

## **T6. Course Specifications**

**(CS)**

**Eng. 213 - 3**

**Writing 3**



## Course Specifications

Institution: <b>Najran University</b>	Date of Report: 16/3/1438
College/Department : <b>College of Science &amp; Arts, Department of English</b>	

### A. Course Identification and General Information

1. Course title and code: <b>Eng 213 Writing 3</b>			
2. Credit hours: <b>3 hours</b>			
3. Program(s) in which the course is offered. <b>English</b>			
4. Name of faculty member responsible for the course <b>Dr. Sameh Mahmoud / T./Samy Ibrahim</b> <b>Dr. Sakina Khan</b>			
5. Level/year at which this course is offered: <b>Level three</b>			
6. Pre-requisites for this course (if any): <b>Writing 2 (Eng 123)</b>			
7. Co-requisites for this course (if any): <b>None</b>			
8. Location if not on main campus: <b>College of Science and Arts, 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"/> Yes	What percentage?	<input type="text" value="100%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B. Objectives

1. What is the main purpose for this course?

**This course aims at developing the students' ability to write and to refine their writing skills. The focus will be on essay writing. This course will act as a revision course of the previous writing courses in terms of paragraph writing.**

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

**1. Providing students with web-based exercises for extra training**

**2. Communicating with students through teacher website by posting course related information and receiving student feedback.**

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

1 Topics to be Covered

Topics	No of Weeks	Contact hours
<b>Introduction: pre-writing and brainstorming</b>	1	3 hours
<b>The structure of a paragraph</b>	1	3 hours
<b>The development of a paragraph</b>	1	3 hours
<b>Writing different types of paragraphs ( descriptive, opinion, comparison, and problem-solution)</b>	3	9 hours
<b>The structure of an essay</b>	2	6 hours
<b>Outlining an essay</b>	2	6 hours
<b>Introduction and conclusion</b>	1	3 hours
<b>Unity and coherence</b>	2	6 hours
<b>Essays for examination</b>	2	6 hours

2 Course components (total contact hours per semester):

	Lecture:	Tutorial:	Laboratory	Practical/Field work/Internship	Other:	Total:
Course hours	3x15= 45					



Credit	45					3 hours
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3. Additional private study/learning hours expected for students per week.	3 hours
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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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 Domain and Course Learning Outcomes	Course Teaching strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Identify the different parts of the paragraph.	Lectures Discussion	Midterm exams Final exam
1.2	Write different types of paragraphs.	Lectures Discussion	Midterm exams Final exam
2.0	Cognitive Skills		
2.1	Apply the use of a writing sequence: prewriting activities, brainstorming, outlining, and ending with drafting, and editing.	Lectures Discussion	Midterm exams Final exam
2.2	Write different types of essay, consisting of an introduction, three developmental paragraphs and a conclusion on new topics.	Lectures Discussion	Midterm exams Final exam



3.0	Interpersonal Skills & Responsibility		
3.1	<b>Submit assignments in due time.</b>	- Self-learning - Discussion	Observation cards Online participation & Quizzes
4.0	Communication, Information Technology, Numerical		
4.1	<b>Use the blackboard and various online sources effectively.</b>	- Self-learning - Discussion - Presentations	Observation cards Online participation & Quizzes
5.0	Psychomotor		
5.1	<b>Not applicable</b>		
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	2.4		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	<b>Midterm Exam 1</b>	7	20%
2	<b>Midterm Exam 2</b>	11	20%
3	<b>Final examination</b>	16/17	50%
4	<b>Online participation &amp; Quizzes</b>	To be decided by the instructor	10%

#### D. Student Academic Counselling 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 counselling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counselling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counselling.
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, D., & Rumisek, L. (2006). *Academic Writing from paragraph to essay*. London: Macmillan.**

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

**Singleton, S. (2005). *Writers at Work. The Paragraph*. Cambridge: University Press.**  
**Hogue, Ann (2013). *Longman Academic Writing Series 3: Paragraphs to Essays (4th Edition)*. UK: Pearson Education ESL.**

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

1. **Wingersky, J., Boerner, J., & Balogh, D. (2008). *Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills*. UK: Wadsworth Cengage Learning.**
2. **Connelly, M. (2013). *Get Writing: Sentences & Paragraphs*. UK: Cengage Learning.**

4- Electronic Materials, Web Sites etc

<http://www.members.tripod.com/~lklivingston/essay/>  
<http://www.essaypunch.com/>  
<http://www.howtowriteanessay.com/>  
<http://www.geocities.com/SoHo/Atrium/1437/>



3. 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 (ie number of seats in classrooms and laboratories, extent of computer access etc.)

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

**Lecture rooms be large enough to accommodate for the number of registered Students.**

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

- 1) Desktop computer
- 2) projector system ( Data Show)

3. Other resources (specify --eg. 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 Instructor or by the Department

- 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 (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in 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 / T./Samy Ibrahim**

**Dr. Sakina Khan**

Signature: \_\_\_\_\_ Date Report Completed: 16/3/1438

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

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

Signature: \_\_\_\_\_ Date Received: 17/3/1438

**Reviewed & Updated by quality coordinator:**

**Dr. Asmaa Al-Adham**

**Dr. Muhammad Al-Askary**