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الجمهوريــة اليمنـــية وزارة التعليم العالـي والبحث العلمي مجلس الاعتمـاد وضمان جـودة التعليم العالـي

<u>قراءة (١)</u> Course Specification

I. Course Identification and General Inform	nation:				
Course Title:			Reading	I	
Course Code and Number:					
	theory	practice	seminar	training	Total
Credit Hours:	3				42
Level & Semester:		Level One – First Semester			
Pre-requisites (if any):		None			
Co-requisites (if any):		None			
Program in which this course is offered:		BA in English Language & Literature			
Language of teaching the course:		English			
Location of teaching the course:	Englis	English Department, Faculty of Arts & Humanities			
Prepared by:		Dr. Ahmed al-Bakri			
Date of Approval:					

II. Course Description:

This course is a prerequisite to Reading II. The course aims at helping students improve their reading ability and to augment their vocabulary. Towards this end, the course provides intensive practice in reading grammatically complex sentences and paragraphs. It will address a wide variety of reading skills and strategies, such as guessing the meanings of unfamiliar words, skimming for the topic and the gist of a paragraph, and scanning for specific details. In addition, students will learn how to use dictionary to look up new lexical items whose meaning cannot be deduced from context.

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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: express a knowledge of the notion <i>cohesion</i> and the significance of its devices (e.g. reference, synonymy, antonymy and collocation) for the interpretation of texts in English;			
A3: show a solid background of various	a2: recognize different reading skills and			
communication skills, be it reading, writing,	strategies essential for efficient reading;			
speaking, or translation skills;				
(B) Intelle	ctual Skills			
B4 : distinguish different language skills in terms of reading, writing, speaking and listening;	b1: distinguish between different strategies for specific reading purposes;			
(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; C2: employ different language skills in order to	c1: utilize contextual clues to work out the meaning of unfamiliar lexical items in order to arrive at a full and correct interpretation of texts; c2: skim a paragraph for its topic and gist;			
read and write different texts in English and				
translate them from English into Arabic and				
vice versa;				
(D) Transferrable Skills				

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D1: make use of the linguistic and cultural	d1: utilize the reading skills and strategies in order
knowledge acquired in order to interact	to efficiently read and correctly interpret
efficiently and appropriately with people from	different texts in English;
different cultures;	
D2: manage time, work under pressure, and	d2: read a text in English within a limited time;
involve in team activities;	

V. Alignment of Course Intended Learning Outcomes (CILOs)				
(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to				
Teaching Strategies and Assessment S	Strategies:			
CILOs	Teaching Strategies	Assessment Strategies		
a1: To express a knowledge of the notion <i>cohesion</i> and the significance of its devices (e.g. reference, synonymy, antonymy and collocation) for the interpretation of texts in English;	lecture-modeindividual workpair discussionswhole-class discussion	in-class practice exercisesand participationmidterm and final exams		
a2: To recognize different reading skills essential for efficient reading;	lecture-modeindividual workwhole-class discussion	in-class practice exercisesand participationmidterm and final exams		
(B) Alignment of Course Intended Learnin and Assessment Strategies:	g Outcomes of Intellectual	Skills to Teaching Strategies		
CILOs	Teaching Strategies	Assessment Strategies		
b1- To distinguish between different	- lecture-mode	- in-class activities and		
strategies for specific reading purposes;	- pair discussions	participation		
	- whole-class discussion	- 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 contextual clues to work out	- lecture-mode	- in-class activities and		
the meaning of unfamiliar lexical items	- individual work	participation		
in order to arrive at a full and correct	- whole-class discussion	- midterm and final exam		

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interpretation of texts;		
c2: To skim a paragraph for its topic and	- lecture-mode	- in-class activities and
gist;	- individual work	participation
	- whole-class discussion	- midterm and final exams
(D) Alignment of Course Intended Learnin	g Outcomes of Transferabl	e Skills to Teaching
Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
d1: To utilize the reading skills and	- lecture-mode	- in-class activities and
strategies in order to efficiently read	- individual work	participation
and correctly interpret different texts in	- whole-class discussion	- midterm and final exams
English;		
d2: To read a text in English within a	- individual work	- in-class activities
limited time;		- midterm and final exams

VI. Cours	VI. Course Content:				
A- 7	A-Theoretical Aspect:				
Order	Units/Topics	Sub-Topics	Number of Weeks	Conta ct Hours	Learning Outcomes
1	Word Study: Context Clues	Syntactic cluesMorphologicalSemantic cluesGrammatical clues	first	3	a1 + a2 + c1 + d1
2	Word Study: Stems and Affixes	- Prefixes - Stems - Suffixes	Second	3	c1 + d1
3	Sentence Study: Comprehension	- Sentences to be read and interpreted	Third	3	a1 + c1 + d1

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4	Idiomatic and	- Idioms		3	d1
	Proverbial Expressions	- Proverbs	fourth		
					a2 + b1 +
5	Paragraph Reading:	- Paragraphs to be skimmed	Fifth	3	c2 + d2
	Looking for the Topic		riiin		
6	Paragraph Reading:	- Paragraphs to be skimmed		3	a2 + b1 +
	Thinking of the Topic		Sixth		c2 + d2
7	MIDTERM	EXAMINATION	Seventh		a1 + c1 +
		Sevenui	1	c2 + d2	
8	Paragraph Reading:	- Selected Paragraphs to be		3	b1 + c2 +
	Main Idea	skimmed	eighth		d2
		- Contextual Clues		3	c1 + d1
9	Word Study: Stems and	- Stems, Prefixes, and Suffixes	Ninth		
	Affixes		Nilluli		
10	Sentence Study: - A group of sentences to be				a1 + c1 +
	Comprehension	read carefully	Tenth	3	d1
11	Idiomatic Expressions	- Idioms	Eleventh	3	d1
12	Proverbial Expressions	- Proverbs	twelfth	3	d1
13	Paragraph Reading:	- Selected Paragraphs to be		3	b1 + c2 +
	Main Idea	skimmed	Thirteenth		d2
					a1 + a2 +
14	Final :	Examination	Fourteenth		b1 + c2 +
				1	d2
Number o	of Weeks and Contact Hour	rs per Semester:	14	42	

