



### Course Specification

I. Course Identification and General Information:					
Course Title:	Reading I				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	<b>Total</b>
	3				<b>42</b>
Level & Semester:	Level One – First Semester				
Pre-requisites (if any):	None				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language & Literature				
Language of teaching the course:	English				
Location of teaching the course:	English Department, Faculty of Arts & Humanities				
Prepared by:	Dr. Ahmed al-Bakri				
Date of Approval:					

II. Course Description:
<p>This course is a prerequisite to Reading II. The course aims at helping students improve their reading ability and to augment their vocabulary. Towards this end, the course provides intensive practice in reading grammatically complex sentences and paragraphs. It will address a wide variety of reading skills and strategies, such as guessing the meanings of unfamiliar words, skimming for the topic and the gist of a paragraph, and scanning for specific details. In addition, students will learn how to use dictionary to look up new lexical items whose meaning cannot be deduced from context.</p>



IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)	
PILOs	CILOs
<b>(A) Knowledge &amp; Understanding:</b>	
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:
<b>A1:</b> show knowledge and understanding of different linguistic and literary theories and schools of thought in English and American linguistics/literature;	a1: express a knowledge of the notion <i>cohesion</i> and the significance of its devices (e.g. reference, synonymy, antonymy and collocation) for the interpretation of texts in English;
<b>A3:</b> show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a2: recognize different reading skills and strategies essential for efficient reading;
<b>(B) Intellectual Skills</b>	
<b>B4:</b> distinguish different language skills in terms of reading, writing, speaking and listening;	b1: distinguish between different strategies for specific reading purposes;
<b>(C) Professional &amp; Practical Skills</b>	
<b>C1:</b> employ theories, terms and concepts common in literature, linguistics and translation studies in order to properly interpret and analyze texts in English;	c1: utilize contextual clues to work out the meaning of unfamiliar lexical items in order to arrive at a full and correct interpretation of texts;
<b>C2:</b> employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	c2: skim a paragraph for its topic and gist;
<b>(D) Transferrable Skills</b>	
<b>D1:</b> make use of the linguistic and cultural knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	d1: utilize the reading skills and strategies in order to efficiently read and correctly interpret different texts in English;
<b>D2:</b> manage time, work under pressure, and	d2: read a text in English within a limited time;



involve in team activities;

V. Alignment of Course Intended Learning Outcomes (CILOs)		
(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
a1: To express a knowledge of the notion <i>cohesion</i> and the significance of its devices (e.g. reference, synonymy, antonymy and collocation) for the interpretation of texts in English;	- lecture-mode - individual work - pair discussions - whole-class discussion	- in-class practice exercises and participation - midterm and final exams
a2: To recognize different reading skills essential for efficient reading;	- lecture-mode - individual work - whole-class discussion	- in-class practice exercises and participation - midterm and final exams
(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
b1- To distinguish between different strategies for specific reading purposes;	- lecture-mode - pair discussions - whole-class discussion	- in-class activities and participation - midterm and final exams
(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
c1: To utilize contextual clues to work out the meaning of unfamiliar lexical items in order to arrive at a full and correct interpretation of texts;	- lecture-mode - individual work - whole-class discussion	- in-class activities and participation - midterm and final exam
c2: To skim a paragraph for its topic and gist;	- lecture-mode - individual work - whole-class discussion	- in-class activities and participation - midterm and final exams
(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies



d1: To utilize the reading skills and strategies in order to efficiently read and correctly interpret different texts in English;	- lecture-mode - individual work - whole-class discussion	- in-class activities and participation - midterm and final exams
d2: To read a text in English within a limited time;	- individual work	- in-class activities - midterm and final exams

VI. Course Content:					
A-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	<b>Word Study: Context Clues</b>	- Syntactic clues - Morphological - Semantic clues - Grammatical clues	first	3	a1 + a2 + c1 + d1
2	<b>Word Study: Stems and Affixes</b>	- Prefixes - Stems - Suffixes	Second	3	c1 + d1
3	<b>Sentence Study: Comprehension</b>	- Sentences to be read and interpreted	Third	3	a1 + c1 + d1
4	<b>Idiomatic and Proverbial Expressions</b>	- Idioms - Proverbs	fourth	3	d1
5	<b>Paragraph Reading: Looking for the Topic</b>	- Paragraphs to be skimmed	Fifth	3	a2 + b1 + c2 + d2
6	<b>Paragraph Reading: Thinking of the Topic</b>	- Paragraphs to be skimmed	Sixth	3	a2 + b1 + c2 + d2



