



Course Specification

— (Bachelor)

Course Title: Reading 2

Course Code: LANT1202

Program: B.A

Department: Languages and Translations

College: Faculty of Education and Arts

Institution: University of Tabuk

Version: 10. 2023

Last Revision Date: 2022



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A. General information about the course:

1. Course Identification

1. Credit hours: (3)				
2. Course type				
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input type="checkbox"/> Department	<input type="checkbox"/> Track
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective	
3. Level/year at which this course is offered: (Level 3 – Year 2)				
4. Course general Description:				

This B2 level course offers reading practice to help students understand texts with a broad vocabulary, where they may need to consider the writer's perspective. Texts encompass articles, reports, messages, short stories, and reviews. Each lesson comprises a preparation task, a reading text, and two exercises to assess students' comprehension and practice a variety of reading skills. Additionally, students will be able to comprehend articles and reports addressing contemporary issues in which writers adopt specific positions or viewpoints. They can also understand contemporary literary prose and can adapt their reading style and speed to different texts and purposes, while selectively utilizing appropriate reference sources.

5. Pre-requirements for this course (if any):

LANT 1102 Reading 1

6. Co-requirements for this course (if any):

N/A

7. Course Main Objective(s):

The aim of this course is to enhance students' English language proficiency up to the B2 level. It empowers students to effectively articulate, defend, and sustain their viewpoints during discussions by furnishing them with pertinent explanations, compelling arguments, and insightful comments.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)





No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify the main idea of the passage from the main title and subtitles.	K1	The Direct Method The Communicative Approach Present-Practice-Produce (PPP) Teach-Test-Teach (TTT)	
1.2	Enhance students' critical thinking skills.	K1	Small group activities. Inferring	
1.3	Demonstrate specialized knowledge of sustaining opinions in discussion by providing relevant explanations, arguments, and comments.	K1		Formative assessment Checking questions Group discussion
1.4	Demonstrate specialized knowledge and understanding of skimming and scanning strategies.	K1		
2.0	Skills			
2.1	Practice silent reading and loud reading.	S1	Reading paragraphs	
2.2	Communicate students' critical thinking skills.	S1	Small group discussion then class presentation.	
2.3	Analyze a variety of reading texts and demonstrate comprehension skills which include previewing, scanning, and skimming.	S4	Students' centered approach	Reading activities observation Self, peer, teacher assessment and feedback.
3.0	Values, autonomy, and responsibility			
3.1	Adhere to academic values and ethics.	V1	- Reading paragraphs - Small group discussion then class presentation.	
3.2	Carry out autonomous tasks with accountability.	V2	Students center approach.	Reading activities Self, peer, teacher assessment and feedback.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.3	Accomplish collaborative tasks with a sense of responsibility.	V3	- Reading paragraphs - Small group discussion then class presentation.	Reading activities Self, peer, teacher assessment and feedback.

C. Course Content

No	List of Topics	Contact Hours
1	What makes someone a hero? Reading 1: We All Need a Hero	3
2	Reading 2: Everyday People Changing the World	3
3	What makes you want to buy something? Reading 1: So Much Dead Space	3
4	Reading 2: Now on Stage: Your Home!	3
5	What important lessons do we learn as children? Reading 1: The Good Teen	3
6	Reading 2: Bird by Bird	3
7	How does the environment affect our health? Reading 1: Can Climate Change Make Us Sicker? .	3
8	Reading 2: Tips for a Greener Planet: And a Happier, Healthier You	3
9	How important is art? Reading 1: Two Styles of Songwriting	3
10	Reading 2: What Does It Take to Be a Successful Artist?	3
11	Should science influence what we eat? Reading 1: Eating Well: Less Science, More Common Sense Reading 2: Anatomy of a Nutrition Trend	3
12	Does school prepare you for work? Reading 1: From Student to Employee Reading 2: Making My First Post-College Decision	3
13	Is discovery always a good thing? Reading 1: A Tribe Is Discovered Reading 2: The Kipunji	3
14	Have humans lost their connection to nature? Reading 1: Survival School Reading 2: Man Against Nature	3
15	Why is it important to play? Reading 1: The Promise of Play Reading 2: Child's Play: It's Not Just for Fun	3
Total		45





D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm (1)	6	20%
2.	Midterm (2)	12	20%
3.	Assignment (1)	7	10%
4.	Assignment (2)	10	10%
5.	Final exam	16	40%

*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	Q Skills for Success Reading & Writing Level 4, Third edition
Supportive References	Q skill activities including listening to audios and watching videos.
Electronic Materials	Cell-phone in class for electronic dictionaries. Besides computers at the library to do the online activities.
Other Learning Materials	The academic websites, reading books for extensive reading.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Internet accessibility which is available all the time for the students in all parts of the university building.
Technology equipment (projector, smart board, software)	The overhead projector and the smart board which are available inside every classroom.
Other equipment (depending on the nature of the specialty)	What is available is more than enough to enhance the students learning process.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method: Faculty-student meetings to get students' oral feedback. Surveys: Confidential (anonymous) completion of a course evaluation questionnaire</p>
Effectiveness of Students' assessment	The course coordinator	Direct
Teaching by the instructor or by the department	Peer Reviewer	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method:</p>





Assessment Areas/Issues	Assessor	Assessment Methods
		Faculty-student meetings to get students' oral feedback. Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Quality of learning resources	Faculty / Students	Assessment of the Course Reports and the Program Annual Report
The extent to which CLOs have been achieved	Coordinators / Program Leaders	Assessment of the Course Reports and the Program Annual Report
Improvement of teaching	Program Chair	Assessment of the Course Reports and the Program Annual Report
Standards of student achievement	Faculty	Assessment of the Course Reports and the Program Annual Report
Effectiveness of teaching and assessment	Students	<p>1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method: Faculty-student meetings to get students' oral feedback. Surveys: Confidential (anonymous) completion of a course evaluation questionnaire</p>
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	Meeting No. 9/1445
DATE	15/4/1445

