



Course Specification

I. Course Identification and General Information:					
Course Title:	Reading II				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	Total
	3				42
Level & Semester:	Level One – First Semester				
Pre-requisites (if any):	Reading I				
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				

II. Course Description:
<p>This course is a continuation of Reading I. It is intended to enhance the reading skills which the students are expected to have acquired from Reading I, and to introduce new reading skills. The main focus is on more advanced language skills such as reading for thorough comprehension and critical reading. Towards this end, the students will be given ample opportunity to deal with a wider variety of reading selections (e.g. expository writing, newspaper articles, and short stories); and they will learn to paraphrase main ideas and to draw inferences from those reading selections.</p>



IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)	
PILOs	CILOs
(A) Knowledge & Understanding:	
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:
A1: show knowledge and understanding of different linguistic and literary theories and schools of thought in English and American linguistics/literature;	a1: identify the basic elements of a short story (setting, characters, and plot)
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a2: show awareness of advanced reading skills and strategies, such as critical reading and paraphrasing of key ideas;
(B) Intellectual Skills	
B1: distinguish different literary forms and currents as well as their distinct characteristics;	b1: differentiate between narrative texts and expository texts;
B3: compare different literary, linguistic and translation theories and strategies;	b2: distinguish between rhetorical organization methods employed by authors to develop their points of view;
B4: distinguish different language skills in terms of reading, writing, speaking and listening;	b3: recognize different reading skills and strategies, such as critical reading as well as skimming for and paraphrasing of key ideas;
(C) Professional & Practical Skills	
C1: employ theories, terms and concepts common in literature, linguistics and translation studies in order to properly interpret and analyze texts in English;	c1: utilize bottom-up and top-down approaches in order to efficiently read and correctly interpret texts in English;
C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and	c2: analyze critically written passages, jot down notes, and paraphrase key ideas;



vice versa;	
(D) Transferrable Skills	
D1: make use of the linguistic and cultural knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	d1: implement active reading skills and strategies in order to interact with written texts in English;
D2: manage time, work under pressure, and involve in team activities;	d2: read a given text in English within a limited time;

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 identify the basic elements of a short story (setting, characters, and plot)	- lecture-mode - Pair work - whole-class discussion	- in-class practice exercises and participation - midterm and final exams
a2- To show awareness of advanced reading skills and strategies, such as critical reading and paraphrasing of key ideas;	- lecture-mode - individual work - pair discussions - 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 differentiate between narrative texts and expository texts;	- lecture-mode - individual work - pair discussions - whole-class discussion	- in-class activities and participation - midterm and final exams
b2: To distinguish between rhetorical organization methods employed by authors to develop their points of view;	- lecture-mode - individual work - pair discussions - whole-class discussion	- in-class activities and participation - home assignments - midterm and final exams
b3: To recognize different reading skills	- lecture-mode	- in-class activities and



and strategies, such as critical reading as well as skimming for and paraphrasing of key ideas;	- individual work - pair discussions - whole-class discussion	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 bottom-up and top-down approaches in order to efficiently read and correctly interpret texts in English;	- lecture-mode - individual work - whole-class discussion	- in-class activities and participation - home assignments - midterm and final exam
c2: To analyze critically written passages, jot down notes, and paraphrase key ideas;	- lecture-mode - individual work - pair discussions - whole-class discussion	- in-class activities and participation - home assignments - 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 implement active reading skills and strategies in order to interact with written texts in English;	- lecture-mode - individual work - whole-class discussion	- in-class activities and participation - midterm and final exams
d2: To read a given 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	Sentence Study: Restatements and Inferences	- Restatements - Inferences	first	3	a1 + b3 + c2 + d1
2	Paragraph Reading:	- A group of selected	Second		a2 + b3 +



	Paraphrasing the Main Idea	paragraphs to be skimmed for the gist		3	$c2 + d1 + d2$
3	Paragraph Analysis: Reading for Full Comprehension	- Paragraph Types and Functions - Comprehension Questions	Third	3	$b2 + c1 + d1$
4	Reading Literary Texts: Short Story	- Synonyms - Style - Discussion Questions	fourth	3	$a1 + a2 + b1 + c1 + d1$
5	Paragraph Reading: Restatements and Inferences	- Restatements - Inferences - False Statements - Irrelevant Statements	Fifth	3	$a1 + b3 + c2 + d1 + d3$
6	Sentence Study: Restatements and Inferences	- Restatements - Inferences	Sixth	3	$a1 + b3 + c2 + d1$
7	MIDTERM EXAMINATION		Seventh	1	$a2 + b3 + d2$
8	Paragraph Reading: Paraphrasing the Main Idea	- Selected Paragraphs to be skimmed for the gist	eighth	3	$a2 + b3 + c2 + d1 + d2$
9	Paragraph Analysis: Reading for Full Comprehension	- Paragraph Types and Functions - Comprehension Questions	Ninth	3	$b2 + c1 + d1$
10	Reading Literary Texts: Short Story	- Synonyms - Style - Discussion Questions	Tenth	3	$a1 + a2 + b1 + c1 + d1$
11	Paragraph Reading: Restatements and Inferences	- Restatements - Inferences - False Statements	Eleventh	3	$a1 + a3 + b4 + c3 + d1$



