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

### قراءة (٢<u>)</u> Course Specification

I. Course Identification and General Information:							
Course Title:	Reading II						
Course Code and Number:							
	theory	practice	seminar	training	Total		
Credit Hours:	3				42		
Level & Semester:	Level One – First Semester						
Pre-requisites (if any):	Reading I						
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 & Humanities						
Prepared by:	Dr. Ahmed al-Bakri						
Date of Approval:			2020/202	1			

#### **II. Course Description:**

This course is a continuation of Reading I. It is intended to enhance the reading skills which the students are expected to have acquired from Reading I, and to introduce new reading skills. The main focus is on more advanced language skills such as reading for thorough comprehension and critical reading. Towards this end, the students will be given ample opportunity to deal with a wider variety of reading selections (e.g. expository writing, newspaper articles, and short stories); and they will learn to paraphrase main ideas and to draw inferences from those reading selections.

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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

comes (CILOs) to Program Intended Learning			
CILOs			
& Understanding:			
Upon the completion of this course, students are			
expected to be able to:			
a1: identify the basic elements of a short story			
(setting, characters, and plot)			
a2: show awareness of advanced reading skills			
and strategies, such as critical reading and			
paraphrasing of key ideas;			
ctual Skills			
b1: differentiate between narrative texts and			
expository texts;			
b2: distinguish between rhetorical organization			
methods employed by authors to develop thei			
points of view;			
b3: recognize different reading skills and			
b3: recognize different reading skills and strategies, such as critical reading as well as			
strategies, such as critical reading as well as			
strategies, such as critical reading as well as			
strategies, such as critical reading as well as skimming for and paraphrasing of key ideas;			

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in order to properly interpret and analyze texts	texts in English;
in English;	
C2: employ different language skills in order to	c2: analyze critically written passages, jot down
read and write different texts in English and	notes, and paraphrase key ideas;
translate them from English into Arabic and	
vice versa;	
(D) Transfe	rrable Skills
D1: make use of the linguistic and cultural	d1: implement active reading skills and strategies
knowledge acquired in order to interact	in order to interact with written texts in
efficiently and appropriately with people from	English;
different cultures;	
D2: manage time, work under pressure, and	d2: read a given text in English within a limited
involve in team activities;	time;

V. Alignment of Course Intended Learning Outcomes (CILOs)							
(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:							
CILOs	Teaching Strategies	Assessment Strategies					
a1- To identify the basic elements of a short	- lecture-mode	- in-class practice exercises					
story (setting, characters, and plot)	- Pair work	and participation					
	- whole-class discussion	- midterm and final exams					
a2- To show awareness of advanced	- lecture-mode	- in-class practice exercises					
reading skills and strategies, such as	- individual work	and participation					
critical reading and paraphrasing of key ideas;	- pair discussions	- midterm and final exams					
, and the same of	- whole-class discussion						
(B) Alignment of Course Intended Learnin	g Outcomes of Intellectual	Skills to Teaching Strategies					
and Assessment Strategies:							
CILOs	Teaching Strategies	Assessment Strategies					
b1: To differentiate between narrative texts	- lecture-mode	- in-class activities and					
and expository texts;	- individual work	participation					

