

## T6. Course Specifications

(CS)

Eng. 123-3

Writing 2

### Course Specifications

Institution: <b>Najran University</b>	Date of Report: 23/3/1438
College/Department : <b>College of languages &amp; translation- languages &amp; translation Department</b>	

#### A. Course Identification and General Information

1. Course title and code: <b>Writing 2 ENG. 123</b>			
2. Credit hours: <b>3</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
<b>English Program</b>			
4. Name of faculty member responsible for the course			
<b>Dr. Monica Joshi &amp; T./ Abdul- Aziz Muhammad</b>			
5. Level/year at which this course is offered			
<b>Level 2/ 1st Year</b>			
6. Pre-requisites for this course (if any)			
<b>ENG111- Writing 1</b>			
7. Co-requisites for this course (if any)			
<b>None</b>			
8. Location if not on main campus			
<b>Main Campus</b>			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<b>100</b>
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"/>
<b>Comments:</b>			
None			

#### B Objectives

1. What is the main purpose for this course?
2. Improving the students writing skills through tackling varied topics to expand their thinking processes and transform their thinking and reading skills into written words.
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)
<ul style="list-style-type: none"> <li>Using certain websites in gathering data for individual &amp; group projects.</li> <li>Increase the use of data show.</li> <li>Encourage the students to improve essential language skills like analytical and critical writing</li> </ul>

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

**Course Description:**

The course introduces students to the basics of English language writing components through a gradual and a step by step approach, with an emphasis on the writing process, using pre – writing, topic sentences, supporting sentences, cohesion, editing and drafts.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<i>Introduction</i> <i>Formatting assignments and writing Headings / process Writing etc.</i>	1	3
<i>Beginning to Work</i> <i>Recognizing and writing complete sentences / Beginning and ending a sentence / Common paragraph Features etc.</i>	2	6
<i>Giving and Receiving Presents</i> <i>Identifying topics and main idea / Identifying strong and weak topic sentence / Writing topic sentences etc.</i>	2	6
<i>An Exceptional Person</i>	2	6
<i>Trends and Fads</i>	1	3
White Lies	1	3
<i>Excuses and Explanations</i>	2	6
<i>Problems</i>	1	3
Strange Stories.	1	3
<i>Differences</i>	1	3

<i>Difficult Decisions</i>	<i>1</i>	<i>3</i>
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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.)

code	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b> Students should be able to:		
1.1	Identify the stages of writing such as prewriting, brainstorming, and editing	1. Lectures 2. Discussions 3. Presentations 3. Project involving teamwork	1. Midterm exams 2. Final Exam
1.2	Identify chronological development of sentences, and adverbial clauses of time and place.	1. Lectures 2. Discussions 3. Presentations 3. Project involving	3. Midterm exams 4. Final Exam

		teamwork	
<b>2.0</b>	<b>Cognitive Skills</b> Students should be able to:		
2.1	Recognize the topic and concluding sentences	-Lecturing - Problem solving - Discussion - Cooperative learning	1. Midterm exams 2. Final Exam 3. Achievement tests
2.2	Write a coherent unified paragraph	-Lecturing - Problem solving - Discussion - Cooperative learning	1. Midterm exams 2. Final Exam 3. Achievement tests
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> Students should be able to:		
3.1	Work in pairs/groups to carry out their assigned tasks.	Cooperative learning Self-learning	Online participation & Quizzes
3.2	Participate in class discussion and think critically.	Cooperative learning Self-learning	Online participation & Quizzes
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> Students should be able to:		
4.1	Use the internet to download course related material.	-Discussion -Co-operative learning	Observation cards Online participation & Quizzes
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A	N/A	N/A
5.2			

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	3.2	4.1	
1.1		√							
1.2			√						
2.1				√					
2.2					√				
3.1						√			
3.2							√		
4.1								√	

5. 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
2	<b>First Midterm</b>	<b>Week 7</b>	<b>20%</b>
4	<b>Second Midterm</b>	<b>Week 11</b>	<b>20%</b>
5	<b>Final</b>	<b>Week 16/17</b>	<b>50%</b>
6	<b>Online participation &amp; Quizzes</b>	To be decided by the instructor	<b>10%</b>

#### 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

**Zemach, Dorothy E. & Carlos Islam (2005). *From Sentence To Paragraph*. UK: Macmillan Publishers Limited.**

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

1. **Hogue, Ann (2013). *Longman Academic Writing Series 2: Paragraphs (3rd Edition)*. UK:**
2. **Pearson Education ESL.**
3. **LaRocque, Paula (2010). *The Book on Writing: The Ultimate Guide to Writing Well* US: Grey & Guvnor press.**
4. **Kelly, C. and Gargagliano, A. (2000). *Writing from Within*. Cambridge: Cambridge University Press**

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

1. **Boardman, C.A. (2008). *Writing to Communicate: Paragraphs and Essays 2*. 3<sup>rd</sup> ed. US: Pearson Education.**
2. **Grenville, K. (2001). *Writing from Start to Finish: A Six-Step Guide*. Australia: Allen & Unwin.**
3. **Savage, A. & Shafiei, M. (2007). *Effective Academic Writing 1: The Paragraph*. Oxford :University Press**
4. **Bauer, Jill, Mike S . Boyle & Sara Stapleton (2015). *Final Draft Level 2 Student's Book*. Cambridge: University Press.**
5. **Richards, Jack C., Chuck Sandy (2014). *Passages Level 2 Students ' Book*. Cambridge: University Press.**

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

[http://www2.actden.com/writ\\_den/index.htm](http://www2.actden.com/writ_den/index.htm)

<http://www.angelfire.com/wi/writingprocess/>

<http://depts.gallaudet.edu/englishworks/>

<http://leo.stcloudstate.edu/index.html>

<http://owl.english.purdue.edu/handouts/>

<http://www.teacherjoe.us/Write.html>

<http://www.learnenglish.be/learneng.htm>

<http://www.englishclub.com/writing/>

<http://www.perfectyourenglish.com/>

6. 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 should be large enough to accommodate the number of registered students*

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

*Laptop/PC & a projector are required*

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

*None*

## 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: **Dr. Monica Joshi /T. Abdul- Aziz Muhammad**

Signature: \_\_\_\_\_ Date Report Completed: 10/3/1438

Name of Field Experience Teaching Staff \_\_\_\_\_

Program Coordinators: Dr. Hussien Habtour & T./ Looloo Al-Raimy

Signature: \_\_\_\_\_ Date Received: 26/3/1438

**Reviewed & Updated by quality coordinator:**

**Dr. Asmaa Al-Adham**