



Course Specification

(Bachelor)

Course Title: Writing 1

Course Code: ENG1303-3

Program: Bachelor of Arts in English + Bachelor of Arts in Translation

Department: Department of English and Department of Translation

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	7
D. Students Assessment Activities	8
E. Learning Resources and Facilities	10
F. Assessment of Course Quality	12
G. Specification Approval	12



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: (Semester 1 - Year 1)

4. Course General Description:

ENG1303-3 Writing 1 is an introductory course designed to build foundational academic writing skills in English. Using the writing sections of Unlock Level 1: Reading, Writing & Critical Thinking (3rd Edition), the course covers eight thematically organized units on topics such as People, Seasons, Lifestyle, Places, Jobs, Homes and Buildings, Food and Culture, and Transport. Students develop essential writing skills at the sentence and paragraph level, progressing from constructing simple sentences with correct word order, capitalization, and punctuation to composing descriptive, comparative, and explanatory paragraphs with topic sentences, supporting details, and concluding sentences. The course also introduces foundational grammar for writing, including subject pronouns, verb forms, articles, comparative adjectives, and linking words, as well as basic critical thinking skills such as collecting, categorizing, and analyzing information.

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

N/A

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

N/A

7. Course Main Objective(s):

The main objective of ENG1303-3 Writing 1 is to establish a strong foundation in academic writing. The course aims to:

- Equip students with the ability to construct grammatically accurate simple and compound sentences with correct word order, capitalization, and punctuation.
- Develop students' ability to compose descriptive, comparative, and explanatory paragraphs with clear topic sentences, supporting details, and concluding sentences.
- Introduce foundational grammar for writing including subject pronouns, verb forms, articles, subject-verb agreement, comparative adjectives, and linking words.
- Build critical thinking skills essential for academic writing, including collecting, categorizing, and analyzing information.
- Foster independent writing habits through guided practice with a variety of writing tasks.

2. Teaching mode

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

3. Contact Hours

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	PLOs	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the basic elements of simple sentence construction including subject–verb structure, capitalization, punctuation, and correct word order	K1	Utilize writing exercises from Units 1–4 to guide students in recognizing sentence structure, punctuation rules, and word order patterns	Formative Assessment 1 (5 marks)
1.2	Identify the key components of descriptive sentences and paragraphs including topic sentences, supporting details, and paragraph structure	K2	Guide students through paragraph analysis exercises from Units 1–4, highlighting topic sentences, supporting details, and overall	Assignment 1 (5 marks)



Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			paragraph organization	
1.3	Recognize the structure of different writing formats including emails, comparative paragraphs, and explanatory paragraphs	K2	Engage students with writing models from Units 5–8 that demonstrate the structural features of emails, comparative paragraphs, and explanatory paragraphs	Formative Assessment 2 (5 marks)
1.4	Identify techniques for organizing sentences into coherent paragraphs using concluding sentences, compound sentences, and linking words	K1	Guide students through structured exercises from Units 5–8 focusing on paragraph cohesion, concluding sentences, and sentence linking techniques	Assignment 2 (5 marks)
2.0	Skills			
2.1	Construct grammatically accurate simple and compound sentences using appropriate word order, punctuation, and capitalization	S3	Conduct guided writing sessions using Units 1–4 where students practice constructing sentences with correct grammar, punctuation, and word order	Midterm Exam (30 marks)
2.2	Compose well-organized descriptive and comparative paragraphs with clear topic sentences, supporting details, and concluding sentences	S3	Implement cumulative writing exercises that require students to produce organized paragraphs following models from all eight units	Quiz (10 marks)



Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
2.3	Produce a range of short written texts including descriptive paragraphs, emails, and explanatory paragraphs on familiar everyday topics	S3	Facilitate comprehensive writing practice using prompts from all eight units, guiding students in producing different text types	Final Exam (40 marks)
2.4	Apply foundational grammatical structures including subject–verb agreement, articles, pronouns, and linking words to construct coherent written texts	S1	Encourage students to apply grammar for writing consistently across all writing tasks, providing feedback on accuracy and cohesion	Final Exam (40 marks)
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate the ability to collect and categorize information effectively when planning written responses on familiar topics	V1	Integrate critical thinking exercises into writing tasks from Units 1–4, guiding students in collecting and organizing information before writing	Midterm Exam (30 marks)
3.2	Show careful attention to selecting relevant information and organizing ideas logically before and during the writing process	V3	Encourage consistent application of critical thinking strategies across all writing tasks, with emphasis on relevance and logical organization	Final Exam (40 marks)
3.3	Take responsibility for reviewing and correcting written work by identifying and addressing errors in grammar, spelling, and punctuation	V3	Promote self-review practices by assigning cumulative writing tasks that require students to check	Quiz (10 marks)



Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			their work for accuracy	

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: People – Critical Thinking: Collecting information; Grammar for Writing: Subject pronouns, The verb be, Possessive adjectives; Writing simple sentences(subject + verb/capital letters/full stops); Write descriptive sentences; Write a profile of your family	6
2.	Unit 2: Seasons – Critical Thinking: Categorizing information; Grammar for Writing: Prepositional phrases; Word order: subject–verb–adjective; Punctuation (capital letters/commas); Write descriptive sentences; Write about the weather in your city	6
3.	Unit 3: Lifestyle – Critical Thinking: Choosing relevant information; Grammar for Writing: Parts of a sentence, The present simple; Main ideas and details; Write descriptive sentences; Write about the life of a student	6
4.	Unit 4: Places – Critical Thinking: Classifying topics and key words; Grammar for Writing: There is / There are, Articles; Spelling and punctuation (capital letters); Paragraph structure: topic sentences; Write descriptive sentences; Write facts about your country	6
5.	Unit 5: Jobs – Critical Thinking: Analyzing and evaluating opinions; Grammar for Writing: Must and have to, The pronoun you; Joining sentences with and (simple sentences/compound sentences); Writing an email; Write an email about a job	6
6.	Unit 6: Homes and Buildings – Critical Thinking: Analyzing data; Grammar for Writing: Comparing quantities, Comparative adjectives; Compound sentences with but; Spelling (double consonants); Supporting sentences; Write a comparative paragraph; Write a comparison of two buildings	5
7.	Unit 7: Food and Culture – Critical Thinking: Generating ideas; Grammar for Writing: Subject–verb agreement, Determiners; Error correction; Concluding sentences; Write a descriptive paragraph; Write about popular food in your country	5
8.	Unit 8: Transport – Critical Thinking: Collecting and analyzing data; Grammar for Writing: Subject–verb–object, Linking sentences with pronouns; Giving reasons with because and results with so; Write	5





