



Course Specification of Reading (1)

| I. Course Identification and General Information: | | | | | | |
|--|---|----------------------|---|---|---------|-------|
| 1 | Course Title: | Reading (1) | | | | |
| 2 | Course Number & Code: | DR12 | | | | |
| 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: | Translation | | | | |
| 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 |



| 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: | | |
| c1- Use techniques to think in English about their reading. | <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 |
| 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: | | |
| 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: | | |
| d1- Use the reading sub-skills they learned during the course to read similar texts in real life situations. | <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 |

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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 | |

b- Training Aspect:

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

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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 |
| 5 | Final Exam | 16 | 60 | 60% | a1; a2; b1; b2; c1; c2; c3; c4; d1 |
| Total | | | 100 | 100% | |

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

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

3- Essential References

pukal 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

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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:

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 | |

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Course Plan (Syllabus) of Reading (1)

| I. - Information about Faculty Member Responsible for the Course: | | | | | | |
|---|--|----------------------|----------------|------------|---------------|--------------|
| Name of Faculty Member | | Office Hours | | | | |
| Location & Telephone No. | | SAT | SUN | MON | TUE | |
| E-mail | | | - | - | - | |
| II. Course Identification and General Information: | | | | | | |
| 1- | Course Title: | Reading (1) | | | | |
| 2- | Course Number & Code: | DR12 | | | | |
| 3- | Credit hours: | C.H | | | | Total |
| | | Th. | Seminar | Pr. | F. Tr. | |
| | | 3 | - | - | - | 3 |
| 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 | Translation | | | | |
| 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. | | | | | | |
| IV. Intended learning outcomes (ILOs) of the course: | | | | | | |
| After completing this course, students will be able to: | | | | | | |
| <ol style="list-style-type: none"> 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. | | | | | | |

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| 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 building (Learning about Context) | 10 | 3 |
| 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 | <ul style="list-style-type: none"> ▪ Classroom discussions ▪ Brainstorming ▪ Interactive Lectures |

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| | |
|--|--|
| <ul style="list-style-type: none"> Problem solving Presentations by students learning in groups and teams | <ul style="list-style-type: none"> 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% |
| 2 | Assignments | 2-12 | 10 | 10% |
| 3 | Mid-semester exam | 7 | 20 | 20% |
| 4 | Final Exam | 16 | 60 | 60% |
| 5 | Total | | 100 | 100% |

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

| | |
|--|--|
| 1- Required Textbook(s) (maximum two) | |
| | Mikulecky B. S. & Jeffries, L. (2004). <i>Basic Reading Power</i> . 2nd Ed. Pearson Education: USA |
| 2- Recommended Readings and Reference Materials | |
| | rourke M. (2009). <i>Weaving It Together 1: Connecting Reading and Writing</i> . Pearson Education: USA |
| 3- Essential References | |
| | rourke M. (2004). <i>What A World 1: Amazing Stories from Around the World</i> . 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: |

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| |
|--|
| 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 Administration. |

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