



Course Specification

(Bachelor)

Course Title: **Reading 1**

Course Code: **111 ENG -3**

Program: **B.A. in Translation**

Department: **Translation Department**

College: **College of Languages and Translation**

Institution: **Najran University**

Version : **TP-153**

Last Revision Date: **15/4/2026**

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A. General information about the course:

1. Course Identification

1. Credit hours:

3 hours per week

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others

B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: 1st/1st

4. Course general Description:

Reading 1 course is intended to provide students with basic reading comprehension and vocabulary-building skills. It offers different types of contemporary real-life passages to which students can relate. The interactive student-centered (pre-reading, while-reading, and after-reading) activities provide students with varied exercises to develop their reading skills, critical thinking skills, and interest in reading in English.

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

None

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

None

7. Course Main Objective(s):

The main objective of this course is to develop students' ability to read English effectively and with confidence by equipping them with vocabulary-building skills and reading strategies to master the English language and get ahead at their studies and work in the community. At the end of the course, students are expected to acquire reading comprehension skills such as: making predictions, getting the meaning of words from context, reading for gist or specific information, getting main ideas, using vocabulary in a meaningful context, and developing critical reading by expressing their views on the topics of the reading passages.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid - Traditional classroom - E-learning	45	100%
4	Distance learning		

3. Contact Hours (based on the academic semester)





No	Activity	Contact Hours
1.	Lectures (3 hours) x (15weeks)	45
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify): NA	0
Total		45

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding: By the end of this course, students are able to:			
1.1	Identify the (Before-During-After) reading strategies and techniques needed in different reading practices.	K1	-Lectures -Classroom discussions -Pair &Teamwork	- Quizzes -Exams (mid-term &final) - Assignments
1.2	Discern/ identify new vocabulary and expressions highlighted in reading passages.	K2	- Lectures - Classroom discussions - Individual work - Team &peer work	- Quizzes -Exams (mid-term &final) - Assignments
2.0	Skills			
2.1	Implement (Before-During-After) reading strategies to predict topics and answer comprehension questions that test students' comprehension of the reading passages.	S1	-Lectures -Classroom discussions - Individual work - Pair &Teamwork	- Quizzes -Exams (mid-term &final) - Assignments
2.2	Elicit/infer the meanings of new vocabulary and expressions from the reading passage, using words in context, and synonyms/antonyms.	S1	- Lectures - Classroom discussions - Individual work - Pair/Teamwork	- Quizzes - Exams (mid-term &final) - Assignments





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	Bear responsibility for self-study and self-improvement.	V1	Self-study	Observation Card
3.2	Show self-confidence during the activities and tasks assigned.	V2	Self-study	Observation Card

C. Course Content

No	List of Topics	Contact Hours
1.	Orientation (Introduction to the course): The importance of reading The objectives of this reading course The requirements and assessment methods	1
2.	Green Packaging	2
3.	Too much Traffic	3
4.	Bullying	3
5.	Growing Old	3
6.	Parental Aspiration	3
7.	Discrimination against Disability	3
8.	Football hooligans	3
9.	Travel Troubles	3
10.	New Research on Computer Games	3
11.	Terrorism	3
12.	Healthy Eating	3
13.	Food Scares	3
14.	The Dangers of Passive Smoking	3
15.	A Donor Shortage	3
16.	The Benefits of Chocolate	3
Total		45



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continuous Assessment (Assignment, Quiz, etc.)	Throughout the semester	20%
2.	Midterm	10-11	30%
3.	Final Exam	17-19	50%
4.			

*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	Kirkpatrick, B. & Mok, R. (2007). <i>Read and Understand 1</i> . Learners Publishing, Pte Ltd.
Supportive References	Jeffries, L., & Mikulecky, B. S. (2009). <i>Basic Reading Power 1: Extensive Reading, Vocabulary Building, Comprehension Skills, Thinking Skills</i>. Pearson Longman. Lee, L., Gundersen, E., & Bernard, J. (2000). <i>Select Readings</i>. Oxford University Press. Richards, J. & Eckstut-Didier, S. (2013). <i>Strategic Reading 1: Building effective reading skills</i>. Cambridge University. Ogle, D. (2002). <i>Reading Comprehension: Strategies for Independent Learners</i>. London: Guilford Press. Spears, D. (2013.) <i>Improving Reading Skills: Contemporary Readings for College Students</i>. New York: McGraw-Hill.
Electronic Materials	https://learnenglishteens.britishcouncil.org/skil http://gen.lib.rus.ec/book/index.php?md5=D667938F75953ED401A8AE5B7793D093 www.nclrc.org/essentials/reading/reindex.htm http://eslbeck.wix.com/academic-reading https://pages.uoregon.edu/rldavis/readingtasks www.macmillanenglish.com/.../Teaching-Reading-Skills.htm
Other Learning Materials	In addition to the cited textbooks/references, additional materials (PDFs/PPTs/Videos will be uploaded on Bb for students' academic support.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories
Technology equipment (projector, smart board, software)	Projector, smart board, software
Other equipment (depending on the nature of the specialty)	Other relevant resources

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, program leaders	Indirect
Effectiveness of Students assessment	Faculty	Direct
Quality of learning resources	Students, faculty	Indirect
The extent to which CLOs have been achieved	Students, faculty	Indirect, Direct
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	TRANSLATION DEPT. COUNCIL
REFERENCE NO.	17/2026
DATE	18/4/2026

