

## **T6. Course Specifications (CS)**

**ENG 113-3**

**WRITING 1**



### Course Specifications

Institution: <b>Najran University</b>	Date of Report: <b>28/3/1438</b>
College/Department: <b>College of Science &amp; Arts / English Department</b>	

#### A. Course Identification and General Information

1. Course title and code: <b>WRITING 1/ ENG 113</b>		
2. Credit hours: <b>3 hours</b>		
3. Program(s) in which the course is offered.		
<b>English Program</b> (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course <b>Dr. Sameh Mahmoud Mohamed/ Abdul-Aziz Muhammed</b> <b>T/ Maha Al-Qahtany – T/ Sahar Muneef</b>		
5. Level/year at which this course is offered: <b>Level 1/ 1<sup>st</sup> Year</b>		
6. Pre-requisites for this course (if any) <b>None</b>		
7. Co-requisites for this course (if any) <b>None</b>		
8. Location if not on main campus <b>Najran University Main Campus</b>		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input type="text"/> What percentage?	<input type="text"/>
b. Blended (traditional and online)	<input type="text"/> What percentage?	<b>100%</b>
c. E-learning	<input type="text"/> What percentage?	<input type="text"/>
d. Correspondence	<input type="text"/> What percentage?	<input type="text"/>
f. Other	<input type="text"/> What percentage?	<input type="text"/>
Comments:		
No comments		



## B Objectives

1. What is the main purpose for this course?

To improve the students' skills with regard to writing well-formed sentences out of a group of words, writing a grammatically correct, coherent and cohesive paragraph, use punctuation marks, transitional words and capitalization correctly, change pictorial or charts-based information into a well-written paragraph.

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)

- **Students are encouraged to use more material from the internet (e.g. how to write a cohesive and coherent paragraph, elements of a good descriptive paragraph, etc.) to clarify and add more details to the book.**

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

### Course Description:

The course guides students step-by-step towards writing simple and accurate paragraphs, paying close attention to sentence structure, verb formation, punctuation and spelling. Continuous graded practice is provided through a variety of exercise types such as reading comprehension, gap filled, table completion, the correction of passages and the writing of sentences and paragraphs using tabular information. All the exercises are based on realistic topics and language functions, which are motivating to the students and useful in real life situations.

### 1. Topics to be Covered:

**A journey- A Life Story- Telling a story- Giving Instructions- Future Plans**

A List of Topics	Week No.	Contact hours
Part 1 – unit 1 – Sentence Basics	2	6
Part 1 – unit 2 – Adding Information to Sentences	2	6
Part 1 – unit 3 – Simple and Compound Sentences	2	6
Part 2 – unit 1 – Friendly Letters and Postcards	2	6
Part 2 – unit 2 – Emails and blogs	1	3
Part 2 – unit 3 - Journals	1	3
Part 3 – Unit 1 – Paragraph Basics and Topic Sentences	1	3
Part 3 – Unit 2 – Supporting and Concluding Sentences	2	6
Part 3 – Unit 3 – Listing Paragraph	1	3
Part 3 – Unit 4 – Writing Instructions	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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize the basic grammatical, punctuation & syntactic rules for writing correct English.	1. Lecturing 2. Presentations 3. Discussion	1. Midterm exams 2. Final written exam
1.2	Identify the elements of writing a paragraph: the topic & supporting sentences, cohesion and coherence, and developing ideas.	3. Lecturing 4. Presentations 3. Discussion	1. Midterm exams 2. Final written exam
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Write well-formed sentences using correct vocabulary, grammar, punctuation & syntax.	1. Lecturing 2. Cooperative learning 3. Discussion	1. Midterm exams 2. Final written exam





2.2	Write different types of short paragraphs: descriptive, narrative, expository & argumentative.	1. Lecturing 2. Cooperative learning 3. Discussion	1. Midterm exams 2. Final written exam
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Participate effectively in group work & class discussion.	- Discussion - Cooperative learning	Online participation & Quizzes
3.2	Bear responsibility and lead a team	- Discussion - Cooperative learning	Online participation & Quizzes
4.0	<b>Communication, Information Technology, Numerical</b>		
4.1	Use available web links to download information, learn and practice writing skills.	- Discussion - Self-learning	Online participation & Quizzes
5.0	<b>Psychomotor</b>		
5.1	Not applicable	Not applicable	Not applicable
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	2.2	2.4	3.1		4.1
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	10%



		instructor	
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#### 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

**Blanchard, Karen (2012). *Writing Power 1*. USA: Pearson Education.**

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

**Kelly, Curtis and Arlen Gargagliano (2011). *Writing from Within 1*. Cambridge: Cambridge University Press.**

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

Selling, Bernard (2013). *Writing from Within: The Next Generation 25th Anniversary ed*. Michigan: Hunter House.

Fletcher, Ralph & JoAnn Portalupi (2001). *Writing Workshop: The Essential Guide*. US: Heinemann.

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

**Websites include:**

- Writing Den

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

- ABC's of the Writing Process

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



**- Writing Process Websites**

**English Works!**

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

**- LEO: Literacy Education Online**

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

**- Online Writing Lab**

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

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: **Dr. Sameh Mahmoud Mohamed, Abdul-Aziz Muhammed & Maha Al-Qahtany**

Signature: \_\_\_\_\_ Date Report Completed: 28/3/1438





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**