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	- pair discussions	- midterm and final exams
	- whole-class discussion	
b2: To distinguish between rhetorical	- lecture-mode	- in-class activities and
organization methods employed by	- individual work	participation
authors to develop their points of view;	- pair discussions	- home assignments
	- whole-class discussion	- midterm and final exams
b3: To recognize different reading skills	- lecture-mode	- in-class activities and
and strategies, such as critical reading	- individual work	participation
as well as skimming for and	- pair discussions	- midterm and final exams
paraphrasing of key ideas;	- whole-class discussion	
(C) Alignment of Course Intended Learnin	ng Outcomes of Professiona	l and Practical Skills to the
Teaching Strategies and Assessment St	•	
CILOs	Teaching Strategies	Assessment Strategies
c1: To utilize bottom-up and top-down	- lecture-mode	- in-class activities and
approaches in order to efficiently read	- individual work	participation
and correctly interpret texts in English;	- whole-class discussion	- home assignments
		- midterm and final exam
c2: To analyze critically written passages,	- lecture-mode	- in-class activities and
jot down notes, and paraphrase key	- individual work	participation
ideas;	- pair discussions	- home assignments
	- whole-class discussion	- midterm and final exams
(D) Alignment of Course Intended Learnin	ng Outcomes of Transferabl	le Skills to Teaching
Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
d1: To implement active reading skills and	- lecture-mode	- in-class activities and
strategies in order to interact with	- individual work	participation
written texts in English;	- whole-class discussion	- midterm and final exams
d2: To read a given text in English within a	- individual work	- in-class activities
limited time;		- midterm and final exams

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#### **VI. Course Content: A-Theoretical Aspect:** Order Units/Topics **Sub-Topics** Number of Conta Learning Weeks Outcomes ct Hours 1 **Sentence Study:** - Restatements a1 + b3 +c2 + d1Restatements and - Inferences 3 first **Inferences** 2 - A group of selected Paragraph Reading: a2 + b3 +Paraphrasing the Main paragraphs to be skimmed for 3 c2 + d1 +Second Idea d2the gist 3 Paragraph Analysis: - Paragraph Types and 3 b2 + c1 +**Reading for Full Functions** d1 Third Comprehension - Comprehension Questions 4 **Reading Literary Texts:** - Synonyms 3 a1 + a2 +**Short Story** b1 + c1 +- Style fourth d1 - Discussion Questions Paragraph Reading: a1 + b3 +- Restatements 5 Restatements and 3 c2 + d1 +- Inferences **Inferences** d3- False Statements Fifth **Irrelevant Statements** 6 **Sentence Study:** - Restatements 3 a1 + b3 +Restatements and - Inferences c2 + d1Sixth **Inferences** 7 MIDTERM EXAMINATION a2 + b3 +Seventh 1 d2 Paragraph Reading: - Selected Paragraphs to be 3 a2 + b3 +8 c2 + d1 +Paraphrasing the Main skimmed for the gist eighth d2 Idea 9 3 Paragraph Analysis: - Paragraph Types and b2 + c1 +Ninth

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	Reading for Full Functions						d1
	Comprehension	- Comprehension Questions					
10	Reading Literary Texts:	- Synonyms					a1 + a2 +
	<b>Short Story</b>	- Style			Tenth	3	b1 + c1 +
		- Discussion Questions					d1
11	Paragraph Reading:	- Restatements				3	a1 + a3 +
	Restatements and	- Inferences					b4 + c3 +
	Inferences	- False Stateme	ents		Eleventh		d1
		- Irrelevant Sta	atements				
12	<b>Reading Literary Texts:</b>	- Selected Poe	ms to be read			3	a2 + b4 +
	Poems	critically			twelfth		d3
13	Paragraph Analysis:	- Paragraph Ty	pes and			3	b2 + c1 +
	Reading for Full	Functions			Thirteenth		d1
	Comprehension	- Comprehension Questions					
							a2 + b2 +
14	Final 1	Examination			Fourteenth	1	b3 + c1 +
14	Final 1	Examination			Fourteenth	1	
	Final I				Fourteenth 14	1 42	b3 + c1 +
Number o	f Weeks and Contact Hour						b3 + c1 +
Number o	f Weeks and Contact Hour	rs per Semester:			14	42	b3 + c1 + d1
Number o	f Weeks and Contact Hour	rs per Semester:	Number of	Со		42	b3 + c1 +
Number o	f Weeks and Contact Hour	rs per Semester:		Со	14	42	b3 + c1 + d1
Number of B. I Order	f Weeks and Contact Hour	rs per Semester:	Number of	Со	14	42	b3 + c1 + d1
Number of B. I Order	f Weeks and Contact Hour	rs per Semester:	Number of	Co	14	42	b3 + c1 + d1
Number of B. I. Order  1 2 3	f Weeks and Contact Hour	rs per Semester:	Number of	Coo	14	42	b3 + c1 + d1
Number of B. I Order  1 2 3 4	f Weeks and Contact Hour	rs per Semester:	Number of	Coo	14	42	b3 + c1 + d1
Number of B. I. Order  1 2 3 4 5	f Weeks and Contact Hour	rs per Semester:	Number of	Coo	14	42	b3 + c1 + d1
Number of B. I Order  1 2 3 4 5 6	f Weeks and Contact Hour	rs per Semester:	Number of	Co	14	42	b3 + c1 + d1
Number of B. I. Order  1 2 3 4 5	f Weeks and Contact Hour	rs per Semester:	Number of	Co	14	42	b3 + c1 + d1

