



TRABZON UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
2026-2027 ACADEMIC YEAR
READING COURSE SYLLABUS

Course: HZR101-READING	Hours: 4
Course Status: Compulsory	Language of Instruction: English
Course Tutors: Lect. Dr. Şadıman HUNUTLU Lect. Seyhan ÇAĞLAR ERDOĞAN	
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Course Book: Prism Reading, Level 3 (First Term) & Level 4 (Second Term), Cambridge University Press	

Group	Class Hours	Class Hours	Course Tutors
Prep A	Monday 10.00-12.00 (FADB07)	Friday 10.00-12.00 (FADB07)	Lect. Dr. Şadıman HUNUTLU
Prep B	Tuesday 13.00-15.00 (FADB12)	Thursday 15.00-17.00 (FADB12)	Lect. Seyhan ÇAĞLAR ERDOĞAN
Prep C	Monday 13.00-15.00 (FADB07)	Friday 13.00-15.00 (FADB07)	Lect. Dr. Şadıman HUNUTLU

This syllabus outlines the weekly structure for the Reading course for the 2026–2027 academic year, incorporating Prism Reading, Level 3 in the first term and Level 4 in the second term, published by Cambridge University Press. The course is designed to provide a total of 112 hours of instruction across 32 weeks, with each week dedicated to specific reading strategies, comprehension skills, and critical thinking tasks aligned with the course book. Each instructional week provides 4 hours of focused reading practice, including vocabulary development, comprehension exercises, inference, summarization, and analysis of academic texts. The course emphasizes building reading fluency, developing strategies for identifying main ideas and supporting details, and fostering independent reading skills for academic success.

Midterm assessments, review sessions, and the final evaluation are scheduled to monitor progress and ensure skill mastery. The course supports students at the B1–B2 CEFR level, equipping them with the ability to comprehend authentic texts, interpret meaning, and apply reading strategies effectively in academic and professional contexts.

FIRST TERM — PRISM READING 3				
Week	Units	Readings	Reading Skills	Language Development
1	<i>Orientation & Meeting New Students & Icebreaker Activities & Introduction to the Course Material and Syllabus</i>			
2	Unit 1: Globalization	- Turkish Treats - Changing Eating Habits in Italy	- Making predictions from a text type - Scanning topic sentences - Taking notes on supporting examples	- Academic alternatives to phrasal verbs - Globalization vocabulary
3-4	Unit 2: Education	- Should I major in Business or Engineering? - Distance vs. Face-to-Face Learning	- Making inferences - Using a Venn diagram	- Education vocabulary - Using a Venn diagram
4	<i>Quiz I (Quiz covers previous studies)</i>			

5-6	Unit 3: Medicine	▪ The Homeopathy Debate ▪ Should Healthcare Be Free?	▪ Annotating a text	▪ Medical vocabulary ▪ Academic vocabulary
7-8	Unit 4: Environment & Review of Units 1-2-3-4	▪ Controlling Certain Disaster ▪ Combatting Drought in Rural Africa	▪ Identifying cohesive devices	▪ Academic noun phrases ▪ Natural disaster vocabulary
9	Midterm (No Regular Classes)			
10	Unit 5: Architecture	▪ We Need More Green Buildings ▪ Form, Function or Both	▪ Skimming a text	▪ Academic word families ▪ Architecture and planning vocabulary
11-12	Unit 6: Energy	▪ Renewable Energy ▪ Reduce, Reuse, Recycle	▪ Working out meaning from context	▪ Energy collocations ▪ Formal and informal academic texts
11-12	(Quiz II – Pop-up)			
13-14	Unit 7: Art and Design – Unit 8: Aging	▪ All that Art Is ▪ Photography as Art ▪ The Social and Economic Impact of Aging	▪ Scanning to find information ▪ Using your knowledge to predict content	▪ Paraphrasing ▪ Vocabulary for art design ▪ Academic collocation with prepositions ▪ Language of prediction
13-14	(Quiz II – Pop-up)			
15	Unit 8: Aging (cont.)	▪ Saudi Arabia: The Realities of a Young Society	▪ Using your knowledge to predict content	▪ Academic collocation with prepositions ▪ Language of prediction
16	Midterm 2 (No Regular Classes)			

SECOND TERM — PRISM READING 4				
Week	Units	Readings	Reading Skills	Language Development
17-18	Unit 1: Preservation	▪ Are We Living in the Digital Dark Ages? ▪ Build It Up or Tear It Down?	▪ Identifying an argument ▪ Identifying supporting details	▪ Time expressions ▪ Compound adjectives
19-20	Unit 2: Education	▪ What Makes a Successful Logo? ▪ Rebranding and Logos	▪ Making inferences ▪ Using an outline to take notes	▪ Describing emotional responses ▪ Paraphrasing
21-22	Unit 3: Privacy	▪ Cyber Harassment ▪ Combatting Cyber Harassment	▪ Previewing ▪ Identifying purpose and tone	▪ Collocations for behavior ▪ Problem-solution collocations
21-22	Quiz III (Quiz covers previous studies)			
23-24	Unit 4: Business	▪ Starting Out Mobile ▪ Keeping Your Customers	▪ Scanning	▪ Expressing contrast ▪ Business and marketing vocabulary
25	Midterm 3 (No Regular Classes)			
26-27	Unit 5: Psychology – Unit 6: Careers	▪ Mental Illness and Creative Genius: Is There a Connection? ▪ The Creative Mind ▪ The Skills Gap	▪ Using graphic organizers to take notes ▪ Interpreting quotes ▪ Interpreting graphical information	▪ Experimental science vocabulary ▪ Complex noun phrases with “what” ▪ Complex noun phrases

28–29	Unit 6: Careers (cont.) – Unit 7: Health Sciences	▪ What Is the Value of Education? ▪ Superbugs	▪ Interpreting graphical information ▪ Recognizing discourse organization	▪ Complex noun phrases ▪ Verbs and verb phrases for causation
30	Unit 7: Health Sciences (cont.) – Unit 8: Collaboration	▪ The Globalization of Infection ▪ The Value of Talent	▪ Recognizing discourse organization ▪ Using context clues to understand terminology and fixed expressions	▪ Health and medicine word families ▪ Language for hedging
31	Unit 8: Collaboration (cont.)	▪ The Perfect Work Team: Getting the Best from a Group	▪ Using context clues to understand terminology and fixed expressions	▪ Language for hedging
32	<i>Finals (No Regular Classes)</i>			