



TRABZON UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
2025-2026 ACADEMIC YEAR
READING COURSE SYLLABUS

Course: HZR101-READING	Hours: 4
Course status: Compulsory	Language of instruction: English
Course Tutors: Lect. Şadıman HUNUTLU E-mail: sadimanhunutlu@trabzon.edu.tr Lect. Seyhan ÇAĞLAR ERDOĞAN E-mail: seyhanerdogan@trabzon.edu.tr	
Course Book: Prism Reading Level 2-3, Cambridge University Press	

Group	Class Hours		Course Tutors
Prep A	Monday 13.00-15.00 (Computer Lab)	Wednesday 15.00-17.00 (Computer Lab)	Lect. Seyhan ÇAĞLAR ERDOĞAN
Prep B	Tuesday 13.00-15.00 (Computer Lab)	Thursday 8.00-10.00 (FCDZ16)	Lect. Şadıman HUNUTLU
Prep C	Tuesday 15.00-17.00 (FADB07)	Thursday 10.00-12.00 (FCDZ16)	Lect. Şadıman HUNUTLU

This syllabus outlines the weekly structure for the Reading course, incorporating Prism Reading Level 2–3 published by Cambridge University Press. The course is designed to provide a total of 128 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.

Week	Units	Readings	Language Development	Unit/Weekly Outcomes
1	Orientation & Meeting New Students & Introduction to the Course Material and Syllabus			
2–3	Unit 1: Animals	▪Endangered Species ▪Losing the Battle for Survival	▪Academic verbs ▪Comparative adjectives	▪Students will be able to identify and explain the main ideas in academic texts.
4	Unit 2: The Environment	▪Our Changing Planet	▪Academic vocabulary ▪Environment collocations	▪Students will be able to locate and interpret specific details within academic readings to support comprehension and analysis.
5	Unit 2: The Environment(cont.)	▪Causes and Effects of Deforestation	▪Academic vocabulary ▪Environment collocations	▪Students will be able to take structured notes to analyze cause-and-effect relationships in texts.
6–7	Unit 3: Transportation	▪Masdar: The Future of Cities ▪A Reading about Traffic Congestion	▪Transportation collocations ▪Synonyms for verbs	▪Students will be able to predict and infer text content using visual cues and supporting information.
	Unit 4: Customs and Traditions	▪Customs Around the World	▪Avoiding generalizations	▪Students will be able to annotate academic texts to highlight key ideas, supporting evidence, and author's perspective.
Quiz I (Week 7) (Quiz covers previous studies)				
8	Unit 4: Customs and Traditions (cont.) & Review of Units 1-2-3-4	▪Nontraditional Weddings	▪Avoiding generalizations ▪Adv.s of frequency / synonyms to avoid generalizations	▪Students will be able to annotate academic texts to highlight key ideas, supporting evidence, and author's perspective.
9	Midterm (No Regular Classes)			
10	Unit 5: Health and Fitness	▪A Reading about Health and Exercise ▪Tackling Obesity	▪Verb and noun forms ▪Health and fitness collocations	▪Students will be able to infer implicit meaning and author intent based on textual clues and context.
11-12	Unit 6: Discovery and Invention	▪The Magic of Mimicry ▪Technology of the Future	▪Making predictions with modals and adv.s of certainty ▪Prefixes	▪Students will be able to scan texts efficiently to locate specific information and examples.
	(Quiz II – Pop-up)			

13-14	Unit 7: Fashion —	▪Is Fast Fashion Taking Over? ▪Offshore Textile Production: Why It Must Change	▪Vocabulary for the Fashion Business	▪Students will be able to evaluate and distinguish between factual statements and personal opinions in texts.
	Unit 8: Economics	▪Investing: Two Alternatives to Consider	▪Nouns and adj.s for economics ▪Nouns for economic trends	▪Students will be able to skim texts to gain an overall understanding of content, structure, and purpose. ▪Students will be able to interpret data presented in line graphs and integrate it into their understanding of reading.
(Quiz II – Pop-up)				
15	Unit 8: Economics (Cont.)	▪What Has Happened to the American Dream?	▪Nouns and adj.s for economics ▪Nouns for economic trends	▪Students will be able to skim and analyze economic texts and interpret information from graphs to support comprehension.
16	<i>Finals (No Regular Classes)</i>			
17–18	Unit 1: Globalization	▪Turkish Treats ▪Changing Eating Habits in Italy	▪Academic alternatives to phrasal verbs ▪Globalization vocabulary	▪Students will be able to make predictions about text content based on text type and structure. ▪Students will be able to identify topic sentences to locate central arguments. ▪Students will be able to take notes on supporting examples to summarize and synthesize arguments.
19–20	Unit 2: Education	▪Should I major in Business or Engineering? ▪Distance vs. Face-to-Face Learning	▪Education vocabulary ▪Academic words	▪Students will be able to make inferences from academic readings to deepen comprehension. ▪Students will be able to compare and contrast educational perspectives using Venn diagrams.
21–22	Unit 3: Medicine	▪The Homeopathy Debate ▪Should Healthcare Be Free?	▪Medical vocabulary ▪Academic vocabulary	▪Students will be able to annotate texts to highlight claims, evidence, and counterarguments.
<i>Quiz III (Quiz covers previous studies)</i>				
23–24	Unit 4: The Environment	▪Controlling Certain Disaster ▪Combatting Drought in Rural Africa	▪Academic noun phrases ▪Natural disaster vocabulary	▪Students will be able to identify and interpret cohesive devices to understand how ideas are connected within a text.
25	<i>Midterm (No Regular Classes)</i>			
26-27	Unit 5: Architecture — Unit 6: Energy	▪We Need More Green Buildings ▪Form, Function or Both ▪Renewable Energy	▪Academic word families ▪Architecture and planning vocabulary ▪Energy collocations	▪Students will be able to skim texts to obtain an overview of key concepts and arguments ▪Students will be able to deduce the meaning of unfamiliar vocabulary from context clues.

28-29	Unit 6: Energy (Cont.) — Unit 7: Art and Design	▪Reduce, Reuse, Recycle ▪All that Art is	▪Formal and informal academic texts ▪Paraphrasing ▪Vocabulary for art design	▪Students will be able to use contextual clues to work out meaning and increase reading fluency. ▪Students will be able to scan texts efficiently to locate supporting evidence and examples.
30	Unit 7: Art and Design (Cont.) — Unit 8: Aging	▪Photography as Art ▪The Social and Economic Impact of Aging	▪Paraphrasing ▪Vocabulary for art design ▪ Academic collaboration with prepositions ▪Language of prediction	▪Students will be able to scan texts to find specific information ▪Students will be able to apply their prior knowledge and contextual clues to anticipate text content.
31	Unit 8: Aging (Cont.)	Saudi Arabia: The Realities of a Young Society	▪ Academic collaboration with prepositions ▪Language of prediction	▪Students will be able to apply their prior knowledge and contextual clues to anticipate text content.
32	<i>Finals (No Regular Classes)</i>			