



Course Specification of Reading Comprehension II

I. Course Identification and General Information:						
1	Course Title:	Reading Skills II				
2	Course Number & Code:	DR 22				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
3		3			3	
4	Study level/ semester at which this course is offered:	Level 1 – Semester 2				
5	Pre –requisite (if any):	Reading I				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	BA Translation				
8	Language of teaching the course:	English				
9	Location of teaching the course:	College Campus				
10	Prepared by:	Dr. ABDULHAMEED AL-NAMSHAH				
11	Date of approval:					
II. Course description:						
This course focuses on further development of academic reading skills, with an emphasis on vocabulary development, literal comprehension, dictionary skills and reading speed. Students will also continue to develop critical thinking skills to understand, discuss, and summarize ideas expressed in adapted academic readings.						
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 completing this 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 knowledge and understanding of various reading skills such as previewing, scanning, skimming, summarizing, outlining, highlighting, annotating, predicting and making inferences.			
		a2-	Demonstrate knowledge of the various patterns of organization of reading samples, the context clues used for sequences and the main techniques used for identifying topics and main ideas.			
Teaching and Assessment Methods For Achieving Learning Outcomes:						
Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment						

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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-	Show knowledge and understanding of various reading skills such as previewing, scanning, skimming, summarizing, outlining, highlighting, annotating, predicting and making inferences.		
a2-	Demonstrate knowledge of the various patterns of organization of reading samples, the context clues used for sequences and the main techniques used for identifying topics and main ideas.		
(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 completing this course, students will be able to:	
B3-	Apply critical thinking and problem solving skills within the subject paradigm, encompassing close reading of texts.	b1-	Differentiate between previewing, scanning, skimming, summarizing, outlining, highlighting, annotating, predicting and making inferences as reading skills.
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 ▪ 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
b1-	Differentiate between previewing, scanning, skimming, summarizing, outlining, highlighting, annotating, predicting and making inferences as reading skills.		
(C) Professional and Practical Skills:			
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical			

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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 completing 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-	Write a summary of a sentence, a paragraph and a short passage.
		c2-	Use previewing, scanning, skimming, summarizing, predicting, making inferences,...etc. as reading skills.
		c3	Use critical thinking skills to make predictions/conclusions and complete paragraphs (choose the best ending).
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"> ▪ Silent reading ▪ Introducing the reading ▪ Pre-reading tasks and activities ▪ Pair work and group discussions ▪ Doing exercises ▪ Presentation 	<ul style="list-style-type: none"> ▪ Written assignments ▪ Quizzes ▪ Coursework activities ▪ Oral assessment and open presentations ▪ Team work ▪ Focus groups ▪ Interviews ▪ Authentic assessment
c1-	Write a summary of a sentence, a paragraph and a short passage.		
c2-	Use previewing, scanning, skimming, summarizing, predicting, making inferences,...etc. as reading skills.		
c3	Use critical thinking skills to make predictions/conclusions and complete paragraphs (choose the best ending).		

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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-	Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks and show respect of cultural diversity.	d1-	Participate effectively in various activities such as reading circles, book conferences, and book talks.
		d2	Talk about their pleasure reading books in book conferences and book talks

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 completing the course, students will be able to:			
d1-	Participate effectively in various activities such as reading circles, book conferences, and book talks.	<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
d2-	Talk about their pleasure reading books in book conferences and book talks		

IV. Course Content:

a – Theoretical Aspect

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Intro to Reading II + Pleasure Reading	a1; a2; b, c1 c2; c3;	Good Morning	1	3
2	Comprehension Skills (Unit 1: More Reading Power) + Unit 1 (Inside reading)	a1; a2; b, c1 c2; c3; d1	Previewing	1	3
3	Comprehension Skills (Unit 2) + Unit 3 (Inside Reading)	a1; a2; b, c1 c2; c3; d1	Scanning	1	3
4	Comprehension Skills (Unit 3)	a1; a2; b, c1 c2; c3; d1	Skimming	1	3
5	How Could They Do That? (unit 4: Inside Reading)	a1; a2; b, c1 c2; c3; d1	Outlining	1	3
6	Comprehension Skills (Unit 5) + Unit	a1; a2; b, c1 c2; c3;	Making	1	3

