

Identification	Subject (code, title, credits)	ENGL 220 Reading Comprehension 3KU/6ECTS
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall, 2026
	Instructor	Khanim Jafarli
	E-mail:	translator.khanim.jafarli@gmail.com
	Phone:	
	Classroom/hours	4
	Office hours	as scheduled
Prerequisites		
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	1. <u>Barron's Essential words for the IELTS, Lin Lougheed, 2011</u> 2. Bridget Aucoin, Louisa Chawhan, Stephanie Hiraishi, Janelle Tholet, "IELTS Preparation and Practice- Reading and Writing Practice", second edition, Oxford University Press, 2013 3. <u>Reading Explorer 3, David Bohlke, Nancy Douglas, 2019.</u>	
Course outline	In this course, students will develop the foundational reading skills to think critically and function effectively in academic programming. Furthermore, students will engage with, and understand, textual and graphical information in various formats, and learn how to assess reading content in terms of accuracy, authority, and relevance. Finally, through independent novel study, students will progress from a personal interaction with a story, to an interaction rooted in a beginning level of literary analysis. In addition to the development of reading skills, students will improve their listening and speaking skills through structured group work and class discussion.	
Course objectives	Academic Reading Comprehension course that is designed to: • guide the students to read extensively, • help the students to apprehend the immediate surface meaning of texts through intensive reading, • help the students to develop an understanding of a multiple approach to a text.	

Learning outcomes	By the end of the course the students are expected to: • have an insight into what reading is, starting from primitive reading to advanced reading. • read the books/texts given in the reading list and to grasp the content of each book/text,
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	• skim and scan to find out the focus of a piece of writing, • gain the necessary knowledge and flexibility to look at a text from different angles and to produce novel meanings accordingly, • have the ability to derive text external meanings,		
Teaching methods	Predicting the meaning of a text		
	Determining the purpose of a text		
	Using strategies to improve understanding of the text		
	Reading aloud and monitoring		
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	November	30
	Quiz	During the term	10
	Project “Teaching a Reading class”	During the term	15
	Activity/participation	During the term	10
	Final Exam	January	35
	Total		100
Assessment	Quizzes– 10 points Short quizzes will be administered throughout the semester to reinforce vocabulary, comprehension strategies, and text analysis skills. These quizzes ensure continuous learning and prepare students for the midterm and final exams. Project “Teaching a Reading class” – 15 points For your end-of-term project, prepare and conduct a 40-minute Reading lesson based on a text of your choice. Design learner-centered activities that focus on reading comprehension, vocabulary, and actively engage your classmates throughout the lesson. Your performance will be assessed based on your text selection, activity design, learner engagement, and time management. Activity / Participation– 10 points Active involvement in classroom discussions, group tasks, and individual contributions is essential. Students are expected to demonstrate preparation for class by completing assigned readings, engaging in peer activities, and contributing to collaborative text analysis. All above-mentioned make 35 points maximal. The rest 65 points you can get at the midterm and final exams. DEAR STUDENT, SUCCESS ATTEND YOU!		
Policy	* Attendance (Lateness): It is important absences can be detrimental to one’s grade due to the number of class activities (presentations, and class participation) and complexity of the subject.		

	In case the students are late for more than 10 minutes after the beginning of lessons, he/she will be marked as absent. * Missed exams or assignments: A notification should be given in advance if the student is unable to attend the scheduled presentation or test. Full class participation and completion of assigned homework are necessary. * Academic Dishonesty: Any plagiarism while studying will be severely penalized (by a non-pass for the course). Reference should be given to the sources used in the work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either. Cheating during the tests will be penalized likewise. * AI Policy: Students may use artificial intelligence (AI) tools to assist with learning, brainstorming, and revising their work, unless the use of AI is specifically restricted for a particular assignment. Students remain responsible for ensuring that their submitted work demonstrates their own knowledge, understanding, and effort. Where required, the use of AI tools must be properly acknowledged or cited. Students must not use AI to generate or complete assignments when its use has been explicitly prohibited by the instructor. Presenting AI-generated content as entirely one's own work may constitute a violation of academic integrity. * In class regulations: With the exception of plain drinking water, no food or beverages (including chewing gums) are allowed during the classes. Students are not allowed to use their mobile phones for making phone calls, texting and surfing internet (unless the instructor has given specific assignment). * Teacher evaluation: In the end of the course (possibly even twice during the whole semester) the students will be requested to evaluate
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		their teacher's work and encouraged to take it seriously as their evaluation can help with further developments in the given subject.	
Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1	Week 1	Introduction ➤ Purpose of Reading ➤ Types of Reading ➤ Stages of Reading	Teaching and developing reading skills, Peter Watkins
2	Week 2	Unit 1. THE NATURAL WORLD • <i>Environmental Impacts of Logging</i> • <i>Bird Migration</i>	Barron’s Essential words for the IELTS, Lin Lougheed, 2011
3	Week 3	Unit 1. • <i>Plant Life in the Taklimakan Desert</i> Unit 2. LEISURE TIME • <i>Peripheral Vision in Sports</i>	Barron’s Essential words for the IELTS, Lin Lougheed, 2011
4	Week 4	Unit 2. • <i>History of the Circus</i> • <i>Uses of Leisure Time</i>	Barron’s Essential words for the IELTS, Lin Lougheed, 2011
5	Week 5	Unit 3. TRANSPORTATION • <i>First Headlamps</i> • <i>Major Subways of Europe</i>	Barron’s Essential words for the IELTS, Lin Lougheed, 2011

6	Week 6	Unit 3. • <i>Electric Cars around the Globe</i> Unit 4. CULTURE • <i>Origins of Writing</i>	Barron's Essential words for the IELTS, Lin Lougheed, 2011
7	Week 7	Unit 4. • <i>Hula Dancing in Hawaiian Culture</i> • <i>The Art of Mime</i> QUIZ 1	Barron's Essential words for the IELTS, Lin Lougheed, 2011
8	Week 8	Revision Midterm Exam	
9	Week 9	Unit 5. HEALTH • <i>Nurse Migration</i> • <i>Aerobic Exercise and Brain Health</i>	Barron's Essential words for the IELTS, Lin Lougheed, 2011
10	Week 10	Unit 5. • <i>How Drugs are studied</i> Unit 6. TOURISM • <i>Hiking the Inca Trail</i>	Barron's Essential words for the IELTS, Lin Lougheed, 2011
11	Week 11	Unit 6. • <i>What is Ecotourism</i> • <i>Learning Vacations</i>	Barron's Essential words for the IELTS, Lin Lougheed, 2011
12	Week 12	Unit 7. Business • <i>What makes a small business successful?</i> • <i>Brand Loyalty</i>	Barron's Essential words for the IELTS, Lin Lougheed, 2011
		ROUND TABLE DISCUSSION	
13	Week 13	Unit 7. • <i>Global Outsourcing</i> Unit 8. SOCIETY • <i>Social Networking</i>	Barron's Essential words for the IELTS, Lin Lougheed, 2011

14	Week 14	Unit 8. • <i>Why are women leaving science careers?</i> • <i>Wheelchair accessibility issues</i>	Barron's Essential words for the IELTS, Lin Lougheed, 2011
15	Week 15	Quiz 2	
16	Week 16	Revision Final Exam	