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В.	Practical Aspect (if any):			
Order	Tasks/Experiments	Number	Contact	Learning Outcomes
		of	Hours	
		Weeks		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
	of Weeks and Contact Hours per			
Semester	:			

VII. Teaching Strategies of the Course
Lecturing
Individual and pair work
Pair discussions
Whole-class discussions

	عميد الكلية	
عيسي	أ.م.د. عبدالملك محد	١

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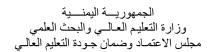
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VIII.	VIII. Schedule of Task Assessment during the Semester:				
No.	Assessment Method	Week	Mark	Proportion of Final	Aligned CILOs
		Due		Assessment	
1	Attendance &	all along	10	10%	All CILOs
	Participation				
2	Assignments	None	-	-	-
3	midterm	7	20	20%	a4 + c3 + d1 +
					d2
4	written final exam	14	70	70%	a3 + b2 + c1 +
					c2 + c3
	Total Mark		100	100%	

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.
- 2- Mikulecky B. S. & Jeffries, L. (1998) Reading Power. 2nd ed. USA: Longman.

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/readerschioce>.

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,	

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	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.						

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Study Plan for Reading-I

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 Mobile:	_	_	age and	Literatu	re
e-mail:		abulaith abulaith				<u>n</u>	

II. Course Identification and General Information:						
Course Title:			Reading	ξ I		
Course Code and Number:						
	theory	practice	seminar	training	Total	
Credit Hours:	3				42	
Level & Semester:	Level One – First Semester					
Pre-requisites (if any):	None					
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 & Humaniti		Humanities				
Prepared by: Dr. A		r. Ahmed a	l-Bakri			
Date of Approval:	2020/2021					

III. Course Descriptio	n:	
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This course is a prerequisite to Reading II. The course aims at helping students improve their reading ability and to augment their vocabulary. Towards this end, the course provides intensive practice in reading grammatically complex sentences and paragraphs. It will address a wide variety of reading skills and strategies, such as guessing the meanings of unfamiliar words, skimming for the topic and the gist of a paragraph, and scanning for specific details. In addition, students will learn how to use dictionary to look up new lexical items whose meaning cannot be deduced from context.

V. Course Intended Learning Outcomes (CILOs):

(A) Knowledge & Understanding:

- a1: To express a knowledge of the notion *cohesion* and the significance of its devices (e.g. reference, synonymy, antonymy and collocation) for the interpretation of texts in English.
- a2: To recognize different reading skills and strategies essential for efficient reading.

(B) Intellectual Skills

b1: To distinguish between different strategies for specific reading purposes.

(C) Professional & Practical Skills

- c1: To utilize contextual clues to work out the meaning of unfamiliar lexical items in order to arrive at a full and correct interpretation of texts.
- c2: To skim a paragraph for its topic and gist.

(D) Transferrable Skills

- d1: To utilize the reading skills and strategies in order to efficiently read and correctly interpret different texts in English.
- d2: To read a text in English within a limited time.

VI. Cou	VI. Course Content:					
A-	Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of	Contact Hours		
			Weeks			
		- Syntactic clues	first			

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1	Word Study: Context Clues	- Morphological		3
		- Semantic clues		
		- Grammatical clues		
2	Word Study: Stems and	- Prefixes		
	Affixes	- Stems		3
		- Suffixes	Second	
3	Sentence Study:	- Sentences to be read and		3
	Comprehension	interpreted	Third	
4	Idiomatic and Proverbial	- Idioms		3
	Expressions	- Proverbs	fourth	
5	Paragraph Reading: Looking	- Paragraphs to be skimmed		
	for the Topic		Fifth	3
6	Paragraph Reading: Thinking	- Paragraphs to be skimmed	a	3
	of the Topic		Sixth	
7	MIDTERM E	XAMINATION	Seventh	1
8	Paragraph Reading: Main	- Selected Paragraphs to be	. 1.1	3
	Idea	skimmed	eighth	
9	Word Study: Stems and	- Contextual Clues		3
	Affixes	- Stems, Prefixes, and Suffixes	Ninth	
			1 VIIIII	
10	Sentence Study:	- A group of sentences to be	Tandla	
	Comprehension	read carefully	Tenth	3
11	Idiomatic Expressions	- Idioms	Eleventh	3
12	Proverbial Expressions	- Proverbs	twelfth	3
13	Paragraph Reading: Main	- Selected Paragraphs to be	Ti	3
13	Paragraph Reading: Main Idea	- Selected Paragraphs to be skimmed	Thirteenth	3
13	Idea	<u> </u>	Thirteenth Fourteenth	3
14	Idea	skimmed amination		

VII. Teaching Strategies:

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

VIII	VIII. Activities/Assignments:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment		
1	Attendance &	1 - 14	10	10%		
	Participation					
2	In-class activities	1 – 14	-	-		
3	Assignments/Projects	None	-	-		

IX. S	IX. Schedule of Task Assessment during the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment		
1	Attendance &	1 - 14	10	10%		
	Participation					
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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