



## Course Specification of Critical Reading

I. Course Identification and General Information:						
1	Course Title:	Critical Reading				
2	Course Number & Code:	DR 42				
3	Credit hours:	C.H				C.H
		Th.	Pr.	Tr.	Seminar.	Th.
		3				3
4	Study level/ semester at which this course is offered:	Level II – Semester II				
5	Pre –requisite (if any):	Reading I & II				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	BA in English				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty Campus				
10	Prepared by:	Dr. ABDULHAMEED AL-NAMSHAH				
11	Date of approval:					
II. Course description:						
This course is intended to provide more emphasis on reading speed, vocabulary expansion, and comprehension of ideas. Students are introduced to more critical thinking skills to understand, summarize and respond to ideas expressed in their readings orally or in writing.						
III. Intended learning outcomes (ILOs) of the course:						
(A) Knowledge and Understanding:						
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.						
Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding				
After completing this program, students will be able to:		After participating in the course, students will be able to:				
A1-	Reflect an awareness of the basic structures, levels and discourse functions of the English language and the ways in which words and sentences are related to each other and how they combine to create texts of different types.	a1-	Show awareness of critical thinking skills such as making comparisons, inferring unstated information and drawing conclusions.			
		a2-				

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### Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Silent reading</li> <li>▪ Introducing the reading</li> <li>▪ Pre-reading tasks and activities</li> <li>▪ Pair work and group discussions</li> <li>▪ Doing exercises</li> <li>▪ PresentationS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quizzes</li> <li>▪ Exams</li> <li>▪ Evaluative Presentations</li> <li>▪ Home assignments</li> </ul>
<b>a1-</b> Show awareness of thinking skills such as making comparisons, inferring unstated information and drawing conclusions.		

### (B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills	Course Intended Learning Outcomes (CILOs) of Intellectual Skills
After completing this program, students will be able to:	After participating in the course, students will be able to:
<b>B3-</b> Apply critical thinking and problem solving skills within the subject paradigm, encompassing close reading of texts.	<b>b1-</b> Identify critical thinking skills such as making comparisons, inferring unstated information and drawing conclusions
	<b>b2-</b> Identify strategies to think critically about reading (predicting, making inferences and drawing conclusions)

### Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Role play</li> <li>▪ Silent reading</li> <li>▪ Introducing the reading</li> <li>▪ Pre-reading tasks and activities</li> <li>▪ Pair work and group discussions</li> <li>▪ Doing exercises</li> <li>▪ PresentationS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written examinations</li> <li>▪ Assignments</li> <li>▪ Presentations</li> <li>▪ Quizzes</li> <li>▪ Oral assessment and feedback</li> <li>▪ Report writing/ projects/ classroom practical session</li> </ul>
<b>b1-</b> Identify critical thinking skills such as making comparisons, inferring unstated information and drawing conclusions		
<b>b2-</b> Identify strategies to think critically about reading (predicting, making inferences and drawing conclusions)		

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<b>(C) Professional and Practical Skills:</b>			
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills			
Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
C2-	Apply their understanding of linguistic concepts, methods and approaches to the construction and analysis of meanings in different literary and non-literary texts and various method of communication.	c1-	Use strategies to think critically about reading (predicting, making inferences and drawing conclusions).
		c2-	Effectively present a critical view on a reading text.
<b>Teaching and Assessment Methods for Achieving Learning Outcomes:</b>			
Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:			
Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Silent reading</li> <li>▪ Introducing the reading</li> <li>▪ Pre-reading tasks and activities</li> <li>▪ Pair work and group discussions</li> <li>▪ Doing exercises</li> <li>▪ Presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written assignments</li> <li>▪ Quizzes</li> <li>▪ Coursework activities</li> <li>▪ Oral assessment and open presentations</li> <li>▪ Team work</li> <li>▪ Focus groups</li> <li>▪ Interviews</li> <li>▪ Authentic assessment</li> </ul>
c1-	Use strategies to think critically about reading (predicting, making inferences and drawing conclusions).		
c2-	Effectively present a critical view on a reading text.		

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### (D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
D1-	Communicate proficiently and fluently in English in different academic, professional and social settings.	d1-	Write an evaluation of an article to a seminar.
		d2-	Effectively communicate, listen, and negotiate as members of a team in a reading activity.

### Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:			
d1-	Write an evaluation of an article to a seminar.	<ul style="list-style-type: none"> <li>▪ Silent reading</li> <li>▪ Introducing the reading</li> <li>▪ Pre-reading tasks and activities</li> <li>▪ Pair work and group discussions</li> <li>▪ Doing exercises</li> <li>▪ Presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written assignments</li> <li>▪ Quizzes</li> <li>▪ Coursework activities</li> <li>▪ Oral assessment and open presentations</li> <li>▪ Team work</li> <li>▪ Focus groups</li> <li>▪ Interviews</li> <li>▪ Authentic assessment</li> </ul>
d2-	Effectively communicate, listen, and negotiate as members of a team in a reading activity.		

### IV. Course Content:

#### 1 – Course Topics/Items:

##### a – Theoretical Aspect

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Intro to the course + (Unit 1: RP)	a1; b1, b2	Extensive Reading	1	3
2	Extensive Reading (Unit 2) + (Unit 1: IR)	a1; a2; b, c1 c2	Previewing and predicting	1	3
3	Extensive Reading (Unit 3) + (Unit 1: IR)	a1; a2; b, c1 c2	predicting	1	3
4	Vocabulary Building (Unit 1) + (Unit 2: IR)	a1; a2; b, c1 c2	Main ideas and supporting details; outlining a text	1	3
5	Vocabulary Building (Unit 2) + (Unit	a1; a2; b,	Skimming and	1	3

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	3: IR)	c1 c2	Making Predictions		
6	Reading and interpreting	a1; a2; b, c1 c2	charts, graphs and tables	1	3
7	Comprehension Skills (Unit 2) + (Unit 6:IR)	a1; a2; b, c1 c2	Inferences	1	3
8	Comprehension Skills (Unit 3)	a1; a2; b, c1 c2, d1, d2	Comprehension Skills	1	3
9	Comprehension Skills (Unit 4)	a1; a2; b, c1 c2, d1, d2	Comprehension Skills	1	3
10	Annotating and highlighting a text (Unit7: IR)	a1; a2; b, c1 c2, d1, d2	Annotating and highlighting a text	1	3
11	Comprehension Skills (Unit 6) + s (Unit 5: IR)	a1; a2; b, c1 c2, d1, d2	Summarizing a text, including non-text element	1	3
12	Recognizing (Unit 8: IR)	a1; a2; b, c1 c2, d1, d2	comparison and contrast	1	3
13	Identifying and understanding metaphor (unit 10: IR)	a1; a2; b, c1 c2, d1, d2	Identifying and understanding metaphor	1	3
14	Group presentations	a1; a2; b, c1 c2, d1, d2	Students give presentations on selected topics.	1	3
<b>Number of Weeks /and Units Per Semester</b>				<b>14</b>	<b>42</b>

### b- Training Aspect:

Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
<b>Number of Weeks /and Units Per Semester</b>				

### V. Teaching strategies of the course:

- Silent reading
- Introducing the reading
- Pre-reading tasks and activities
- Pair work and group discussions
- Doing exercises
- Presentations

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### 3-Assessment Methods:

- Written assignments
- Quizzes
- Coursework activities
- Oral assessment and open presentations
- Team work
- Focus groups
- Interviews
- Authentic assessment

### VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Outcomes Learning (CILOs symbols)
1	Participation and quizzes	1-12	10	10%	a1; a2; b, c1 c2, d1, d2
2	Assignments and oral presentations	5-12	10	10%	a1; a2; b, c1 c2, d1, d2
3	Mid-semester exam	8	20	20%	a1; a2; b, c1 c2,
4	Final Exam	14	60	60%	a1; a2; b, c1 c2,
<b>Total</b>			<b>100</b>	<b>100%</b>	

### VII. Learning Resource (MLA style or APA style)s:

#### 1- Required Textbook(s) ( maximum two )

- 1- Rubin B. (2009), Inside Reading 3,
- 2- Mikulecky B. S. & Jeffries, L., (2004), Advanced Reading Power, second edition, Pears Education, USA.

#### 2- Recommended Readings and Reference Materials

- 1- Howard L. & Goldstein J. A., (2004), Read and Reflect 2: Academic Reading Strategies Cultural Awareness, Oxford University Press
- 2- Broukal M., (2004), What A World 3: Amazing Stories from Around the World, Pearson Education, USA

#### 3- Essential References

#### 4- Electronic Materials and Web Sites etc.

- 1- <https://www.englishforeveryone.org/topics/Reading-Comprehension.htm>
- 2- <https://www.englishclub.com>

#### 5- Other Learning Material:

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### IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

#### Class Attendance:

Class Attendance is mandatory. A student is considered absent and shall be banned from taking

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the final exam if his/her absence exceeds 25% of total classes.
<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
<b>Exam Attendance/Punctuality:</b> No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
<b>Cheating:</b> Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
<b>Forgery and Impersonation:</b> Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	التوقيع
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشئون الأكاديمية	

## Course Plan of Critical Reading

I. - Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							
II. Course Identification and General Information:							
1-	Course Title:	Critical Reading					
2-	Course Number & Code:	DR 42					
3-	Credit hours:	C.H				Total	
		Th.	Seminar	Pr.	F. Tr.		

