standard of living, income, expenditure* * Read and annotate main ideas, key words, supporting examples and arguments in an article about the standard of living in countries around the world * Read and identify facts and figures * Make inferences about the issues described in the article * Synthesize information from an article about investments and an article about the standard of living in countries around the world in a discussion   **Language Development**   * Use related nouns and adjectives for economics to complete sentences about the economy – *employment/employed; profession/professional; expense/expensive* * Use nouns for economic trends to complete sentences about the economy –*demand,* *market, purchase* | 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)**  **1.2 Recognize and understand academic synonyms and collocations from context in readings**  While aligned with CLO 1.2, the assessment also encompasses a broader range of skills and topics covered in the course, reflecting the cumulative nature of the curriculum as decided by the teaching team. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.3 Recall and define key vocabulary terms related to the course content**  While aligned with CLO 1.3, the assessment also encompasses a broader range of skills and topics covered in the course, reflecting the cumulative nature of the curriculum as decided by the teaching team. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **2.1 Synthesize information from multiple texts, integrating knowledge from essays, articles, and discussions to participate in informed discussions and written assignments**  While aligned with CLO 2.1, the assessment also encompasses a broader range of skills and topics covered in the course, reflecting the cumulative nature of the curriculum as decided by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.2 Summarize straightforward factual texts, accurately capturing the main ideas and essential details**  While aligned with CLO 2.2, the assessment also encompasses a broader range of skills and topics covered in the course, reflecting the cumulative nature of the curriculum as decided by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.2 Recognize and understand academic synonyms and collocations from context in readings**  While aligned with CLO 1.2, the assessment also encompasses a broader range of skills and topics covered in the course, reflecting the cumulative nature of the curriculum as decided 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.**  **1.1 Identify the main ideas and supporting details in various texts, including essays, articles, and news reports**  The Midterm Exam also incorporates a variety of questions covering broader course content, adhering to the cumulative assessment approach as decided by the teaching team. | 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.**  **2.4 Make logical inferences and draw conclusions based on information presented in texts, enhancing comprehension and critical thinking**  The Final Exam also includes a comprehensive range of questions on various reading topics and skills, reflecting the course’s cumulative nature and the teaching team's assessment strategy. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **UNITS 1 TO 8 (Reading)**  **Unlock Level 3 Reading, Writing and Critical Thinking Student's Book with Digital Pack 2nd Edition**  **ISBN**: 9781009031400  **English Type:** International English  **Publication date**: July 2021 |
| **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** |