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	7 (Inside Reading)	d1, d2	Inferences		
7	Comprehension Skills (Unit 7)	a1; a2; b, c1 c2; c3	Discovering Topics of Paragraphs	1	3
8	Comprehension Skills (Unit 8) + Unit 2 (Inside Reading)	a1; a2; b, c1 c2; c3; d1	Understanding Main Ideas	1	3
9	Comprehension Skills (Unit 9)	a1; a2; b, c1 c2; c3; d1	Identifying Patterns of Organization	1	3
10	Comprehension Skills (Unit 10) + Unit 6 (Inside Reading)	a1; a2; b, c1 c2; c3; d1	Summarizing	1	3
11	Thinking Skills	a1; a2; b, c1 c2; c3; d1, d2	Exercises (making predictions)	1	3
12	Clicks and Cliques (Unit 8: Inside Reading)	a1; a2; b, c1 c2; c3	Highlighting and Annotating	1	3
13	True and False (unit 9: Inside Reading)	a1; a2; b, c1 c2; c3	Understanding Sequences	1	3
14	Group presentations			1	3
Number of Weeks /and Units Per Semester				14	42

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:

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

3-Assessment Methods:

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

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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	1-15	10	10%	a1; a2; b, c1 c2; c3; d1, d2
2	Assignments and Presentations	5-15	10	10%	a1; a2; b, c1 c2; c3; d1, d2
3	Mid-semester exam	8	20	20%	a1; a2; b, c1 c2; c3
5	Final Exam	16	60	60%	a1; a2; b, c1 c2; c3
Total			100	100%	

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

1- Required Textbook(s) (maximum two)

- Mikulecky B. S. & Jeffries, L, (2004). *Reading Power 2*, (4th Ed.). Pearson Education, USA.

2- Recommended Readings and Reference Materials

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

3- Essential References

- Goldstein J. A. & Howard L. (2004). *Read and Reflect 1: Academic Reading Strategies and Cultural Awareness*. Oxford University Press

4- Electronic Materials and Web Sites etc.

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

1- 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:

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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 of Reading 2

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

II. Course Identification and General Information:						
1-	Course Title:	Reading Comprehension 2				
2-	Course Number & Code:	DR 22				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		
4-	Study level/year at which this course is offered:	Level 1 – Semester 2				
5-	Pre –requisite (if any):	Reading I				
6-	Co –requisite (if any):	None				
7-	Program (s) in which the course is offered	BA 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 Campus				

III. Course Description:
This course focuses on further development of academic reading skills, with an emphasis on vocabulary development, literal comprehension, dictionary skills and reading speed. Students will also continue to develop critical thinking skills to understand, discuss, and summarize ideas expressed in adapted academic readings.

IV. Intended learning outcomes (ILOs) of the course:
After completing this course, students will be able to:
<ol style="list-style-type: none"> 1. Show knowledge and understanding of various reading skills such as previewing, scanning, skimming, summarizing, outlining, highlighting, annotating, predicting and making inferences. 2. Demonstrate knowledge of the various patterns of organization of reading samples, the context clues used for sequences and the main techniques used for identifying topics and main ideas. 3. Differentiate between previewing, scanning, skimming, summarizing, outlining, highlighting, annotating, predicting and making inferences as reading skills. 4. Write a summary of a sentence, a paragraph and a short passage. 5. Use previewing, scanning, skimming, summarizing, predicting, making inferences,...etc. as reading skills. 6. Use critical thinking skills to make predictions/conclusions and complete paragraphs (choose the best ending). 7. Participate effectively in various activities such as reading circles, book conferences, and book talks. 8. Talk about their pleasure reading books in book conferences and book talks.

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V. Course Content:			
A – Theoretical Aspect:			
Order	Topics List	Week Due	Contact Hours
1	Intro to Reading II + Pleasure Reading	1 st	3
2	Comprehension Skills (Unit 1: More Reading Power) + Unit 1 (Inside reading)	2 nd	3
3	Comprehension Skills (Unit 2) + Unit 3 (Inside Reading)	3 rd	3
4	Comprehension Skills (Unit 3)	4 th	3
5	How Could They Do That? (unit 4: Inside Reading)	5 th	3
6	Comprehension Skills (Unit 5) + Unit 7 (Inside Reading)	6 th	3
7	Comprehension Skills (Unit 7)	7 th	3
8	Mid-term Test	8 th	3
9	Comprehension Skills (Unit 8) + Unit 2 (Inside Reading)	9 th	3
10	Comprehension Skills (Unit 9)	10 th	3
11	Comprehension Skills (Unit 10) + Unit 6 (Inside Reading)	11 th	3
12	Thinking Skills	12 th	3
13	Clicks and Cliques (Unit 8: Inside Reading)	13 th	3
14	True and False (unit 9: Inside Reading)	14 th	3
15	Group Presentations	15 th	3
16	Final Exam	16 th	3
Number of Weeks /and Units Per Semester		16	48
b- Training Aspect:			
Order	Training Tasks	Week Due	Contact hours
1			
Number of Weeks /and Units Per Semester			

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VI. Teaching strategies of the course:

- Silent reading
- Lecture
- 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 th	20	20%
4	Final Exam	16 th	60	60%
5	Total		100	100%

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

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