

Ministry of Higher Education and Scientific research



Department of English/ Morning

College of Education

Salahaddin University – Erbil

Subject: Communication (Reading Comprehension)

Course Book – (Stage 1 / First Semester)

Lecturer's name: Muhammad Abdul-Wahab Aziz

Academic Year: 2023/2024

Course Book

1. Course name	Communication (Reading Comprehension)
2. Lecturer in charge	Muhammad Abdul-Wahab Aziz
3. Department/ College	English/ Education
4. Contact	e-mail: Muhammad.aziz@su.edu.krd Tel: (optional)
5. Time (in hours) per week	Theory: Practical:
6. Office hours	-
7. Course code	EdE111
8. Teacher's academic profile	I have been teaching English at Salahaddin University – Erbil since the academic year of 2012-2013, after I finished my postgraduate degree (MEd in TESOL) from the University of Exeter in Exeter / England in the UK. I also hold BA in English language from Salahaddin University – Erbil/ College of Education/ English Department. My research areas of interest include teacher development, critical thinking, teaching grammar communicatively, assessment and curriculum and syllabus design.
9. Keywords	Academic reading, critical thinking, extensive reading, intensive reading, inferences, skimming, scanning.
10. Course overview:	
<p>This course is especially designed for English as a foreign language (EFL) university freshers focusing on one of the fundamental skills of English (reading). Students in this course will learn the basic elements of this skill and will be prepared to face the challenges they face in their reading tasks required in their subsequent modules. Students in their college career, and even afterwards, have to not only do research and read plenty of resources, but also read extensively in the outside world outside their classes. To this end, this module equips the learners with the tools and techniques necessary to be effective readers of the target language. In this course, apart from this mainstream, the two important areas of the language: grammar and vocabulary will be taught, enhanced and improved. The students will be encouraged and motivated to engage in self and peer evaluation to improve their works. They will also have the opportunity to read extensively in addition to intensive readings during the sessions.</p>	

11. Course objective:

The mission of this course is to develop and enhance the EFL students' reading skills and sub-skills English as a foreign language. It aims at offering the students the skills they need to read academic essays and books intensively in the class as well as extensively outside the class for more exposure to an authentic content and better enhancement of the reading skill in general. This course aims at helping the students to understand long pieces of texts and be able to summarize, discuss and search for specific information. Reading exposes the students to a wide range of text types and genres that help them develop more effective reading skills. Good readers make good writers; excessive reading inspires the students to write more effectively. This module also aims at introducing the students to reading skills such as skimming, scanning and vocabulary building strategies including learning synonyms, collocations, phrasal verbs, etc.

12. Student's obligation

Students have to attend all the lectures and take part in the term and final examinations. Additionally, students have to complete all the course tasks, assignments, portfolio activities. These tasks contribute heavily to the students' overall grade.

13. Forms of teaching

A course book for learning reading skills as well as other materials from other sources and internet will be used. Data projector will be used to present power point presentations and other materials. Whiteboard is also used for clarifying examples.

14. Assessment scheme

The (100) score will be divided into (40) for the term assessments and (60) for the final examination. The first 40 will be on one mid-term exam out of (25), and the other (15) will be on the students' tasks including intensive and extensive reading tasks, quizzes, daily attendance and participation. In addition to summative tests, there will be formative tests that do not contribute to the students' final grade. This is to improve the students' achievement and prepare them for summative exams. The extensive readings apart from intensive readings in class are in forms of book clubs and reading short stories, reading articles

15. Student learning outcome:

Students will be able to employ the reading skills and strategies to deal with academic reading for this course and for the other academic courses. Peer and self-assessment techniques will be enhanced among the students so that the students will be able to assess their future students' reading tasks and tests as well as their own. Students will encounter reading articles and analyze them using the reading skills. Students will learn reading skills such previewing, skimming, scanning, making inference, finding topics and main ideas, understanding words, and many other reading sub-skills.

16. Course Reading List and References:

- Alexander, L. (2002). *Longman English Grammar*. England: Pearson Education Limited.
- Burgmeier, A. (2016). *Inside Reading 1*. New York: Oxford University Press
- Eastwood, J. (2005). *Oxford Learner's Grammar: Grammar Finder*. Oxford: OUP.
- Hill, L. (1988). *Steps to Understanding*. Oxford: Oxford University Press.
- Lee, L. & Gundersen, E. (2011). *Select Readings*. New York: Oxford University Press. Intermediate
- Lynn, A. (2011). *Q: Skills for Success Reading and Writing*. New York: Oxford University Press.
- Strunk, W & White, E.B. (2000). *The Elements of Style (fourth edition)*. United States: Pearson Education Company.
- Macgillivray, M & Peter, T. (2009). *Reading for the Real World 2 (2nd edition)*. Compass Publishing.
- Williams, J. (2013). *Academic Encounters American Studies (2nd edition)*. New York: Cambridge University Press.
- Wharton, J. (2013). *Academic Encounters The Natural World (2nd edition)*. New York: Cambridge University Press.
- McVeigh, J & Bixby, J. (2015). *Q: Skills for Success Reading and Writing (2nd edition)*. New York: Oxford University Press.
- Burgmeier, A. (2013). *Inside Reading Intro The Academic Word List in Context*. New York: Oxford University Press.