	an explanatory paragraph; Write a paragraph explaining the results of a survey about transport	
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Formative Assessment 1 (5 Marks) 1.1 Recognize the basic elements of simple sentence construction including subject–verb structure, capitalization, punctuation, and correct word order This formative assessment covers Units 1–4 and evaluates students’ ability to recognize sentence structure, word order, capitalization, and punctuation. The assessment includes objective and short productive items.	Mentioned in the new Course Syllabus	5%
2.	Formative Assessment 2 (5 Marks) 1.3 Recognize the structure of different writing formats including emails, comparative paragraphs, and explanatory paragraphs This formative assessment covers Units 5–8 and evaluates students’ ability to recognize the structural features of emails, comparative paragraphs, and explanatory paragraphs. The assessment includes objective and short productive items.	Mentioned in the new Course Syllabus	5%
3.	Assignment 1 (5 Marks) 1.2 Identify the key components of descriptive sentences and paragraphs including topic sentences, supporting details, and paragraph structure This assignment covers Units 1–4 and assesses students’ ability to identify topic	Mentioned in the new Course Syllabus	5%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	sentences, supporting details, and paragraph structure. The assessment may include objective questions and guided writing tasks.		
4.	Assignment 2 (5 Marks) 1.4 Identify techniques for organizing sentences into coherent paragraphs using concluding sentences, compound sentences, and linking words This assignment covers Units 5–8 and assesses students' ability to identify and apply paragraph organization techniques including concluding sentences, compound sentences, and linking words.	Mentioned in the new Course Syllabus	5%
5.	Quiz (10 Marks) 2.2 Compose well-organized descriptive and comparative paragraphs with clear topic sentences, supporting details, and concluding sentences This cumulative quiz covers all eight units and serves as a review before the final exam. It evaluates students' ability to compose organized paragraphs with topic sentences, supporting details, and concluding sentences.	Mentioned in the new Course Syllabus	10%
6.	Midterm Exam (30 Marks) While aligned with a specific CLO for measurement purposes, this comprehensive assessment covers all course materials from Units 1–4. Mapped to Learning Outcome 2.1, the exam evaluates students' ability to construct grammatically accurate simple and compound sentences using appropriate word order, punctuation, and capitalization. The exam	Mentioned in the new Course Syllabus	30%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	includes both objective and productive writing items.		
7.	Final Exam (40 Marks) Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the writing knowledge, understanding, and skills developed across all eight units. Mapped to Learning Outcomes 2.3 and 2.4, the exam assesses students' ability to produce a range of short written texts on familiar topics and to apply foundational grammatical structures to construct coherent written texts. The exam includes both objective and productive writing items.	Mentioned in the new Course Syllabus	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	UNITS 1 TO 8 (WRITING) Adams, K., Ostrowska, S., Thaine, C., & Sowton, C. (2025). <i>Unlock level 1 reading, writing and critical thinking student's book with digital pack</i> (3rd ed.). Cambridge University Press & Assessment. ISBN: 9781009797504
Essential References	Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press. Purdue Online Writing Lab (OWL) Highlights: • A leading online writing resource that offers guides on a variety of writing topics, making it suitable for A2 to B1 students. • Provides handouts and exercises on grammar, punctuation, and style, all crucial elements of effective writing. • Purdue OWL is widely respected in academic settings, ensuring the resource is both credible and reliable.
Electronic Materials	Grammarly Highlights:





	• Offers a free writing assistant tool that provides immediate feedback on spelling, grammar, and style. • Allows students to upload or write directly into the platform, offering an interactive writing environment. The browser extension can also assist students as they write in other platforms, helping them improve their writing dynamically.
Other Learning Materials	Cambridge English Write & Improve Highlights: • Provides a platform where students can practice writing on various topics and receive instant, targeted feedback. • The tasks are graded according to CEFR levels, making it highly relevant for A2 to B1 learners. Comes from Cambridge English, a name that carries weight in the field of language learning and assessment.

2. Required Facilities and equipment

Items	Resources
FACILITIES	• STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS) • ADEQUATE LIGHTING AND VENTILATION • SUITABLE SEATING ARRANGEMENTS • WHITEBOARD
TECHNOLOGY EQUIPMENT	• COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR • DATA PROJECTOR • SPEAKERS • OPTIONAL: SMART BOARD
OTHER EQUIPMENT	• MARKERS AND ERASERS • NOTICE BOARD
ADDITIONAL RESOURCES	• OPTIONAL: LANGUAGE LAB FACILITIES • OPTIONAL: AUDIO EQUIPMENT • OPTIONAL: MOBILE CHARGING STATION



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
EFFECTIVENESS OF TEACHING	• Students • Peer Reviewers • Program Leaders	• Direct: Classroom observations • Indirect: Student course evaluation surveys • Indirect: Faculty self-evaluation reports
EFFECTIVENESS OF STUDENT ASSESSMENT	• Faculty • Program Leaders • External Reviewers	• Direct: Analysis of grade distributions • Direct: Review of assessment tools • Indirect: Student feedback surveys
QUALITY OF LEARNING RESOURCES	• Students • Faculty • Library Staff	• Direct: Resource utilization reports • Indirect: Student satisfaction surveys • Indirect: Faculty feedback on resource adequacy
THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED	• Course Instructor • Department Head • Quality Committee	• Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam) • Indirect: End-of-course student surveys

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

