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| <b>Identification</b>                     | <b>Subject</b>  | ENGL220, Reading Comprehension, 3KU/6ECTS |                       |
|   | <b>Department</b>   | English Language and Literature           |                       |
|   | <b>Program<br/>(Undergraduate,<br/>Graduate)</b>  | Undergraduate                             |                       |
|   | <b>Term</b>   | Spring 2026                               |                       |
|   | <b>Instructor</b>   | Zhala Mammadova                           |                       |
|   | <b>Email:</b>   | zhmammadova@khazar.org                    |                       |
|   | <b>Classroom/hours</b>  | As scheduled                              |                       |
| Prerequisites                             |   |   |                       |
| <b>Language</b>                           | English   |   |                       |
| <b>Compulsory/Elective</b>                | Compulsory  |   |                       |
| <b>Textbooks and<br/>course materials</b> | 1. Barron's Essential words for the IELTS, Lin Lougheed, third edition, 2016<br>2. Reading Explorer 3, David Bohlke, Nancy Douglas, 2019.   |   |                       |
| <b>Course description</b>                 | <p>In this course, students will develop the foundational reading skills to think critically and function effectively in academic programming.</p> <p>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.</p> <p>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.</p> |   |                       |
| <b>Course objectives</b>                  | <p>Academic Reading Comprehension course that is designed to:</p> <ul style="list-style-type: none"> <li>✓ guide the students to read extensively,</li> <li>✓ help the students to apprehend the immediate surface meaning of texts through intensive reading,</li> <li>✓ help the students develop an understanding of a multiple approach to a text.</li> </ul>   |   |                       |
| <b>Learning Outcomes</b>                  | <p>By the end of the course the students are expected to:</p> <ul style="list-style-type: none"> <li>✓ have an insight into what reading is, starting from primitive reading to advanced reading.</li> <li>✓ read the books/texts given in the reading list and to grasp the content of each book/text,</li> <li>✓ skim and scan to find out the focus of a piece of writing,</li> <li>✓ gain the necessary knowledge and flexibility to look at a text from</li> <li>✓ different angles and to produce novel meanings accordingly,</li> <li>✓ have the ability to derive text external meanings</li> </ul>   |   |                       |
| <b>Teaching methods</b>                   | <b>Case analysis of selected texts</b>  |   | +                     |
|   | <b>Group discussions</b>  |   | +                     |
|   | <b>Presentations and Group Projects</b>   |   | +                     |
|   | <b>Reading aloud and monitoring</b>   |   | +                     |
| <b>Evaluation Criteria</b>                | <b>Methods</b>  | <b>Date/deadlines</b>                     | <b>Percentage (%)</b> |

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|                     | <b>Midterm Exam</b>   | <b>April</b>           | 30  |
|                     | <b>Quizzes</b>  | <b>May</b>             | 10  |
|                     | <b>Round table</b>  | <b>During the term</b> | 10  |
|                     | <b>Activity</b>   | <b>During the term</b> | 5   |
|                     | <b>Group presentation</b>   | <b>May</b>             | 10  |
|                     | <b>Final Exam</b>   | <b>June</b>            | 35  |
|                     | <b>Total</b>  |                        | 100 |
| <b>Class Policy</b> | <p><b>Assessment:</b></p> <p><u>Quizzes– 10 points</u><br/>A short quiz will be administered towards the end of the semester (May) to reinforce vocabulary, comprehension strategies, and text analysis skills. The quiz ensures continuous learning and prepares students for the final exams. You will receive maximum of 10 points.</p> <p><u>Round Table – 10 points</u><br/>Students will participate in round table discussions based on selected texts. This component encourages critical thinking, collaborative learning, and the ability to articulate interpretations, exchange perspectives, and defend arguments using evidence from readings.</p> <p><u>Activity / Participation– 5 points</u><br/>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.</p> <p><u>Group Presentation – 10 points</u><br/>Students in the groups will choose one story book in Advanced level or in the original, read and present the story in the classroom, and accordingly evaluated on their fluency, content, creativity, vocabulary, and structure. They will identify main topic, main characters, setting of the book, and will make an overview of the book. Groups also need to present who made which part of the group project in the presentation. Active participation of each group member is a must. If successfully, students will be able to get maximal 10 points.</p> <p>All above-mentioned make a maximum of 35 points. The rest 65 points you can get at the midterm and final exams (30 points midterm and 35 points final exam)</p> <p><b>Course Policy:</b></p> <p>* 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.</p> |                        |     |