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Number of Semester:	Weeks and Contact Hours per		
14			
13			
12			
11			
10			
9			

No.	Assessment Method	Week	Mark	<b>Proportion of Final</b>	Aligned CILOs
		Due		Assessment	
1	Attendance &	1 – 14	10	10%	a1 + a2 + b1 +
	Participation				b2 + b3 + c1 +
					c2 + d1 + d2 +
					d3
2	Assignments	None	-	-	-
3	midterm	7	20	20%	a2 + b3 + d2
4	written final exam	14	70	70%	a2 + b2 + b3 +
					c1 + d1
	Total Mark		100	100%	

### VIII. Teaching Strategies:

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

# 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.

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 عميد الكلية

 أ.د.
 د. حسين أحمد الورد
 أ.م.د. عبدالملك مجد عيسى

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B: Essential References:
1. Grellet F. (2006) <i>Developing Reading Skills</i> . 26 <sup>th</sup> reprint. UK: Cambridge University Press.
C. Electronic Materials and Websites:
1. <u>www.press.umich.edu/esl/readerschioce</u> >.

X. Course	e 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,
	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.	<b>Impersonation</b> : 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: Reading-II**

I. Information about Course Lecturer:								
Name:	Dr. Ahmed M. al-Bakeri	Office Hours: 3hrs/weekly						
		Sat.	Sun.	Mon.	Tue.	Wed.	Thur.	
	<b>/</b>							
Place and phone number  Dept. of English Language and Literatu Mobile: 777143699		re						
e-mail:  abulaitham74@gmail.com abulaithamphd2000@gmail.com								

II. Course Identification and General Information:					
Course Title:		Reading II			
Course Code and Number:					
	theory	practice	seminar	training	Total
Credit Hours:	3				42
Level & Semester:	Level One – First Semester				
Pre-requisites (if any):	Reading I				
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 & Humanities				
Prepared by:	Dr. Ahmed al-Bakri				
Date of Approval:	2020/2021				

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

This course is a continuation of Reading I. It is intended to enhance the reading skills which the students are expected to have acquired from Reading I, and to introduce new reading skills. The main focus is on more advanced language skills such as reading for thorough comprehension and critical reading. Towards this end, the students will be given ample opportunity to deal with a wider variety of reading selections (e.g. expository writing, newspaper articles, and short stories); and they will learn to paraphrase main ideas and to draw inferences from those reading selections.

### V. Course Intended Learning Outcomes (CILOs):

#### (A) Knowledge & Understanding:

- a1: To identify the basic elements of a short story (setting, characters, and plot).
- a2: To show awareness of advanced reading skills and strategies, such as critical reading and paraphrasing of key ideas.

#### (B) Intellectual Skills

- b1: To differentiate between narrative texts and expository texts.
- b2: distinguish between rhetorical organization methods employed by authors to develop their points of view.
- b3: To recognize different reading skills and strategies, such as critical reading as well as skimming for and paraphrasing of key ideas.

