



# Course Specification

— (Bachelor)

**Course Title:** Reading Comprehension 3

**Course Code:** ENG 1109

**Program:** BA in English Language

**Department:** English

**College:** Social Sciences

**Institution:** Umm Al-Qura University

**Version:** 2

**Last Revision Date:** 2023



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## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours:</b>					
4					
<b>2. Course type</b>					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered:</b>					
Year 1 - Level 3					
<b>4. Course general Description:</b>					
<p>A continuation of Reading Comprehension 1 and 2, this is an upper-intermediate course that aims to provide students with the necessary strategies to become efficient readers of college-level academic texts. Class discussions will make use of high-interest materials and a range of critical-thinking exercises to further advance students' skills in areas that include (but are not limited to): employing time-effective reading techniques, analyzing reading passages for their structure, using contextual clues to make inferences, as well as summarizing and synthesizing information across texts. The course also adopts an integrated-skill approach to improve reading fluency. Students respond to reading passages by engaging in level-appropriate writing tasks that require the application of correct grammatical and mechanical rules at the paragraph and essay level.</p>					
<b>5. Pre-requirements for this course (if any):</b>					
Reading Comprehension 2					
<b>6. Co-requirements for this course (if any):</b>					
None					
<b>7. Course Main Objective(s):</b>					
<p>The aim of this course is to provide students with the practical and critical strategies needed to progress from an upper-intermediate to an advanced level of reading comprehension.</p>					

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>● Traditional classroom</li> <li>● E-learning</li> </ul>	4 hours per week 10	90% 10%





No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning		

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	38
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify): Exams	2
<b>Total</b>		<b>40</b>

### B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Explain important reading strategies and their uses, including skimming, scanning, and guessing a word's meaning from its context.	<b>K1</b>	Class discussion. - In-class practice and exercises.	Quizzes and exams.
1.2	Discuss the common structures of reading passages (their main ideas, supporting details, as well as the logical and formal elements that establish their unity and cohesion).	<b>K1</b>	Traditional lecturing.	- In-class practice.
1.3	Distinguish between different types of supporting details (those that indicate a process, a sequence, a comparison, a cause and effect, or the pros and cons of an issue).	<b>K1</b>	Traditional lecturing. - Class discussion	Quizzes and exams. - In-class practice.
<b>2.0</b>	<b>Skills</b>			
2.1	Analyze the structure of a reading passage: its main idea, supporting details and type of organization.	<b>S1</b>	- Traditional lecturing. - Class discussion.	Quizzes and exams. - In-class practice. - Assignment.



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	Demonstrate time-management reading techniques by skimming and scanning for main ideas and details.	<b>S1</b>	- Timed in-class exercises.	Exams
2.3	Formulate predictions and inferences based on visual and textual evidence.	<b>S1</b>	Class discussion. - Watching the textbook's multimedia content.	Quizzes and exams. - Assignment.
2.4	Compose a meaningful sentence or paragraph that conforms to a number of targeted grammatical rules and writing mechanics.	<b>S1</b>	Class discussion - Timed in-class exercise	Assignment
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate commitment to standards of integrity and ethical behavior in various academic, professional and research fields.	<b>V1</b>	In-class workshop - Class discussion	Group activities. - Group Project.
3.2	Work responsibly and autonomously when performing a task individually or within a team.	<b>V2</b>		Assignments - Projects

### C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1. Changing the Planet	6
2.	Unit 2. On the Edge	6
3.	Unit 3. Beauty and Perception	6
4.	Unit 6. Language and Culture	6
5.	Unit 9. Truth and Deception	6
6.	Optional) Unit 10: Imagining the Future	6
7.	Midterm/Quizzes	2
8.	In-class workshop	2
<b>Total</b>		<b>40</b>



## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<b>Midterm Exam or Quizzes:</b> These exams should include questions that require productive answers (writing sentences and short answers) All teachers of the course should follow the same rubric. These rubrics are available in the teacher's manual or online.	6	30%
2.	<b>MyElt Exercises:</b> Students should access the MyElt platform and do the exercises that the teacher assigned immediately after every unit. This way, students can practice what they learn and receive immediate feedback from the platform.	Every Unit	10%
3.	<b>Writing assignments:</b> They should address the chapter's targeted grammatical rules and writing mechanics. All teachers of the course should follow the same rubric. These rubrics are available in the teacher's manual or online.	Every Unit	10%
4.	<b>Final: Note:</b> In addition to the questions related to the knowledge/skills introduced through the main textbook, part of the final exam should include a vocabulary component on a set of words that students acquire through self-directed learning. 10 marks should be allocated to this question so that students take this task seriously. The following is the assigned source which has been listed as a second textbook in the "Required Textbooks" section: · "Units 29-42" in 504 Absolutely Essential Words, by Murray Bromberg, Julius Liebb and Arthur Traiger. 6th Edition. (New York: Barron's, 2012) It should be noted that students of this course would already have completed lessons 1-28 in Reading Comprehension 1 & 2. For this course, they will only be required to study lessons 29-42.	13	50%
...			

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

#### Essential References

Blass, Laurie and Mari Vargo. Pathways: Reading, Writing, and Critical Thinking 4. Latest edition available. (Boston: National Geographic Learning).





	“Units 29-42” in 504 Absolutely Essential Words, by Murray Bromberg, Julius Liebb and Arthur Traiger. 6th Edition. (New York: Barron’s, 2012)
<b>Supportive References</b>	Bohlke, David and Paul MacIntyre. Reading Explorer 4. Latest edition available. (Boston: National Geographic Learning).
	Bohlke, David and Nancy Douglas. Reading Explorer 5. Latest edition available. (Boston: National Geographic Learning).
	Comodromos, Eliza and Paul Langan. Advancing Vocabulary Skills. Latest edition available. (NJ: Townsend Press)
	Langan, John. Ten Steps to Advancing College Reading Skills. Latest edition available. (NJ: Townsend Press)
	Langan, John. Ten Steps to Mastering College Reading Skills. Latest edition available. (NJ: Townsend Press)
	Langan, John. The Advanced Reading-Writing Connection. Latest edition available. (NJ: Townsend Press)
	Miller, Judith and Robert Cohen. Longman Academic Reading Series 4. Latest edition available. (NJ: Pearson Education, Inc.)
Smith, Lorraine. Longman Academic Reading Series 5. Latest edition available. (NJ: Pearson Education, Inc.)	
<b>Electronic Materials</b>	Students should be advised to use their codes in order to access the companion website and the extra exercises offered there.
<b>Other Learning Materials</b>	

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Spacious rooms are required
<b>Technology equipment</b> (projector, smart board, software)	All classrooms are equipped with projectors and screens.
<b>Other equipment</b> (depending on the nature of the specialty)	

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Institutionally controlled questionnaires.
Effectiveness of Students assessment	Peer reviewer Program leader	Institutionally controlled questionnaires / Peer-review procedure.



Assessment Areas/Issues	Assessor	Assessment Methods
Quality of learning resources		Institutionally controlled questionnaires.
The extent to which CLOs have been achieved		
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>DEPARTMENT COUNCIL</b>
<b>REFERENCE NO.</b>	<b>424040414453/132022</b>
<b>DATE</b>	<b>07 RABI-II 1445 H - 22 OCTOBER 2023</b>

