



Course Specification

(Bachelor)

Course Title: **Reading 2**

Course Code: **114 ENG-3**

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

Department: **Translation Department**

College: **Languages & Translation College**

Institution: **Najran University**

Version: **PT-153**

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

Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	5
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	7
G. Specification Approval	7





A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

- A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (2nd/1st)

4. Course General Description:

Reading 2 course introduces students to several comprehension passages, stimulating them first to make predictions about related issues using their information and experience. It also develops their ability to look up the meaning of some words and phrases. In addition, it enables them to do oral discussions in pairs or small groups using newly learned words/expressions. Students are encouraged to answer comprehension questions, build vocabulary, and make sentence grammatical corrections using various question types. The students' acquired knowledge is consolidated by motivating them to think and express their opinions on matters related to the topic of the unit.

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

114 Eng 3 (Reading 1)

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

None

7. Course Main Objective(s):

This course aims to enable students to:

1. Use pre-reading skills to activate schemata and predict text content
2. Determine the meaning of new vocabulary and phrases from the surrounding context.
3. Read a variety of authentic real-life passages and respond thoughtfully to comprehension questions
4. Use vocabulary in meaningful sentences
5. Apply critical thinking skills by expressing their opinions on matters related to the topics

2. Teaching mode (mark all that apply)

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





No	Mode of Instruction	Contact Hours	Percentage
	• 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 PLOs aligned program with	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify (pre- during- post) reading strategies to aid comprehension	K1	-Lectures -Classroom discussions -Pair &Teamwork	1. Quizzes 2. Midterm exams 3. Final written exam
1.2	Refer to words meaning and phrases	K2	- Lectures -Classroom discussions - Individual work - Team &peer work	1. Quizzes 2. Midterm exams 3. Final written exam
...				
2.0	Skills			
2.1	Respond to comprehension questions	S1	-Lectures -Classroom discussions - Individual work - Pair &Teamwork	1. Quizzes 2. Midterm exams 3. Final written exam
2.2	Deduce meaning from surrounding contexts and use words in meaningful sentences	S2	-Lectures -Classroom discussions - Individual work - Pair &Teamwork	1. Quizzes 2. Midterm exams 3. Final written exam
...				
3.0	Values, autonomy, and responsibility			



Code	Course Learning Outcomes	Code of PLOs aligned program with	Teaching Strategies	Assessment Methods
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
3.3				

C. Course Content

No	List of Topics	Contact Hours
1.	Climate Change	3
2.	Endangered Species	3
3.	Modern Celebrities	3
4.	The Right to Die	3
5.	All Kinds of Rage	3
6.	Aging Populations	3
7.	Gender Discriminations	3
8.	Taking Time Out	3
9.	Gambling Figures Escalate	3
10.	Advances in Detection	3
11.	Computer Crime	3
12.	Eating Disorders	3
13.	Stress at Work	3
14.	Blood Transfusion Fears	3
15.	The Mystery of Asthma	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1	Continuous Assessment (Assignments, Quiz, etc.)	All through	20%
2	Midterm	10-11	30%
3	Final Exam	17-19	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	Kirkpatrick, B. & Mok, R. (2007). <i>Read and Understand 2</i> . Learners Publishing, Pte Ltd.
Supportive References	Jeffries, L., & Mikulecky, B. S. (2009). <i>Basic Reading Power 2: 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 2: 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.ncrlc.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