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| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty of Arts** |
| **Credit hours: 3** | **Department: English Language and Literature** |
| **Bachelor** | **Course Syllabus** | **Academic year: 2021/ 22** |

**Course information**

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| --- | --- | --- | --- | --- |
| **Prerequisite** | | **Course title** | | **Course#** |
|  | | **Reading Comprehension** | | **0120113** |
| **Room #** | **Class time** | | **Course type** | |
| 407 | 12.45- 2.15  M, W | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail Address** | **Office Hours** | **Office Number** | **Rank** | **Name** |
| hamaireh@philadelphia.edu.jo | Sundays, Tuesdays, Monday, Wednesday: 11:10-12:00 | **406** | **Assistant Professor** | **Dr. Hanan Ali Amaireh** |

**Course Delivery Method**

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| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
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**Course Description**

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| This is a basic course for developing skills and strategies of reading passages in the English Language and understanding them. The skills include skimming, and scanning, along with identifying the purpose of a text. In addition to reading for understanding, students will learn how to understand new lexical items through contextual clues, understanding the main idea, identifying topics and topic sentences, finding supporting details and recognizing the methods of paragraph development, as a text unit. |

**Course Learning Outcomes**

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| --- | --- | --- |
| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
|  | recognize the author's style; formal, informal or neutral, and recognize his / her own style | **K1** |
|  |  | **K2** |
| **Skills** | | |
| Use English to communicate fluently, and master the four basic skills: reading, writing, listening and speaking. | read, know where to stop and where to pause | **S1** |
|  | follow the writer's argument | **S2** |
|  | identify main ideas and how they are organized and presented in a text | **S3** |
| Distinguish and analyze the grammatical structure of the English language, and acquire knowledge and skills related to branches of linguistics such as: linguistics, discourse analysis, pragmatics, semantics, and others | predict text content through the use of synonyms, context, linking words, reference words, title clue and illustration | **S4** |
|  | present your point of view and listen for other's points of view | **S5** |
| **Competencies** | | |
|  |  | **C1** |

**Learning Resources**

|  |  |
| --- | --- |
| Silberstein, Sandra et al. *Reader’s Choice* (4th ed) (Michigan: Michigan University Press, 2002). | Course textbook |
| * Mikulecky, B.& Jeffries, L. *Reading Skills in English Language*. (Addison: Wesley,1986) * John, Roland *Reading Comprehension Passages* (London: Collins, 1989) * Montomery, Martin, *Ways of Reading: Advanced Reading Skills for Students of English Literature* (Oxfordshire: Routledge, 2012) | Supporting References |
| <http://skimmelapenglish11.pbworks.com/w/file/fetch/90923565/Montgomery_Ways_of_Reading.pdf>  https://www.jmu.edu/valleyscholars/files/studyreadingskills.pdf | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Meetings and subjects timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | **Week** |
| News |  | Lecture | Skimming for main ideas. | **1** |
| Using a Dictionary p. 10- 13 |  | Lecture | Scanning for details. | **2** |
| Nonprose reading p. 5- 6 + menu | HW assignment | Collaborative learning | Using contextual clues from the text | **3** |
| Word study p. 7- 9 |  | Project based learning | Understanding main ideas and supporting details | **4** |
| Go beyond the text p.6 |  |  | Summarize and discuss what you have read with direct references to text. | **5** |
| Word study p. 14- 17 |  | Collaborative learning | Indicate through reading aloud that you understand how words in a passage should be grouped in relation to meaning. | **6** |
| Reading for thorough comprehension p. 2-4 |  | Collaborative learning | Summarize and discuss what you have read with direct references to text. | **7** |
| Using stems and affixes | HW assignment | Project based learning | Vocabulary from context | **8** |
| What’s in the news |  | Problem solving based learning | Reading for details | **9** |
| [Abraham Lincoln Reading Comprehension - The Middle Years Part 1](https://mrnussbaum.com/abraham-lincoln-reading-comprehension-the-middle-years-part-1-online) |  | Problem solving | Creating connections between different information in a text  https://mrnussbaum.com/lang-arts/reading-comprehension-online | **10** |
| [Abraham Lincoln Reading Comprehension - The Middle Years Part 2](https://mrnussbaum.com/abraham-lincoln-reading-comprehension-the-middle-years-part-2-online) | HW assignment | Flipped class | Identify the part of speech of an unfamiliar word by deducing to its function and position in the sentence  https://mrnussbaum.com/lang-arts/reading-comprehension-online | **11** |
| [Abraham Lincoln Reading Comprehension - The Middle Years Part 3](https://mrnussbaum.com/abraham-lincoln-reading-comprehension-the-middle-years-part-2-online) |  | Problem solving | Using context to identify meaning of words.  https://mrnussbaum.com/lang-arts/reading-comprehension-online | **12** |
|  | presentations | Flipped class | Reading aloud at a rhythm and with an intonation pattern understandable to a native speaker of English. | **13** |
|  | presentations | Flipped class | Pronouncing familiar words in context correctly when reading aloud. | **14** |
|  | presentations | Flipped class | Verbally explaining a text to others | **15** |
|  |  |  | **Final Exam** | **16** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| Using Technology |
| Students will do online practice of reading comprehension texts  Students will use the online dictionary to learn the pronunciation and derivation of words |
| Communication skills |
| Students will use new vocabulary to communicate effectively |
| Application of concepts learnt |
| Students will use the concepts they learn to read and comprehend external texts |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  | 6 | **30 %** | **Mid Term Exam** |
|  | Continuous | **30 %** | **Various Assessments \*** |
|  |  | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| Out of class assignment | Flipped class, problem solving | recognize the author's style; formal, informal or neutral, and recognize his / her own style | **K1** |
| **Skills** | | | |
| project | Flipped class, project based | read, know where to stop and where to pause | **S1** |
| Out of class assignment | Lecture, collaborative | follow the writer's argument | **S2** |
| Out of class assignment | Lecture, collaborative | identify main ideas and how they are organized and presented in a text | **S3** |
| Project | Lecture, collaborative | predict text content through the use of synonyms, context, linking words, reference words, title clue and illustration | **S4** |
| Presentation | Flipped class, project based | present your point of view and listen for other's points of view | **S5** |
| **Competencies** | | | |
|  |  |  | **C1** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

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| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be Assessed in this Course**

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| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
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**Description of Program Learning Outcome Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
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**Assessment Rubric of the Program Learning Outcome**

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