



## Course Specifications

|                      |                                       |
|----------------------|---------------------------------------|
| <b>Course Title:</b> | <b>Advanced Composition</b>           |
| <b>Course Code:</b>  | <b>Eng-216-3</b>                      |
| <b>Program:</b>      | <b>Bachelor of English</b>            |
| <b>Department:</b>   | <b>Department of English Language</b> |
| <b>College:</b>      | <b>Languages and Translation</b>      |
| <b>Institution:</b>  | <b>Najran University</b>              |

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## A. Course Identification

|  |
|--|
| <b>1. Credit hours:</b>  |
| <b>2. Course type</b>  |
| a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> |
| b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>  |
| <b>3. Level/year at which this course is offered:</b>  |
| <b>4. Pre-requisites for this course (if any):</b><br>Grammar 2  |
| <b>5. Co-requisites for this course (if any):</b>  |

### 6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction   | Contact Hours | Percentage |
|----|-----------------------|---------------|------------|
| 1  | Traditional classroom |               |            |
| 2  | Blended               |               |            |
| 3  | E-learning            | 45            | 100%       |
| 4  | Distance learning     |               |            |
| 5  | Other                 |               |            |

### 7. Contact Hours (based on academic semester)

| No | Activity          | Contact Hours |
|----|-------------------|---------------|
| 1  | Lecture           | 45            |
| 2  | Laboratory/Studio |               |
| 3  | Tutorial          |               |
| 4  | Others (specify)  | 55            |
|    | <b>Total</b>      | <b>100</b>    |

## B. Course Objectives and Learning Outcomes

|  |
|--|
| <p><b>1. Course Description:</b><br/>The course consists of a variety of contents useful to develop students' insight into the structure of English language, aiming to enable the students to assimilate the correct patterns of the language and to teach grammar as a rule governed behaviour.</p>  |
| <p><b>2. Course Main Objective:</b></p> <ol style="list-style-type: none"> <li>1- The main purpose of this course is to improve the students' abilities to use essential grammatical structures and helps use accurate grammatical construction for the collaborate use of English language.</li> <li>2- Gradually increasing use of web-based material by offering students useful web links on the subjects covered in the syllabus for extra practice.</li> </ol> |

### 3. Course Learning Outcomes

| CLOs |  | Aligned PLOs |
|------|--|--------------|
| 1    | <b>Knowledge and Understanding</b>   |              |
| 1.1  | Develop flexible strategies & tools for writing including generating, revising, editing, and proof-reading.                              | K1           |
| 1.2  | Distinguish the main characteristics of the different types of essay writings.   | K2           |
| 1.3  |  |              |
| 1... |  |              |
| 2    | <b>Skills :</b>  |              |
| 2.1  | Write different types of a five-paragraph essay on unseen topics accurately such as cause-and-effect essay and argumentative essay, etc. | S1           |
| 2.2  | Use cause-and-effect and contrast conjunctions properly.   | S2           |
| 2.3  |  |              |
| 2... |  |              |
| 3    | <b>Values:</b>   |              |
| 3.1  | Bear the responsibility for self-study and self-improvement.   | V1           |
| 3.2  | Make the right choices about the subjects related to his major.  | V2           |
| 3.3  | Show self-confidence during the activities and tasks assigned to him.  | V3           |
| 3... |  |              |

### C. Course Content

| No           | List of Topics                      | Contact Hours |
|--------------|-------------------------------------|---------------|
| 1            | Chapter one: Five-Paragraph essays  | 15            |
| 2            | Chapter two: Cause & Effect essays  | 15            |
| 3            | Chapter three: Argumentative Essays | 15            |
| 4            |                                     |               |
| 5            |                                     |               |
| ...          |                                     |               |
| <b>Total</b> |                                     | 45            |

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| Code | Course Learning Outcomes  | Teaching Strategies                            | Assessment Methods                        |
|------|---|--|---|
| 1.0  | <b>Knowledge and Understanding</b>  |  |   |
| 1.1  | Develop flexible strategies & tools for writing including generating, revising, editing, and proof-reading. | - Lecturing<br>- Presentations<br>- Discussion | -Mid-term exam<br>-Quizzes<br>-Final exam |
| 1.2  | Distinguish the main characteristics of the different types of essay writings.                              | - Lecturing<br>- Presentations<br>- Discussion | Mid-term exam<br>-Quizzes<br>-Final exam  |
| ...  |   |  |   |
| 2.0  | <b>Skills</b>   |  |   |
| 2.1  | Write different types of a five-paragraph essay on unseen topics  | - Lecturing<br>- Presentations                 | Mid-term exam<br>-Quizzes                 |

| Code       | Course Learning Outcomes  | Teaching Strategies                            | Assessment Methods                       |
|------------|---|--|--|
|            | accurately such as cause-and-effect essay and argumentative essay, etc. | - Discussion                                   | -Final exam                              |
| 2.2        | Use cause-and-effect and contrast conjunctions properly.                | - Lecturing<br>- Presentations<br>- Discussion | Mid-term exam<br>-Quizzes<br>-Final exam |
| 2.3        |   |  |  |
| <b>3.0</b> | <b>Values</b>   |  |  |
| 3.1        | Bear the responsibility for self-study and self-improvement.            | - Lecturing<br>- Presentations<br>- Discussion | Observation card                         |
| 3.2        | Make the right choices about the subjects related to his major.         | - Lecturing<br>- Presentations<br>- Discussion | Observation card                         |
| 3.3        | Show self-confidence during the activities and tasks assigned to him.   | - Lecturing<br>- Presentations<br>- Discussion | Observation card                         |

## 2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|------------------|----------|--------------------------------------|
| 1 | Mid-term 1       | 7        | 25%                                  |
| 2 | Mid-term 2       | 11       | 25%                                  |
| 3 | Final exam       | 14       | 50%                                  |
| 4 |                  |          |                                      |
| 5 |                  |          |                                      |
| 6 |                  |          |                                      |
| 7 |                  |          |                                      |

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

## F. Learning Resources and Facilities

### 1. Learning Resources

|                                       |  |
|---------------------------------------|--|
| <b>Required Textbooks</b>             | - Davis, Jason & Liss, Rhonda (2012). <i>Effective Academic Writing-3: The Essay</i> , Oxford University Press |
| <b>Essential References Materials</b> | N/A  |
| <b>Electronic Materials</b>           | N/A  |
| <b>Other Learning Materials</b>       | N/A  |

## 2. Facilities Required

| Item   | Resources  |
|--|------------|
| <b>Accommodation</b><br>(Classrooms, laboratories, demonstration rooms/labs, etc.)   |            |
| <b>Technology Resources</b><br>(AV, data show, Smart Board, software, etc.)  | Blackboard |
| <b>Other Resources</b><br>(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) |            |

## G. Course Quality Evaluation

| Evaluation Areas/Issues   | Evaluators                    | Evaluation Methods                       |
|---|-------------------------------|--|
| Effectiveness of teaching and assessment & Quality of learning resources. | Students                      | Direct Methods:<br>Electronic Evaluation |
| Extent of achievement of course learning outcomes.                        | Faculty (i.e. teaching staff) | Direct Methods:<br>Course report         |
|   |                               |  |
|   |                               |  |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

|                            |                    |
|----------------------------|--------------------|
| <b>Council / Committee</b> | Department Council |
| <b>Reference No.</b>       | 1                  |
| <b>Date</b>                | 24/12/1440         |