		- Irrelevant Statements			
12	Reading Literary Texts: Poems	- Selected Poems to be read critically	twelfth	3	a2 + b4 + d3
13	Paragraph Analysis: Reading for Full Comprehension	- Paragraph Types and Functions - Comprehension Questions	Thirteenth	3	b2 + c1 + d1
14	Final Examination		Fourteenth	1	a2 + b2 + b3 + c1 + d1
Number of Weeks and Contact Hours per Semester:			14	42	
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. Schedule of Task Assessment during the Semester:

No.	Assessment Method	Week	Mark	Proportion of Final	Aligned CILOs
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14 | 6

العميد

النائب لشؤون الجودة

رئيس وحدة الجودة

منسق البرنامج

مطور توصيف المقرر

د. عبد الملك عيسى

د. حسين الورد

أ.م.د. محمد مياس

مراجع توصيف المقرر



		Due		Assessment	
1	Attendance & Participation	1 – 14	10	10%	a1 + a2 + b1 + b2 + b3 + c1 + c2 + d1 + d2 + d3
2	Assignments	None	-	-	-
3	midterm	7	20	20%	a2 + b3 + d2
4	written final exam	14	70	70%	a2 + b2 + b3 + c1 + d1
Total Mark			100	100%	

VIII. Teaching Strategies:

- Lecture
- Individual work
- Pair discussions
- Whole-class discussions

IX. Learning Resources:

A. Required Textbook(s) (*maximum two*):

A handout is compiled from the following sources:

1. Silberstein S. and *et al* (2010) *Reader's Choice*. 4th ed. USA: the University of Michigan Press.

B: Essential References:

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

C. Electronic Materials and Websites:

1. www.press.umich.edu/esl/readerschoice>.

X. Course Policies:

1.	Class Attendance: Not less than 75% of the whole semester.
2.	Tardy: Unless there is a reasonable excuse, no student will be allowed to enter the



	classroom after 10 minutes from class commencement.
3.	Exam Attendance/Punctuality: 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.	Assignments/Projects: The teacher the Department determine the time of assignment submission.
5.	Cheating: The Disciplinary Committee decides the type of penalty against students caught cheating during the examination.
6.	Impersonation: According to Item (79) of Students Affairs Bylaws, permanent expulsion is the penalty to a case of impersonation.
7.	Other Policies: The Faculty, in pursuant to the Students Affairs Bylaws, is entitled to set up any further regulatory policies.



Study Plan: Reading-II

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:	abulaitham74@gmail.com abulaithamphd2000@gmail.com					

II. Course Identification and General Information:					
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	3				42
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V. Course Intended Learning Outcomes (CILOs):

(A) Knowledge & Understanding:

a1: To identify the basic elements of a short story (setting, characters, and plot).

a2: To show awareness of advanced reading skills and strategies, such as critical reading and paraphrasing of key ideas.

(B) Intellectual Skills

b1: To differentiate between narrative texts and expository texts.

b2: distinguish between rhetorical organization methods employed by authors to develop their points of view.

b3: To recognize different reading skills and strategies, such as critical reading as well as skimming for and paraphrasing of key ideas.

(C) Professional & Practical Skills

c1: To utilize bottom-up and top-down approaches in order to efficiently read and correctly interpret texts in English.

c2: To analyze critically written passages, jot down notes, and paraphrase key ideas.

(D) Transferrable Skills

d1: To implement active reading skills and strategies in order to interact with written texts in English.

d2: To read a given text in English within a limited time.

VI. Course Content:



A-Theoretical Aspect:				
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours
1	Sentence Study: Restatements and Inferences	- Restatements - Inferences	first	3
2	Paragraph Reading: Paraphrasing the Main Idea	- A group of selected paragraphs to be skimmed for the gist	Second	3
3	Paragraph Analysis: Reading for Full Comprehension	- Paragraph Types and Functions - Comprehension Questions	Third	3
4	Reading Literary Texts: Short Story	- Synonyms - Style - Discussion Questions	fourth	3
5	Paragraph Reading: Restatements and Inferences	- Restatements - Inferences - False Statements - Irrelevant Statements	Fifth	3
6	Sentence Study: Restatements and Inferences	- Restatements - Inferences	Sixth	3
7	MIDTERM EXAMINATION		Seventh	1
8	Paragraph Reading: Paraphrasing the Main Idea	- Selected Paragraphs to be skimmed for the gist	eighth	3
9	Paragraph Analysis: Reading for Full Comprehension	- Paragraph Types and Functions - Comprehension Questions	Ninth	3
10	Reading Literary Texts: Short Story	- Synonyms - Style - Discussion Questions	Tenth	3
11	Paragraph Reading:	- Restatements	Eleventh	3



	Restatements and Inferences	- Inferences - False Statements - Irrelevant Statements		
12	Reading Literary Texts: Poems	- Selected Poems to be read critically	twelfth	3
13	Paragraph Analysis: Reading for Full Comprehension	- Paragraph Types and Functions - Comprehension Questions	Thirteenth	3
14	Final Examination		Fourteenth	1
Number of Weeks and Contact Hours per Semester:			14	42

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%
Total Mark			100	100%



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A. Required Textbook(s) (<i>maximum two</i>):
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