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		3	-	-		3
4-	Study level/year at which this course is offered:	Level II – Semester II				
5-	Pre –requisite (if any):	Reading 1, 2				
6-	Co –requisite (if any):	None				
7-	Program (s) in which the course is offered	BA in English				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Interactive Lectures				
11-	Location of teaching the course:	Faculty Campus				

### III. Course Description:

This course is intended to provide more emphasis on reading speed, vocabulary expansion, and comprehension of ideas. Students are introduced to more critical thinking skills to understand, summarize and respond to ideas expressed in their readings orally or in writing.

### IV. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

1. Show awareness of thinking skills such as making comparisons, inferring unstated information and drawing conclusions.
2. Identify critical thinking skills such as making comparisons, inferring unstated information and drawing conclusions.
3. Identify strategies to think critically about reading (predicting, making inferences and drawing conclusions).
4. Use strategies to think critically about reading (predicting, making inferences and drawing conclusions).
5. Effectively present a critical view on a reading text.
6. Write an evaluation of an article to a seminar.
7. Effectively communicate, listen, and negotiate as members of a team in a reading activity.

### V. Course Content:

#### A – Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	Intro to the course + (Unit 1: RP)	1 <sup>st</sup>	3
2	Extensive Reading (Unit 2) + (Unit 1: IR): Previewing and predicting	2 <sup>nd</sup>	3
3	Extensive Reading (Unit 3) + (Unit 1: IR): predicting	3 <sup>rd</sup>	3
4	Vocabulary Building (Unit 1) + (Unit 2: IR): Main ideas and supporting details; outlining a text	4 <sup>th</sup>	3
5	Vocabulary Building (Unit 2) + (Unit 3: IR): Skimming and Making Predictions	5 <sup>th</sup>	3
6	Reading and interpreting: charts, graphs and tables	6 <sup>th</sup>	3

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7	Comprehension Skills (Unit 2) + (Unit 6:IR): inferences	7 <sup>th</sup>	3
8	<b>Mid-term test</b>	8 <sup>th</sup>	3
9	Comprehension Skills (Unit 3)	9 <sup>th</sup>	3
10	Comprehension Skills (Unit 4)	10 <sup>th</sup>	3
11	Annotating and highlighting a text (Unit7: IR): Annotating and highlighting a text	11 <sup>th</sup>	3
12	Comprehension Skills (Unit 6) + s (Unit 5: IR): Summarizing a text, including non-text element	12 <sup>th</sup>	3
13	Recognizing (Unit 8: IR): comparison and contrast	13 <sup>th</sup>	3
14	Identifying and understanding metaphor (unit 10: IR): Identifying and understanding metaphor	14 <sup>th</sup>	3
15	Students' Presentations	15 <sup>th</sup>	3
16	<b>Final Exam</b>	16 <sup>th</sup>	3
<b>Number of Weeks /and Units Per Semester</b>		<b>16</b>	<b>48</b>

b- Training Aspect:			
Order	Training Tasks	Week Due	Contact hours
1			
<b>Number of Weeks /and Units Per Semester</b>			

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## VI. Teaching strategies of the course:

- Silent reading
- Introducing the reading
- Pre-reading tasks and activities
- Pair work and group discussions
- Doing exercises
- Presentations

## VII. Assessment Methods:

- Written assignments
- Quizzes
- Coursework activities
- Oral assessment and open presentations
- Team work
- Focus groups
- Interviews
- Authentic assessment

No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Participation and quizzes	1-15	10	10%
2	Assignments and Presentations	5-15	10	10%
3	Mid-semester exam	8 <sup>th</sup>	20	20%
4	Final Exam	16 <sup>th</sup>	60	60%
5	Total		100	100%

## VIII. Learning Resource (MLA style or APA style)s:

### 1- Required Textbook(s) ( maximum two )

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### 3- Essential References

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### 5- Other Learning Material:

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### IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

#### Class Attendance:

Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.

#### Tardiness:

A student will be considered late if he/she is not in class after 10 minutes of the start time of class.

#### Exam Attendance/Punctuality:

No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.

#### Assignments & Projects:

Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.

#### Cheating:

Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.

#### Forgery and Impersonation:

Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.

#### Other policies:

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