17. The Topics:

Lecturer's name

Outline:

Week 1

- Introduction and orientation to the course syllabus, expectations and student obligations (introducing the course book description)
- Learning and practicing the art of previewing and thinking about the topic
- Cues for finding word meaning/guessing meaning from context
- Tasks/assignments

<p>Week 2</p> <ul style="list-style-type: none">- Reading: Thinking about and finding the topic and the main idea- Vocabulary: using collocation and word families- Academic Success Skills: Making and using a vocabulary notebook <p>Week 3</p> <ul style="list-style-type: none">- Reading: Examining graphics/statistics/sequencing/scanning- Vocabulary: Previewing key words Prefixes and suffixes / Latin and Greek words- Academic Success Skills: highlighting /answering multiple-choice questions/labelling a diagram <p>Week 4</p> <ul style="list-style-type: none">- Reading: increasing reading speed/ skimming- Vocabulary: understanding compound words- Academic Success Skills: Reading maps/answering true/false questions <p>Week 5</p> <ul style="list-style-type: none">- Reading: pronoun references- Vocabulary: using the dictionary- Academic Success Skills: answering multiple choice questions <p>Week 6</p> <ul style="list-style-type: none">- Mid-term exam- Reading: identifying definitions / finding supporting details- Vocabulary: Phrasal verbs- Academic Success skills: answering sentence completion and form completion question types <p>Week 7</p> <ul style="list-style-type: none">- Reading: identifying example- Vocabulary: collocations- Study success skill: summary and note completion questions	
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<p>Week 8</p> <ul style="list-style-type: none">- Reading: understanding the author's purpose + understanding headings- Vocabulary: learning word forms and roots- Study success skills: matching heading questions and understanding the author's purpose. <p>Week 9</p> <ul style="list-style-type: none">- Reading: identifying fact and opinion- Vocabulary: expressing certainty and uncertainty- Study success skill: summary and note completion <p>Week 10</p> <ul style="list-style-type: none">- Reading: (Biology) Identifying steps in a sequence, sequencing- Vocabulary: Transition signals, prepositions of location, Preposition of direction- Study success skills: labelling a map and a diagram, flow chart completion <p>Week 11</p> <ul style="list-style-type: none">- Reading: identifying contrast and comparison signals- Vocabulary: Expressing certainty and uncertainty + Suffix that change verb to noun- Study success skills: understanding and using punctuation (introduction to academic writing) <p>Week 12</p> <ul style="list-style-type: none">- Reading: making inference , making predictions- Vocabulary: understanding idioms- Study success skills: highlighting and taking notes <p>Week 13</p> <ul style="list-style-type: none">- Reading: summarizing, taking notes- Vocabulary: compound words- Study success skills: Thinking critically about the topic	
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<p>Week 14 and 15 Final Assessment</p>	
<p>18. Practical Topics (If there is any)</p>	
<p>In this section the lecturer shall write titles of all practical topics he/she is going to give during the term. This also includes a brief description of the objectives of each topic, date and time of the lecture</p>	<p>Lecturer's name ex: (3-4 hrs) ex: 14/11/2018</p>
<p>19. Examinations:</p> <p>1. Compositional:</p> <p>1. Write a summary of the passage you read now in five sentences.</p> <p>2. True or false type of exams</p> <p><i>Indicate whether the following statements are True or False. Correct the False ones.</i></p> <p>1. Scanning is about getting the general topic or idea of the passage you read.</p> <p>2. Skimming a text means to specifically look for a piece of information in a given text.</p> <p>13. Multiple choices:</p> <p>In this type of exam there will be a number of phrases next or below a statement, students will match the correct phrase. Examples should be provided.</p>	
<p>20. Extra notes:</p> <p>Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks.</p>	
<p>21. Peer review پیداچونہوہی ھاوہل</p> <p>This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section. (A peer is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject).</p> <p>ئەم کۆرسبووکە دەبیت لەلایەن ھاوہلیکی ئەکادیمیەوہ سەیر بکریت و ناوہرۆکی بابەتەکانی کۆرسەکە پەسەند بکات و چەند ووشەیک بنووسیت لەسەر شیاوی ناوہرۆکی کۆرسەکە و واژووی لەسەر بکات. ھاوہل ئەو کەسەیکە کە زانیاری ھەبیت لەسەر کۆرسەکە و دەبیت پلەہی زانستی لە مامۆستا کەمتر نەبیت.</p>	