Course Specification

(Bachelor)

Course Title	**Reading and Vocabulary Development**
Course Code	**ENG202**
Program	• **Bachelor of English Language** • **Online Bachelor of English Language**
Department	**English Language & Translation**
College	**Science & Theoretical Studies**
Institution	**Prince Musaid bin Abdulrahman University (PMAU)**
Version	**2**
Last Revision Date	**5/13/2026**

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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

- Level3-Bachelor of EngLanguage Online
- Level3-Bachelor of English Language

4. Course General Description:

This course is designed to help students achieve reading fluency in English. Emphasis is placed on basic academic and cultural vocabulary and reading strategies that include self-monitoring, recognizing organizational styles and content clues, skimming and scanning for information, close reading, summarizing texts, and inferring information. Upon completion, students will be able to use these strategies to read and comprehend basic academic, narrative, and expository texts.

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

CI001 CS001 MATH001 ENG001 COMM001

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

No Co-requisites

7. Course Main Objective(s):

To equip students with the essential reading and vocabulary skills required for academic success by developing strategies for pre-reading, active reading, and post-reading comprehension. This allows students to apply previewing and prediction techniques to comprehend and organize texts effectively, engage critically with academic and cultural readings through annotation, vocabulary expansion, and contextual analysis, distinguish between main ideas, supporting details, and organizational patterns across different text types, and build academic and technical vocabulary using the Academic Word List and other print or digital resources. Through this integrated approach, students gain the ability to read with fluency and purpose, analyze the structure and meaning of texts, and respond appropriately in both oral and written forms, preparing them for higher-level academic reading and communication tasks.

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2. Teaching Mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage (%)
1	Traditional Classroom	0	0%
2	E-learning	0	0%
3	Hybrid Traditional classroom E-learning	56	100%
4	Distance Learning	0	0%

3. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	28
2	Others	28
	Total	**56**

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	N/A	N/A	• N/A	• N/A
2.0	**Skills**			

Code	Course Learning Outcomes	Code of CLOs Aligned with program	Teaching Strategies	Assessment Methods
2.1	Analyze word roots, prefixes, and suffixes	ENG.S4	• Group teaching (F2F Lectures) • Virtual sessions • Class Discussion	• Assignments • Online Quizzes • Discussion boards • Midterm Exam • Final Exam
2.2	Differentiate between facts, opinions, and assumptions	ENG.S4	• Group teaching (F2F Lectures) • Virtual sessions • Class Discussion	• Assignments • Online Quizzes • Midterm Exam • Final Exam
2.3	Predict the meaning of new vocabulary from context including identifying inferences	ENG.S4	• Group teaching (F2F Lectures) • Virtual sessions • Class Discussion	• Assignments • Online Quizzes • Discussion boards • Midterm Exam • Final Exam
2.4	Differentiate between skimming for main ideas and scanning for specific information	ENG.S4	• Group teaching (F2F Lectures) • Virtual sessions • Class Discussion	• Assignments • Online Quizzes • Discussion boards • Midterm Exam • Final Exam

Code	Course Learning Outcomes	Code of CLOs Aligned with program	Teaching Strategies	Assessment Methods
2.5	Differentiate between formal and informal language	ENG.S3	• Group teaching (F2F Lectures) • Virtual sessions • Class Discussion	• Assignments • Midterm Exam • Final Exam
2.6	Summarize a paragraph effectively	ENG.S3	• Group teaching (F2F Lectures) • Virtual sessions • Class Discussion	• Assignments • Final Exam
3.0	**Values, autonomy and Responsibility**			
3.1	N/A	N/A	• N/A	• N/A

C. Course Content

No	List of Topics	Contact Hours
1	Week 1:The Relationship between Reading and Writing	4
2	Week 2:Chapter 1: Education and Student Life	4
3	Week 3:Chapter 2: City Life	4
4	Week 4:Chapter 3: Business and Money	4
5	Week 5:Chapter 4: Jobs and Professions	4
6	Week 6:Chapter 5: Lifestyles around the World	4
7	Week 7:Midterm Exams	0
8	Week 8:Chapter 6: Global Connections	4

No	List of Topics	Contact Hours
9	Week 9:Chapter 7: Language and Communication	4
10	Week 10:Chapter 8: Tastes and Preferences	4
11	Week 11:Chapter 9: New Frontiers	4
12	Week 12:Chapter 10: Ceremonies	4
13	Week 13:Formal and Informal Language	4
14	Week 14General Revision I	4
15	Week 15:General Revision II	4
16	Week 16:Final Exam	0
Total		**56**

D. Students Assessment Activities

No	Assessment Activities*	Assessment timing (in week no)	Percentage of Total Assessment Score
1	Assignment 1	3-4	10%
2	Assignment 2	5-6	10%
3	Assignment 3	12-13	10%
4	Discussion 1	8-9	4%
5	Quiz	10-10	6%
6	Midterm Exam	7-7	20%
7	Final Exam	15-17	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	Hartmann, P. and Kirin, E. (2007). Interactions 2: Reading. Silver Edition. (5 ed.). McGraw-Hill: New York.978-0-07-332859-1 (print).
Supportive References	None
Electronic Materials	Different videos on Blackboard PowerPoint slides
Other Learning Materials	None

2. Required Facilities and Equipment

Item	Resources
Facilities (Classrooms, laboratories, exhibition rooms,simulation rooms, etc.)	Learning Management System (LMS): Blackboard Online Assessment Tools integrated into Blackboard Classroom. Classrooms.
Technology equipment (projector, Smart Board, software)	Blackboard, data show Online Assessment Tools integrated into Blackboard (LMS), including Quizzes, assignments, and discussion boards. Projectors in the classrooms.
Other Equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of students assessments	Students	Indirect "Student-Survey"
Quality of Learning Resources	Faculty members	Direct
Effectiveness of Teaching	Committee of learning resources & E-learning	Direct
The extent to which CLOs have been achieved	Quality committee	Direct

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

Assessment Methods **(Direct, Indirect)**

G. Specification Approval

Council / Committee	English Language and Translation Department Council
Reference No.	19
Date	5/13/2026