



Course Specification of Reading (1)

I. Course Identification and General Information:						
1	Course Title:	Reading (1)				
2	Course Number & Code:					
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3	-	-	-	3
4	Study level/ semester at which this course is offered:	Level 1, Semester 1				
5	Pre –requisite (if any):	None				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	English				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages				
10	Prepared by:	Abdulhameed Ashuja'a				
11	Date of approval:					
II. Course description:						
The course aims to introduce students to reading sub-skills such as predicting, finding main ideas and details, inferring, skimming, and scanning. It also provides students the opportunity to read basic texts such as job advertisements, personal letters, and travel brochures.						
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:			
A3-	Demonstrate 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-	Demonstrate understanding of some important terms of reading: (topic/ main idea/ sentence/ paragraph)			
		a2-	Recognize skimming and scanning as sub-skills of reading.			
		a3	Distinguish the main word-classes of English (parts of speech) and sentence elements.			
Teaching and Assessment Methods for Achieving Learning Outcomes:						

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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"> ▪ Brainstorming ▪ Silent reading ▪ Introducing the reading ▪ Pre-reading tasks and activities ▪ Pair work and group discussions ▪ Doing exercises ▪ Presentations 	<ul style="list-style-type: none"> ▪ Quizzes ▪ Exams ▪ Evaluative Presentations ▪ Home assignments
a1- Demonstrate understanding of some important terms of reading: (topic/ main idea/ sentence/ paragraph)		
a2- Recognize skimming and scanning as sub-skills of reading.		
a3 Distinguish the main word-classes of English (parts of speech) and sentence elements.		

(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:
B1- Critically examine and evaluate evidence in relation to communication and language use in a variety of modes, genres and contexts, in different literary and non-literary texts.	b1- Identify the topic of paragraphs and word groups.
	b2- Analyze the structure and organization of a paragraph in a reading sample.
	b3 Identify contextual clues, word parts, and other reading devices to identify vocabulary meaning.
	b4 Identify strategies to think critically about reading (i.e. completing paragraphs)

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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"> ▪ Brainstorming ▪ Silent reading ▪ Introducing the reading ▪ Pre-reading tasks and activities ▪ Pair work and group discussions ▪ Doing exercises ▪ Presentations 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/ projects/ classroom practical session
b1-	Identify the topic of paragraphs and word groups.		
b2-	Analyze the structure and organization of a paragraph in a reading sample.		
b3	Identify contextual clues, word parts, and other reading devices to identify vocabulary meaning.		
b4	Identify strategies to think critically about reading (i.e. completing paragraphs)		

(C) Professional and Practical Skills.

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-	Make appropriate linguistic choices in speaking or writing for specific audiences, purposes, contexts and cultures	c1-	Use techniques to think in English about their reading.
		c2-	Effectively communicate, listen, and negotiate as members of a team in a reading activity.
		c3	Report orally on a reading passage to the class

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Teaching and Assessment Methods for Achieving Learning Outcomes:

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"> ▪ Brainstorming ▪ Role play ▪ Silent reading ▪ Introducing the reading ▪ Pre-reading tasks and activities ▪ Pair work and group discussions ▪ Doing exercises ▪ Presentations 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/ projects/ classroom practical session
c1-	Use techniques to think in English about their reading.		
c2-	Effectively communicate, listen, and negotiate as members of a team in a reading activity.		
c3	Report orally on a reading passage to the class		

(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:	
D6-	Communicate effectively and fluently in English in different academic, professional and social settings.	d1-	Use the reading sub-skills they learned during the course to read similar texts in real life situations.

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:		<ul style="list-style-type: none"> ▪ Silent reading ▪ Introducing the reading ▪ Pre-reading tasks and activities ▪ Pair work and group discussions ▪ Doing exercises ▪ Presentations 	<ul style="list-style-type: none"> ▪ Written assignments ▪ Quizzes ▪ Coursework activities ▪ Oral assessment and open presentations ▪ Team work ▪ Focus groups ▪ Interviews ▪ Authentic assessment
d1-	Use the reading sub-skills they learned during the course to read similar texts in real life situations.		

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IV. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Pleasure Reading	a1; a2; a3	Fables; Stories	1	3
2	Comprehension Skills (Unit 1)	a1; a2; b1; b2; b3; b4; c2; c3; d1	Scanning for key words; vocabulary building (noticing word parts)	2	6
	Comprehension Skills (Unit 2)	a1; a2; b1; b2; b3; b4; c2; c3; d1	Scanning for key information; vocabulary building (New Words from your Reading)	2	6
4	Comprehension Skills (Unit 3)	a1; a2; b1; b2; b3; b4; c2; c3; d1	Making inferences; vocabulary building (The 100 Words)	2	6
5	Comprehension Skills (Unit 4)	a1; a2; b1; b2; b3; b4; c2; c3; d1	Understanding sentences; vocabulary building (Learning about Context)	2	6
6	Comprehension Skills (Unit 5)	a1; a2; b1; b2; b3; b4; c2; c3; d1	Looking for Topics; vocabulary building (Guessing Word Meanings)	2	6
7	Comprehension Skills (Unit 6)	a1; a2; b1; b2; b3; b4; c2; c3; d1	Comprehending Paragraphs	1	3
	Thinking Skills (Units 1 and 2)	c1; c2; d1	Learning New Words in Categories; Learning to think in English	2	6
Number of Weeks /and Units Per Semester				14	