#### (C) Professional & Practical Skills

- c1: To utilize bottom-up and top-down approaches in order to efficiently read and correctly interpret texts in English.
- c2: To analyze critically written passages, jot down notes, and paraphrase key ideas.

#### (D) Transferrable Skills

- d1: To implement active reading skills and strategies in order to interact with written texts in English.
- d2: To read a given text in English within a limited time.

#### **VI. Course Content:**

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

A·	-Theoretical Aspect:			
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours
1	Sentence Study:	- Restatements		
	Restatements and Inferences	- Inferences	first	3
2	Paragraph Reading:	- A group of selected paragraphs		
	Paraphrasing the Main Idea	to be skimmed for the gist	Second	3
3	Paragraph Analysis:	- Paragraph Types and Functions		3
	Reading for Full	- Comprehension Questions		
	Comprehension		Third	
4	Reading Literary Texts:	- Synonyms		3
	Short Story	- Style	fourth	
		- Discussion Questions		
	Paragraph Reading:	- Restatements		
5	Restatements and Inferences	- Inferences		3
		- False Statements	Fifth	
		- Irrelevant Statements	Titul	
-	Conton of Ctrider	Destataments		2
6	Sentence Study:	- Restatements	Sixth	3
	Restatements and Inferences - Inferences			
7		EXAMINATION	Seventh	1
8	Paragraph Reading:	- Selected Paragraphs to be	eighth	3
	Paraphrasing the Main Idea	skimmed for the gist	Cigitii	
9	Paragraph Analysis:	- Paragraph Types and Functions		3
	Reading for Full	- Comprehension Questions	Ninth	
	Comprehension		1 /111(11	
10	Reading Literary Texts:	- Synonyms		
	Short Story	- Style	Tenth	3
		- Discussion Questions		
11	Paragraph Reading:	- Restatements	Eleventh	3

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Ministry of Higher Education & Scientific

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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

	Restatements and Inferences	- Inferences		
		- False Statements		
		- Irrelevant Statements		
12	Reading Literary Texts:	- Selected Poems to be read		3
	Poems	critically	twelfth	
13	Paragraph Analysis:	- Paragraph Types and Functions		3
	Reading for Full	- Comprehension Questions	Thirteenth	
	Comprehension			
14	Final Examination		Fourteenth	1
Number	ber of Weeks and Contact Hours per Semester:			42

### VII. Teaching Strategies:

- 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. Schedule of Task Assessment during the Semester:				
No.	<b>Assessment Method</b>	Week Due	Mark	<b>Proportion of Final Assessment</b>
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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### X. Learning Resources:

### A. Required Textbook(s) (maximum two):

A handout has been compiled from the following sources:

- 1. Silberstein S. and et al (2010) Reader's Choice. 4<sup>th</sup> ed. USA: the University of Michigan Press.
- 2. Mikulecky B. S. & Jeffries, L. (1998) *Reading Power*. 2<sup>nd</sup> ed. USA: Longman.

#### B: Essential References:

1. Grellet F. (2006) *Developing Reading Skills*. 26<sup>th</sup> reprint. UK: Cambridge University Press.

#### C. Electronic Materials and Websites:

1. www.press.umich.edu/esl/readerschioce>.

X. Course	e Policies:
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3.	Exam Attendance/Punctuality: According to Item (45) of Students Affairs Bylaws,
	the following rules will be applied:
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	elapse of half an hour from the beginning of the exam.
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	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.

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عيسي	أ.م.د. عبدالملك محد	

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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

7. Other Policies: The Faculty, in pursuant to the Students Affairs Bylaws, is entitled to set up any further regulatory policies.

عمید الکلیة أ.م.د. عبدالملك محد عیسی نائب العميد لشنون الجودة د. حسين أحمد الورد

رئيس القسم

أ.د.

ش\_\_\_\_راف