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|  | <p>In case the students are late for more than 10 minutes after the beginning of lessons, he/she will be marked as absent.</p> <p>* 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.</p> <p>* Academic Dishonesty: Any plagiarism while studying will be severely penalized (by a nonpass 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.</p> <p>* 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).</p> <p>* Teacher evaluation: In the end of the course (possibly even twice during the whole semester) the students will be requested to evaluate their teacher's work and encouraged to take it seriously as their evaluation can help with further developments in the given subject.</p> |
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### Tentative Schedule

| Week | Date/Day<br>(tentative) | Topics   | Textbook/Assignments                                       |
|------|-------------------------|--|--|
| 1    |                         | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>➤ Purpose of Reading</li> <li>➤ Types of Reading</li> </ul> <p>Stages of Reading</p>   | Teaching and developing reading skills, Peter Watkins      |
| 2    |                         | <p><b>Unit 1. THE NATURAL WORLD</b></p> <ul style="list-style-type: none"> <li>• <i>Environmental Impacts of Logging</i></li> </ul> <p><i>Bird Migration</i></p>   | Barron's Essential words for the IELTS, Lin Lougheed, 2016 |
| 3    |                         | <p><b>Unit 1.</b></p> <ul style="list-style-type: none"> <li>• <i>Plant Life in the Taklimakan Desert</i></li> </ul> <p><b>Unit 2. LEISURE TIME</b></p> <ul style="list-style-type: none"> <li>• <i>Peripheral Vision in Sports</i></li> </ul> | Barron's Essential words for the IELTS, Lin Lougheed, 2016 |
| 4    |                         | <p><b>Unit 2.</b></p>  | Barron's Essential words for the IELTS,                    |

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|    |  | <ul style="list-style-type: none"> <li>• <i>History of the Circus</i></li> <li>• <i>Uses of Leisure Time</i></li> </ul>   | Lin Lougheed, 2016   |
| 5  |  | <b>Unit 3. TRANSPORTATION</b> <ul style="list-style-type: none"> <li>• <i>First Headlamps</i></li> <li>• <i>Major Subways of Europe</i></li> </ul>  | Barron's Essential words for the IELTS, Lin Lougheed, 2016 |
| 6  |  | <b>Unit 3.</b> <ul style="list-style-type: none"> <li>• <i>Electric Cars around the Globe</i></li> </ul> <b>Unit 4. CULTURE</b> <ul style="list-style-type: none"> <li>• <i>Origins of Writing</i></li> </ul> | Barron's Essential words for the IELTS, Lin Lougheed, 2016 |
| 7  |  | <b>Unit 4.</b> <ul style="list-style-type: none"> <li>• <i>Hula Dancing in Hawaiian Culture</i></li> <li>• <i>The Art of Mime</i></li> </ul>  | Barron's Essential words for the IELTS, Lin Lougheed, 2016 |
| 8  |  | <b>MIDTERM EXAM</b>   |  |
| 9  |  | <b>Unit 5. HEALTH</b> <ul style="list-style-type: none"> <li>• <i>Nurse Migration</i></li> <li>• <i>Aerobic Exercise and Brain Health</i></li> </ul>  | Barron's Essential words for the IELTS, Lin Lougheed, 2016 |
| 10 |  | <b>Unit 5.</b> <ul style="list-style-type: none"> <li>• <i>How Drugs are studied</i></li> </ul> <b>Unit 6. TOURISM</b> <ul style="list-style-type: none"> <li>• <i>Hiking the Inca Trail</i></li> </ul>       | Barron's Essential words for the IELTS, Lin Lougheed, 2016 |
| 11 |  | <b>Unit 6.</b> <ul style="list-style-type: none"> <li>• <i>What is Ecotourism</i></li> <li>• <i>Learning Vacations</i></li> </ul>   | Barron's Essential words for the IELTS, Lin Lougheed, 2016 |
| 12 |  | <b>Unit 7. Business</b> <ul style="list-style-type: none"> <li>• <i>What makes a small business successful?</i></li> <li>• <i>Brand Loyalty</i></li> <li>• <i>Global Outsourcing</i></li> </ul>               | Barron's Essential words for the IELTS, Lin Lougheed, 2016 |

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| 13 |  | <b>ROUND TABLE DISCUSSION / GROUP<br/>PROJECT PRESENTATION</b> |  |
| 14 |  | <b>QUIZ</b>  |  |
| 15 |  | <b>FINAL EXAM</b>  |  |