**Course Syllabus**

**Description of course syllabus for Comprehension of the first stage**

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| This course syllabus provides a brief summary of the most important characteristics of the course and the learning outcomes expected from the student to achieve, proving whether he has made the most of the available learning opportunities. This must be linked to the description of the program. |

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| College of languages | 1. Educational institution
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| Department of English | 1. Scientific department
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| Comprehension 103 ECOM | 1. Name/Code of the course
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| 4 hours per week | 1. Attendance forms available
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| annual | 1. Academic System
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| 240 | 1. The total number of study hours
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| 08/10/ 2023  | 1. The date of this description was prepared:
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| 1. Course objectives: Study different passages with a detailed study of the vocabulary of each passage, especially difficult vocabulary and how to use that vocabulary in sentences
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| 1. Course outcomes and teaching, learning and evaluation methods.
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| A- Cognitive objectivesA1- Teaching the student how to understand and comprehend the required piece.A2- To learn the vocabulary of each passage while memorizing that vocabulary along with its meanings.A3- How to pronounce new words correctly.A4- Teaching the student confusing words and learn them how to distinguish between them |
| B - The skills of the course.B1 - The student must know how to extract the meaning of vocabulary by understanding the contentB2 - The student is able to read correctly.B3 - Emphasizing on the correct pronunciation of the vocabulary of the passage, especially new wordsB4- The student is able to answer the questions of the passage that enhance his understanding of it. |
| * Teaching and learning methods
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| * How to give a theoretical lecture
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| * Evaluation methods: 40 marks for the annual endeavor, which includes the first semester tests out of 20 and the second semester tests out of 20. Also, 60marks for the final exam.
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|  Teaching and learning methods |
|  As mentioned above |
|  Evaluation methods |
| As mentioned above |
| C- Emotional and value objectivesC1-The student interacts with the lesson through actual participation with the professor in answering questions and through reading the piece in classA2- The student must commit to preparing the homework daily. |
|  Teaching and learning methods |
|  As mentioned above |
|  Evaluation methods |
| As mentioned above |
| D - General and qualifying skills (other skills related to employability and personal development).D1- The student’s ability to express what he understood from the passage after reading and understanding the required passage |
|  Evaluation methods |
| As mentioned above |
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| 1. **Syllabus**
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| **Evaluation method** | **Teaching method** | **Name of unit/or subject** | **learning outcomes** | **Hours** | **Week**  |
| oral or daily quiz | lecture | The first passage: Puma at large + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | 4hours per week | First |
| oral or daily quiz | lecture | Key structure and special difficulties |  | = | Second |
| oral or daily quiz | lecture | The second passage: Thirteen equals one + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Third |
| oral or daily quiz | lecture | Key structure and special difficulties |  | = | forth |
| oral or daily quiz | lecture | The third passage: An unknown Goddess + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Fifth |
| oral or daily quiz | lecture | Key structure and special difficulties |  | = | Sixth |
| oral or daily quiz | lecture | The fourth passage: The double life of Alfred Bloggs + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Seventh |
| oral or daily quiz | lecture | Key structure and special difficulties |  | = | Eighth  |
| oral or daily quiz | lecture | The fifth passage: The Facts + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | 4hours per week | Ninth  |
| oral or daily quiz | lecture | Key structure and special difficulties |  | = | Tenth  |
| oral or daily quiz | lecture | The sixth passage: Smash and Grab + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Eleventh |
| oral or daily quiz | lecture | Key structure and special difficulties |  | 4hours per week | Twelfth  |
| oral or daily quiz | lecture | The seventh passage: Crazy + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Thirteenth |
| oral or daily quiz | lecture | Key structure and special difficulties |  | = | Fourteenth |
| oral or daily quiz | lecture | The eighth passage: A famous Monastery + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Fifteenth |
| oral or daily quiz | lecture | Key structure and special difficulties |  | = | Sixteenth |
| oral or daily quiz | lecture | The ninth passage: A trip of Mars + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Seventeenth |
| oral or daily quiz | lecture | Key structure and special difficulties |  | = | Eighteenth |
| oral or daily quiz | lecture | The tenth passage: The loss of the "Titanic" + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Nineteenth |
| oral or daily quiz | lecture | Key structure and special difficulties |  | = | Twentieth  |
| oral or daily quiz | lecture | The eleventh passage: Not Guilty + vocabulary and comprehension questions  | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | 4hours per week | Twenty-first |
| oral or daily quiz | lecture | Key structure and special difficulties |  | = | twenty-second |
| oral or daily quiz | lecture | The twelfth passage: Life on a desert island + vocabulary and comprehension questions + Key structure and special difficulties | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | twenty-second |
| oral or daily quiz | lecture | The thirteenth passage: It's only me + vocabulary and comprehension questions +Key structure and special difficulties |  | 4hours per week | Twenty-third |
| oral or daily quiz | lecture | The fourteenth passage: A noble Gangster + vocabulary and comprehension questions + Key structure and special difficulties | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Twenty-fourth |
| oral or daily quiz | lecture | The fifteenth passage: Sixpence worth of trouble + vocabulary and comprehension questions + Key structure and special difficulties |  | = | Twenty-fifth |
| oral or daily quiz | lecture |  The sixteenth passage: Mary had a little lamb + vocabulary and comprehension questions + Key structure and special difficulties | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Twenty-sixth |
| oral or daily quiz | lecture | The seventeenth passage: The greatest bridge in the world + vocabulary and comprehension questions + Key structure and special difficulties |  | = | Twenty-seventh |
| oral or daily quiz | lecture |  The eighteenth passage: Electric currents in modern art + vocabulary and comprehension questions + Key structure and special difficulties | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | = | Twenty-eighth |
| oral or daily quiz | lecture | The nineteenth passage: A very dear cat + vocabulary and comprehension questions + Key structure and special difficulties |  | = | Twenty-ninth |
| oral or daily quiz | lecture |  The twentieth passage: Pioneer pilots + vocabulary and comprehension questions + Key structure and special difficulties | The student’s knowledge of new vocabulary specific to this passage, along with some difficulties and linguistic structures specific to the passage | 3hours per week | Thirtieth  |

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| 1. **Infrastructure**
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| Developing Skills L.G. AlexanderLondon: Longman 1967 |  **Textbooks**  |
| Oxford Advanced Learner’s DictionaryLongman Dictionary of Contemporary English | **-Reference Books** |
| Practice and Progress by L G Alexanderملزمة بناء الكلمات ل W. S. Fowler | **-Recommended books and references (scientific journals, reports,...)** |
| http://www.eflnet.com/vocab/advanced\_vocabulary.phphttp://www.eslgold.com/vocabulary/advanced.htmlhttp://www.dumblittleman.com/2012/03/16-websites-to-super-charge-your.html | **-Electronic references, websites...** |

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| **12. Course development plan** |
| The curriculum can be developed by studying an additional external materils chosen by the professor, provided that it is given as homework first and then the professor discusses the assignment and solves the exercises in class. |