7	<b>MIDTERM EXAMINATION</b>		Seventh	1	$a1 + c1 + c2 + d2$
8	<b>Paragraph Reading: Main Idea</b>	- Selected Paragraphs to be skimmed	eighth	3	$b1 + c2 + d2$
9	<b>Word Study: Stems and Affixes</b>	- Contextual Clues - Stems, Prefixes, and Suffixes	Ninth	3	$c1 + d1$
10	<b>Sentence Study: Comprehension</b>	- A group of sentences to be read carefully	Tenth	3	$a1 + c1 + d1$
11	<b>Idiomatic Expressions</b>	- Idioms	Eleventh	3	$d1$
12	<b>Proverbial Expressions</b>	- Proverbs	twelfth	3	$d1$
13	<b>Paragraph Reading: Main Idea</b>	- Selected Paragraphs to be skimmed	Thirteenth	3	$b1 + c2 + d2$
14	<b>Final Examination</b>		Fourteenth	1	$a1 + a2 + b1 + c2 + d2$
<b>Number of Weeks and Contact Hours per Semester:</b>			<b>14</b>	<b>42</b>	



B. Practical Aspect (if any):				
Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
Number of Weeks and Contact Hours per Semester:				

VII. Teaching Strategies of the Course
Lecturing
Individual and pair work
Pair discussions
Whole-class discussions



VIII. Schedule of Task Assessment during the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Attendance & Participation	all along	10	10%	All CILOs
2	Assignments	None	-	-	-
3	midterm	7	20	20%	a4 + c3 + d1 + d2
4	written final exam	14	70	70%	a3 + b2 + c1 + c2 + c3
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

IX. Learning Resources:	
A. Required Textbook(s) ( <i>maximum two</i> ):	
A handout is compiled from the following sources:	
1- Silberstein S. and <i>et al</i> (2010) <i>Reader's Choice</i> . 4 <sup>th</sup> ed. USA: The University of Michigan Press.	
2- Mikulecky B. S. & Jeffries, L. (1998) <i>Reading Power</i> . 2 <sup>nd</sup> ed. USA: Longman.	
B: Essential References:	
1- Grellet F. (2006) <i>Developing Reading Skills</i> . 26 <sup>th</sup> reprint. UK: Cambridge University Press.	
C. Electronic Materials and Websites:	
1. <a href="http://www.press.umich.edu/esl/readerschioce">www.press.umich.edu/esl/readerschioce</a> >.	

X. Course Policies:	
1.	<b>Class Attendance:</b> Not less than 75% of the whole semester.
2.	<b>Tardy:</b> Unless there is a reasonable excuse, no student will be allowed to enter the classroom after 10 minutes from class commencement.
3.	<b>Exam Attendance/Punctuality:</b> According to Item (45) of Students Affairs Bylaws, the following rules will be applied: 1- No student will be allowed to enter the venue of the examination after an



	elapse of half an hour from the beginning of the exam. 2- No student will be allowed to leave the venue of the examination before an elapse of half an hour from the beginning of the exam.
4.	<b>Assignments/Projects:</b> The teacher the Department determine the time of assignment submission.
5.	<b>Cheating:</b> The Disciplinary Committee decides the type of penalty against students caught cheating during the examination.
6.	<b>Impersonation:</b> According to Item (79) of Students Affairs Bylaws, permanent expulsion is the penalty to a case of impersonation.
7.	<b>Other Policies:</b> The Faculty, in pursuant to the Students Affairs Bylaws, is entitled to set up any further regulatory policies.





