



# Course Specification

## — (Bachelor)

Course Title: **Writing 3**

Course Code: **213 ENG-3**

Program: **BA in English**

Department: **English**

College: **Languages and Translation**

Institution: **Najran University**

Version: **2024 TP-153**

Last Revision Date: **20.12.2024**



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: (3)

#### 2. Course type

- A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Level 3/ Year 2)

#### 4. Course General Description:

This course ensues with revising major features of good paragraph writing as well as the types of paragraphs. It provides illustrations, activities, explanations, and detailed descriptions of different types of essays: descriptive, comparison, cause-effect, and classification essays.

#### 5. Pre-requirements for this course (if any):

Writing 2: (Eng: 123)

#### 6. Co-requisites for this course (if any):

None

#### 7. Course Main Objective(s):

This course aims at developing the student's ability to write different kinds of paragraphs and a short essay accurately.

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>	45	100%
4	Distance learning		



### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

### B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify paragraph elements, features, structures, and types.	K2	- Lecturing - Exercises - Discussion	-Midterm exams -Quizzes & Assignments -Final exam
1.2	Recognize different essay structures, organizations, and types	K2	Lecturing - Exercises - Discussion	Midterm exams -Quizzes & Assignments -Final exam
2.0	Skills			
2.1	Distinguish different paragraph structures, features, and types	S1	- Lecturing - Exercises - Discussion	-Midterm exams -Quizzes & Assignments -Final exam
2.2	Developing an outline of different types of essays	S2	- Lecturing - Exercises - Discussion	-Midterm exams -Quizzes & Assignments -Final exam
2.3	Write different types of essays	S2	- Lecturing - Exercises - Discussion	-Midterm exams -Quizzes & Assignments -Final exam
3.0	Values, autonomy, and responsibility			
3.1	Show self-confidence during the activities and tasks		Self study	Observation



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	assigned to him/her.	V1		
3.2	Make the right choices about the subjects related to student's major.	V2	Self study	Observation
3.3	Bear responsibility for self-study and self-improvement.	V3	Self study	Observation

### C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: (Elements of good paragraph topic sentence, concluding sentence, controlling idea, etc. Types of paragraphs	6
2.	Unit 2: Five Elements of Good Writing (purpose, clarity, unity, coherence, etc.), their components	6
3.	Unit 3: Types of Paragraphs ( <b>descriptive, comparison, cause-effect, classification</b> ) features and organization	9
4.	Unit 4: Descriptive Essays: Moving from Paragraph to Essay ( <b>outline of five-paragraph essay</b> )	6
5.	Unit 5: Comparison Essays ( <b>outline, features, and structure</b> )	6
6.	Unit 6: Cause and Effect Essays ( <b>outline and structure</b> )	6
7.	Unit 7: Classification Essays ( <b>outline, features, and structure</b> )	6
Total		45

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm exams	All through	20%
2.	Quizzes & Assignments	10 - 11	30%
3.	Final exam	17 - 19	50%
...	Total		100

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



## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	Keith S. Folse, Clabeaux, D. & Solomon, E. V. (2015). <i>Great writing 3 from Great Paragraphs to Great Essays</i> (3 <sup>rd</sup> edition). National Geographic Learning, Boston, USA.
Supportive References	Johnson, B. A. (2008). <i>Teaching Reading and Writing: A Guide for tutoring and remediating students</i> . Roman Littlefield Education Langan, J. (2010). <i>Exploring Writing Sentences and Paragraphs</i> (2 <sup>nd</sup> Edition). McGraw Hill
Electronic Materials	<a href="https://writingcenter.fas.harvard.edu/pages/resources">https://writingcenter.fas.harvard.edu/pages/resources</a> <a href="https://nationalcentreforwriting.org.uk/get-involved/writers/resources/">https://nationalcentreforwriting.org.uk/get-involved/writers/resources/</a> <a href="https://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/">https://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/</a> <a href="https://www.sciencedirect.com/journal/journal-of-second-language-writing">https://www.sciencedirect.com/journal/journal-of-second-language-writing</a>
Other Learning Materials	In addition to the cited textbooks/references, additional materials (PDFs/PPTs/Videos will be uploaded on Bb for students' academic support.

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<b>Classrooms, laboratories</b>
Technology equipment (projector, smart board, software)	<b>Projector, smartboard, software</b>
Other equipment (depending on the nature of the specialty)	<b>Other relevant resources</b>

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<b>Students, program leaders</b>	<b>Indirect</b>
Effectiveness of students assessment	• <b>Faculty</b>	<b>Direct</b>

Assessment Areas/Issues	Assessor	Assessment Methods
Quality of learning resources	Students, faculty	Indirect
The extent to which CLOs have been achieved	• Students, program leaders	Indirect, Direct
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	13-1446
DATE	24.12.2024

