## Module Syllabus

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| Module Title: Reading Comprehension Level: 1st year **Prerequisite (s):** NA | Module Code: 120113 **Credit Hours: 3**  **Lecture Time: Sundays, Tuesdays & Thursdays (9:10-10:00)** |
| Lecturer's Name: Dr. Dima Malahmeh **Rank: Assistant Professor**  **Office Hours: Sunday, Tuesday & Thursday: 10:10-11: 00**  **Monday & Wednesday: 10:00-11:00** E-mail: dmalahmeh@philadelphia.edu.jo **Phone: (06)479-9000**  **Ext: 2644** | |

**"Reading is to the mind what exercise is to the body."**

**Joseph Addison**

**Course Coordinator: Dr. Dima Malahmeh**

# Course Description

This course is tailored to develop basic reading comprehension skills such as: *skimming*, *scanning*, *monitoring* comprehension, *answering* questions, generating questions, *recognizing* *story structure* and *summarizing*. These strategies comprise using the main meaning of new lexical items through contextual clues, understanding the main idea, identifying topics and topic sentences, and finding supporting details and recognizing the methods of paragraph development.

In addition, this course will assist the students to identify the elements which make up the basic sentence and identify the position of each element in a sentence. Students are expected to know what kind of information each element brings to the sentence. Noun modifiers and adverbials will be introduced as additional units of information. Further, verb forms will be introduced as markers of meaning. Markers of sequence, markers of focus, markers of attitude, and markers of real or unreal condition will be highlighted and scrutinized in various texts.

Students will be introduced to new words with their meanings in order to enrich their vocabulary. Besides that, they will be highly encouraged to guess the meaning of some words by knowing the meaning of various prefixes and suffixes. They are also motivated to predict the development of ideas by studying various markers of time, cause and effect, similarities and differences, contrast and explanation, etc. Moreover, students must be able to arrange events into sequence by knowing the meaning of some markers such as before, after, until, etc.

In addition to that, there will be a library visit during which students will learn how to search and find books in the library about reading comprehension skills. In addition to that, students will learn how to search online databases such as EBSCOhost, Science Direct, etc., and find online resources that help them improve their English pronunciation.

**Teaching methods:**

Lectures, pair and group work, discussions, problem solving, presentations, etc.

The method adopted includes lectures and interaction: Students will be required to prepare a file of assignments to be collected and evaluated throughtout the course.

**Required Text(s):**

Books: (Author(s), (year of publication), *title*. place of publication: publisher)

1. Levine, A. Oded, B. & Statman, S. (1988). *Clues to meaning: Strategies for better reading comprehension*. New York: Collier Macmillan.
2. Siberstein, S. Dobson, B., & Clarke, M. (2002). *Reader’s choice* (4th edn.). Michigan: University of Michigan.

**Extra Material(s):**

* Supplementary Readings (Books, Periodicals, handouts, magazine and newspaper articles, etc)
* Students are going to be asked to consult periodicals available for assignments requested by the lecturer.

# Assessment and Marks’ Division

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| Modes of Assessment | Score | Date |
| First Exam | 20 | Week 6 |
| Second Exam | 20 | Week 12 |
| Assignments / Projects / Quizzes / Reports/ Presentations | 20 |  |
| Final Exam | 40 | Week 16 |
| Total | 100% |  |

# Course Policies:

1. Absence from lectures and /or tutorials shall not exceed 15%. ***Seven*** absences are permitted on Sundays/ Tuesdays/ Thursdays. Exceeding this limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty will result in failing the course.
2. Coming late to lectures will not be tolerated.
3. Students should independently do their homework, presentations and projects unless stated otherwise. Any work submitted or presented must be their *own* work. Any reliance on previous students' work is considered cheating.
4. Plagiarism or stealing other people's ideas or viewpoints and claiming that they are your own without acknowledging them is considered a serious misdemeanor. Depending on plagiarism will result in course failure.
5. Participation is vital in classrooms. It is not only coming to class; it also requires preparing the material in advance, doing the required homework, and being active in the classroom, etc.
6. Make-up exams will be offered for valid reasons if only they are accepted by the Dean.

Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

1. Documentation Style (with illustrative examples)

Reference styles

Note: Italicize book titles; if you are not able to do this, you should underline them instead.

\* Chapter/ extract from an edited collection

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) Real English: the grammar of English dialects in the British Isles, London, Longman.

\* Paper in a journal of magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', English Today, vol. 10, no.3, pp. 3-10.

\* Book article:

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

\* Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <http://www.ccs.neu.edu/home/1pb/mud-history.html> (5 Dec. 1994).

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1. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course.

Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

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Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course.

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**Good Luck!**