



**Philadelphia University**  
**Faculty of Arts**  
**Department of English Language & Literature**  
**1st Semester 2017/**  
**2018**

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**Course Syllabus**

<b>Course Title: Reading Comprehension</b> <b>Level: 1st year</b> <b>Prerequisite (s): -----</b>	<b>Course Code: 120113</b> <b>Credit Hours: 3</b> <b>Lecture Time: Sundays, Tuesdays &amp; Thursdays: 8:10 - 9:00</b>
<b>Lecturer's Name: Dr. Hanan Ali Amaireh</b> <b>Rank: Assistant Professor</b> <b>Office Number: 406</b> <b>Office Hours: Sundays, Tuesdays &amp; Thursdays: 9:10-10:00</b> <b>Mondays &amp; Wednesdays: 9:45-11: 00</b> <b>E-mail: hamaireh@philadelphia.edu.jo</b> <b>Phone: + 962-64799000</b> <b>Ext: 2367</b>	

**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.



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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 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 reading comprehension skills. Students will be asked to write reports about that visit and find relevant research papers related to grammar from the online databases.

### **Teaching Methods:**

Lectures, discussion groups, problem solving, debates, presentations, etc.

The method adopted includes lectures and interaction: presentations on the part of the students will be a basic part of the class work. Students will be required to prepare a file of assignments to be collected and evaluated at the end of the course.

### **Required Text(s):**

1. **Books: -Books (author(s), year of publication, Title, publisher,)**

1. Levine, A. Oded, B. & Statman, S. (1988). *Clues to meaning: Strategies for better reading comprehension*. New York: Collier Macmillan.
2. Alkhuli, M. (New Edition). *Reading comprehension*. Swaileh: Dar Alfalah.



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3. Siberstein, S. Dobson, B., & Clarke, M. (2002). *Reader's choice* (4<sup>th</sup> edn.). Michigan: University of Michigan.

**Support Material(s):**

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

**Assessment and Marks' Division**

Modes of Assessment	Score	Date
<b>First Exam</b>	<b>20</b>	<b>15-23 November 2017</b>
<b>Second Exam</b>	<b>20</b>	<b>20-31 December 2017</b>
<b>Assignments / Seminars / Projects / Quizzes / Tutorials Reports, Research Projects, Presentations</b>	<b>20</b>	
<b>Final Exam</b>	<b>40</b>	<b>27 January 2018 to 4 February 2018</b>
<b>Total</b>	<b>100</b>	

**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.



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2. Coming late to lectures will not be tolerated. If a student comes to class once attendance has been taken, he/she is allowed to attend, but will be considered absent.
3. Students should independently do their homework, presentations and projects. 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.

### **Protection of Copyright**

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



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**1.Documentation Style (with illustrative examples)**

**Reference list styles**

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

\* Book

Trudgill, P. and Hannah, J. (1994, 3rd edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983). *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

\* 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.



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**Journal article:**

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125-46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421-434.

**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.

**Magazine article:**

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

**Daily newspaper article:**

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.



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**Entry in an encyclopedia:**

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

**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).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996.  
<<http://falcon.eku.edu/honors/beyond-mla/>> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

**Good Luck**  
**Hanan Amaireh**

