

T6. Course Specifications

(CS)

(Eng. 223-3

Writing 4)



Course Specifications

Institution: Najran University	Date: 27/3/1438
College/Department	College of Science & Arts / English Department

A. Course Identification and General Information

1. Course title and code:	Writing 4: ENG 223																						
2. Credit hours	3 hours																						
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	English Program																						
4. Name of faculty member responsible for the course	T./ Abdul Aziz Mohammad T./ Murshida Parvin																						
5. Level/year at which this course is offered	Level 4, 2nd year																						
6. Pre-requisites for this course (if any)	Writing 3																						
7. Co-requisites for this course (if any)	None																						
8. Location if not on main campus	Main campus																						
9. Mode of Instruction (mark all that apply)	<table border="0"> <tr> <td>a. Traditional classroom</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. Blended (traditional and online)</td> <td><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td>100%</td> </tr> <tr> <td>c. E-learning</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>d. Correspondence</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>f. Other</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> </table>			a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	100%	c. E-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
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Comments:	None																						

B Objectives



1. What is the main purpose for this course?

- ✚ To develop the students' upper-intermediate to advanced writing skills through applying the use of a writing sequence, starting with prewriting activities, brainstorming, outlining, and ending with editing, to write a five paragraph essay on *unseen* different topics, consisting of an introduction, three developmental paragraphs and a conclusion.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- ✚ Providing students with web-based exercises for extra training.
- ✚ Communicating with students through teacher website by posting course associated information and receiving student feedback.
- ✚ Selecting writing topics related to daily life situations.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook)

Course Description:

The course provides the students with the tools necessary for successful & effective academic writing depending on: step-by step writing process guidelines that refines writing skills; timed writing practice that prepares students for success on high-stakes study levels inside and outside the classroom; and grammar practice that helps in providing a holistic study. The course takes the students through the complete academic writing process starting at the sentence level and ending with the researched essay.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Paragraph writing topic sentence, supporting sentences, and concluding sentence	2	6
Characteristics of Descriptive Writing	1	3
Process Writing	3	9
Essay writing, Parts of an essay	1	3
Descriptive Essay, Definition Essay	2	6



Cause and Effect Essay	2	6
Process Analysis Essay, Classification Essay	3	9
Argumentative Essay	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	3x 15 weeks	-----	-----	-----	-----	45
Credit	3	-----	-----	-----	-----	3

3. Additional private study/learning hours expected for students per week. **(3) Hours per week.**

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	<ul style="list-style-type: none"> Develop flexible strategies & tools for writing including generating, revising, editing, and proof-reading. 	<ul style="list-style-type: none"> Lectures Class discussion Cooperative learning 	1. Midterm exams 2. Final written exam
1.2	<ul style="list-style-type: none"> Distinguish the main characteristics 	<ul style="list-style-type: none"> Lectures 	1. Midterm exams



	of the different types of essay writings.	<ul style="list-style-type: none"> • Class discussion • Cooperative learning 	2. Final written exam
2.0	Cognitive Skills		
2.1 @	<ul style="list-style-type: none"> • Analyze the linguistic, grammatical, stylistic and literary aspects of English texts through writing. 	<ul style="list-style-type: none"> • Lectures • Class discussion • Cooperative learning 	1. Midterm exams 2. Final written exam
2.2	<ul style="list-style-type: none"> • Write different types of a five paragraph essay on unseen topics. 	<ul style="list-style-type: none"> • Lectures • Class discussion • Cooperative learning 	1. Midterm exams 2. Final written exam
3.0	Interpersonal Skills & Responsibility		
3.1	<ul style="list-style-type: none"> • Write assignments in due time individually as well as in group. 	<ul style="list-style-type: none"> • Discussion • Cooperative learning 	Online participation & Quizzes
4.0	Communication, Information Technology, Numerical		
4.1	<ul style="list-style-type: none"> • Use the internet to download information and communicate with others in correct spoken English. 	<ul style="list-style-type: none"> • Self-learning • Presentations 	Online participation & Quizzes
5.0	Psychomotor		
5.1	Not applicable	Not applicable	Not applicable

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	1.2	1.3	2.1	2.4	3.1		4.1	4.2
1.1	√								
1.2			√						
2.1				√					
2.2					√				
3.1						√			
4.1									√



6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm Exam 1	7	20%
2	Midterm Exam 2	11	20%
3	Final examination	16/17	50%
4	Online participation & Quizzes	To be decided by the instructor	10%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising

Besides:

- 1. Students are divided according to their levels among faculty members for academic counseling and consultation.*
- 2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.*
- 3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.*
- 4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.*
- 5. Academic Advising icon is activated online through the University gate.*
- 6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.*
- 7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.*

E. Learning Resources



1. List Required Textbooks

- Savage, A. & Shafiei, M. (2006). *Effective Academic Writing 1: The Paragraph*. Oxford University Press
- Davis, Jason & Liss, Rhonda (2012). *Effective Academic Writing-3: The Essay*, Oxford University Press.

2. List Essential References Materials (Journals, Reports, etc.)

- Tribble, Chris. (2006). *Textual Patterns: Key Words and Corpus Analysis in Language Education*. London: Longman.
- Hornby, A.S. (2010). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Boardman, C.A. (2008). *Writing to Communicate: Paragraphs and Essays 2., 3rd ed.* US: Pearson Education.
- Grenville, K. (2001). *Writing from Start to Finish: A Six-Step Guide*. US: Allen & Unwind.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

- <http://www.englishclub.com/writing/>
- <http://www.perfectyourenglish.com/>
- <http://www.aypunch.com/>
- <http://www.howtowriteanessay.com/>
- <http://www.jcu.edu.au/office/tld/writingskills/essay/>
- TOEFL-Prep Writing Practice Site.

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture rooms that accommodate for the large number of students.



2. Computing resources (AV, data show, Smart Board, software, etc.)

Laptop or desktop computer, data show & smart board.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- NA

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Students' questionnaire evaluating teaching staff member and courses.
- Indirect Course Learning outcomes effectiveness assessment questionnaire by students.
- Assessment of Electronic learning effectiveness questionnaire by students.
- Feedback of students' acquisition of taught material in the previous lectures.
- Exam Paper Evaluation by students.
- Meetings with students.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Self-evaluation report.
- Peer evaluation.
- Program Head evaluation report.
- Peer review of marks on corrected exam papers.
- Revision of exam paper marks' sheets.
- Revision of Random corrected exam papers.
- Review of exam papers by Measurement & Assessment Committee.
- Review of course report by a committee of staff members.
- Course Specification Updating & Review by Internal Review Committee in collaboration with Staff members.

3 Processes for Improvement of Teaching

1. Regular meetings with teaching staff members where problems are discussed and solutions given
2. Discussion of challenges in the classroom with colleagues and supervisors.
3. Encouragement of faculty members to attend professional development conferences, seminars, workshops & training programs.
4. Keep up-to-date with pedagogical theory and practice
5. Set goals for achieving excellence in teaching at the beginning of each new semester



after reviewing last semester's teaching strategies and results.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.

Name of Instructors: **T./ Abdul Aziz Mohammad & T./ Murshida Parvin**

Signature: _____ Date Report Completed: **27/3/1438**

Name of Field Experience Teaching Staff _____

Program Coordinators: Dr. Al-Khier Atamna & Mrs./ Looloo Al-Raimy

Signature: _____ Date Received: **28/3/1438**

Reviewed & Updated by quality coordinator:

Dr. Asmaa Al-Adham
Dr. Muhammad Al-Askary