### Study Plan for Reading-I

I. Information about Course Lecturer:							
Name:	Dr. Ahmed M. al-Bakeri	Office Hours: 3hrs/weekly					
		Sat.	Sun.	Mon.	Tue.	Wed.	Thur.
		✓					
Place and phone number	Dept. of English Language and Literature Mobile: 777143699						
e-mail:	<a href="mailto:abulaitham74@gmail.com">abulaitham74@gmail.com</a> <a href="mailto:abulaithamphd2000@gmail.com">abulaithamphd2000@gmail.com</a>						

II. Course Identification and General Information:					
Course Title:	Reading I				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	Total
	3				42
Level & Semester:	Level One – First Semester				
Pre-requisites (if any):	None				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	English Department, Faculty of Arts & Humanities				
Prepared by:	Dr. Ahmed al-Bakri				
Date of Approval:	2020/2021				



### III. Course Description:

This course is a prerequisite to Reading II. The course aims at helping students improve their reading ability and to augment their vocabulary. Towards this end, the course provides intensive practice in reading grammatically complex sentences and paragraphs. It will address a wide variety of reading skills and strategies, such as guessing the meanings of unfamiliar words, skimming for the topic and the gist of a paragraph, and scanning for specific details. In addition, students will learn how to use dictionary to look up new lexical items whose meaning cannot be deduced from context.

### V. Course Intended Learning Outcomes (CILOs):

#### (A) Knowledge & Understanding:

- a1: To express a knowledge of the notion *cohesion* and the significance of its devices (e.g. reference, synonymy, antonymy and collocation) for the interpretation of texts in English.
- a2: To recognize different reading skills and strategies essential for efficient reading.

#### (B) Intellectual Skills

- b1: To distinguish between different strategies for specific reading purposes.

#### (C) Professional & Practical Skills

- c1: To utilize contextual clues to work out the meaning of unfamiliar lexical items in order to arrive at a full and correct interpretation of texts.
- c2: To skim a paragraph for its topic and gist.

#### (D) Transferrable Skills

- d1: To utilize the reading skills and strategies in order to efficiently read and correctly interpret different texts in English.
- d2: To read a text in English within a limited time.

### VI. Course Content:

#### A-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours
		- Syntactic clues	first	



1	<b>Word Study: Context Clues</b>	- Morphological - Semantic clues - Grammatical clues		3
2	<b>Word Study: Stems and Affixes</b>	- Prefixes - Stems - Suffixes	Second	3
3	<b>Sentence Study: Comprehension</b>	- Sentences to be read and interpreted	Third	3
4	<b>Idiomatic and Proverbial Expressions</b>	- Idioms - Proverbs	fourth	3
5	<b>Paragraph Reading: Looking for the Topic</b>	- Paragraphs to be skimmed	Fifth	3
6	<b>Paragraph Reading: Thinking of the Topic</b>	- Paragraphs to be skimmed	Sixth	3
7	<b>MIDTERM EXAMINATION</b>		Seventh	1
8	<b>Paragraph Reading: Main Idea</b>	- Selected Paragraphs to be skimmed	eighth	3
9	<b>Word Study: Stems and Affixes</b>	- Contextual Clues - Stems, Prefixes, and Suffixes	Ninth	3
10	<b>Sentence Study: Comprehension</b>	- A group of sentences to be read carefully	Tenth	3
11	<b>Idiomatic Expressions</b>	- Idioms	Eleventh	3
12	<b>Proverbial Expressions</b>	- Proverbs	twelfth	3
13	<b>Paragraph Reading: Main Idea</b>	- Selected Paragraphs to be skimmed	Thirteenth	3
14	<b>Final Examination</b>		Fourteenth	1
<b>Number of Weeks and Contact Hours per Semester:</b>			<b>14</b>	<b>42</b>

#### VII. Teaching Strategies:

- Lecture



- Individual work
- Pair discussions
- Whole-class discussions

#### VIII. Activities/Assignments:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment
1	Attendance & Participation	1 – 14	10	10%
2	In-class activities	1 – 14	-	-
3	Assignments/Projects	None	-	-

#### IX. Schedule of Task Assessment during the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment
1	Attendance & Participation	1 – 14	10	10%
2	Assignments/Projects	None	-	-
3	Midterm exam	7	20	20%
4	Written final exam	14	70	70%
<b>Total Mark</b>			<b>100</b>	<b>100%</b>

#### X. Learning Resources:

##### A. Required Textbook(s):

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##### B: Essential References:

1. Grellet F. (2006) *Developing Reading Skills*. 26<sup>th</sup> reprint. UK: Cambridge University Press.

##### C. Electronic Materials and Websites:

1. [www.press.umich.edu/esl/readerschoice](http://www.press.umich.edu/esl/readerschoice)>.

#### XI. Course Policies:



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