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

V. Teaching strategies of the course:	
<ul style="list-style-type: none"> Silent reading Introducing the reading Pre-reading tasks and activities 	<ul style="list-style-type: none"> Pair work and group discussions Doing exercises Presentations
3-Assessment Methods:	
<ul style="list-style-type: none"> Written assignments Quizzes Coursework activities Oral assessment and open presentations 	<ul style="list-style-type: none"> 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 Learning Outcomes (CILOs symbols)
1	Participation and quizzes	1-12	10	10%	a1; a2; b1; b2; c1; c2; c3; c4; d1
2	Assignments and Presentations	2-12	10	10%	a1; a2; b1; b2; c1; c2; c3; c4; d1
3	Mid-semester exam	7	20	20%	a1; a2; b1; b2; c1; c2; d1
4	Final Exam	16	60	60%	a1; a2; b1; b2; c1; c2; c3; c4; d1
Total			100	100%	

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

1- Required Textbook(s) (maximum two)

Mikulecky B. S. & Jeffries, L. (2004). *Basic Reading Power*. 2nd Ed. Pearson Education: USA

2- Recommended Readings and Reference Materials

ikal M. (2009). *Weaving It Together 1: Connecting Reading and Writing*. Pearson Education: USA

3- Essential References

ikal M. (2004). *What A World 1: Amazing Stories from Around the World*. Pearson Education: USA.

4- Electronic Materials and Web Sites etc.

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

5- Other Learning Material.

- Extra worksheets provided by the instructor

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:

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

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Administration.

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

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Course Plan (Syllabus) of Reading (1)

I. - Information about Faculty Member Responsible for the Course:						
Office Hours						Name of Faculty Member
THU	WED	TUE	MON	SUN	SAT	
-	-	-	-	-	-	Location & Telephone No.
						E-mail

II. Course Identification and General Information:									
1-	Course Title:				Reading (1)				
2-	Course Number & Code:								
3-	Credit hours:				C.H				Total
					Th.	Seminar	Pr.	F. Tr.	
4-	Study level/year at which this course is offered:				Level 1, Semester 1				
5-	Pre –requisite (if any):				None				
6-	Co –requisite (if any):				None				
7-	Program (s) in which the course is offered				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 of Languages				

III. Course Description:	
The course aims to introduce students to reading sub-skills such as predicting, finding main ideas and details, inferring, skimming, and scanning. It also provides students the opportunity to read basic texts such as job advertisements, personal letters, and travel brochures.	

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

After completing this course, students will be able to:

1. Demonstrate understanding of some important terms of reading: (topic/ main idea/ sentence/ paragraph).
2. Recognize skimming and scanning as sub-skills of reading.
3. Distinguish the main word-classes of English (parts of speech) and sentence elements.
4. Identify the topic of paragraphs and word groups.
5. Analyze the structure and organization of a paragraph in a reading sample.
6. Identify contextual clues, word parts, and other reading devices to identify vocabulary meaning.
7. Identify strategies to think critically about reading (i.e. completing paragraphs).
8. Use techniques to think in English about their reading.
9. Effectively communicate, listen, and negotiate as members of a team in a reading activity
10. Report orally on a reading passage to the class.
11. Use the reading sub-skills they learned during the course to read similar texts in real life situations.

V. Course Content:

A – Theoretical Aspect:			
Order	Topics List	Week Due	Contact Hours
1	Reading for Pleasure: Fables; stories	1	
2	Comprehension Skills (Unit 1): Scanning for key words	2	3
3	Comprehension Skills (Unit 1): vocabulary building (noticing word parts)	3	3
4	Comprehension Skills (Unit 2): Scanning for key information	4	3
5	Comprehension Skills (Unit 2): (New Words from your Reading)	5	3
6	Comprehension Skills (Unit 3): Making inferences	6	3
7	Comprehension Skills (Unit 3): vocabulary building (The 100 Words)	7	3
8	Mid-Term Test	8	
9	Comprehension Skills (Unit 4): Understanding sentences	9	3
10	Comprehension Skills (Unit 4): vocabulary	10	3

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	building (Learning about Context)		
11	Comprehension Skills (Unit 5): Looking for Topics	11	3
12	Comprehension Skills (Unit 5): vocabulary building (Guessing Word Meanings)	12	3
13	Comprehension Skills (Unit 6): Comprehending Paragraphs	13	3
14	Thinking Skills (Units 1): Learning New Words in Categories	14	3
15	Thinking Skills (Units 1): ; Learning to think in English	15	3
16	Final Exam	16	
Number of Weeks /and Units Per Semester		16	42

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

VI. Teaching strategies of the course:	
<ul style="list-style-type: none"> ▪ Role play ▪ Group and pair work ▪ Exercises ▪ Problem solving ▪ Presentations by students ▪ learning in groups and teams 	<ul style="list-style-type: none"> ▪ Classroom discussions ▪ Brainstorming ▪ Interactive Lectures ▪ Presentations ▪ Group activities to build knowledge ▪ group projects

VII. Assessment Methods:				
<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/ projects/ classroom practical session 	<ul style="list-style-type: none"> ▪ Coursework activities ▪ Team work ▪ Focus groups ▪ Interviews ▪ Authentic assessment ▪ Exams 			
No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Participation and quizzes	1-12	10	10%

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2	Assignments	2-12	10	10%
3	Mid-semester exam	7	20	20%
4	Final Exam	16	60	60%
5	Total		100	100%

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5- Other Learning Material.	
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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.	
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