



Course Specification

(Bachelor)

Course Title: Writing 2

Course Code: ENG1307-3

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

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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: (Semester 2 - Year 1)

4. Course General Description:

ENG1307-3 Writing 2 builds upon the foundational writing skills acquired in Writing 1. Using the writing sections of Unlock Level 2: Reading, Writing & Critical Thinking (3rd Edition), the course covers eight thematically organized units on topics such as Places, Festivals and Celebrations, The Internet and Technology, Weather and Climate, Sports and Competition, Business, People, and The Universe. Students develop intermediate writing skills, progressing from constructing descriptive and opinion paragraphs to composing process, narrative, and explanatory paragraphs, and culminating in the introduction of essay structure. The course introduces intermediate grammar for writing including compound sentences, comparative and superlative adjectives, verb tenses, and complex sentence patterns, as well as critical thinking skills such as evaluating information, analyzing diagrams and graphs, and organizing events logically.

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

ENG1303-3 Writing 1

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

N/A

7. Course Main Objective(s):

The main objective of ENG1307-3 Writing 2 is to advance students' writing proficiency to an intermediate level. The course aims to:

- Develop students' ability to compose a range of paragraph types including descriptive, opinion, process, narrative, and explanatory paragraphs.
- Introduce essay structure and guide students in composing a structured opinion essay.
- Teach intermediate grammar for writing including compound sentences, comparative and superlative adjectives, verb tenses, and complex sentence patterns.
- Strengthen critical thinking skills essential for academic writing including evaluating information, analyzing diagrams, and organizing events.
- Foster increasingly independent writing habits through diverse 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 structural elements of descriptive and opinion paragraphs including topic sentences, supporting sentences, and concluding sentences	K2	Utilize writing models from Units 1–4 to guide students in recognizing the structural elements of descriptive and opinion paragraphs	Formative Assessment 1 (5 marks)
1.2	Identify techniques for organizing sentences into coherent paragraphs and using linking words to connect ideas	K1	Guide students through paragraph organization exercises from Units 1–4 focusing on linking words, compound sentences, and	Assignment 1 (5 marks)

Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			paragraph cohesion	
1.3	Recognize the features of process, narrative, and explanatory paragraphs including time order, supporting details, and logical organization	K2	Engage students with writing models from Units 5–8 that demonstrate the structural features of process, narrative, and explanatory paragraphs	Formative Assessment 2 (5 marks)
1.4	Identify the basic structure of an opinion essay including introduction, body paragraphs, and conclusion	K2	Guide students through essay analysis exercises using the opinion essay model from Unit 8, highlighting introduction, body, and conclusion structure	Assignment 2 (5 marks)
2.0	Skills			
2.1	Compose well-organized descriptive and opinion paragraphs with clear topic sentences, supporting details, and appropriate linking words	S3	Conduct guided writing sessions using Units 1–4 where students compose descriptive and opinion paragraphs following structured models	Midterm Exam (30 marks)
2.2	Produce process, narrative, and explanatory paragraphs that follow logical organization and include relevant supporting details	S3	Implement cumulative writing exercises that require students to produce organized paragraphs of different types following models from all units	Quiz (10 marks)
2.3	Construct a range of paragraph types and a structured opinion essay on familiar topics, demonstrating	S3S	Facilitate comprehensive writing practice	Final Exam (40 marks)



Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
	coherence and appropriate use of grammatical structures		using prompts from all eight units, guiding students in producing diverse text types including a structured essay	
2.4	Apply intermediate grammatical structures including comparative and superlative adjectives, verb tenses, and complex sentence patterns to produce accurate 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 evaluate information critically by distinguishing between relevant and irrelevant content when planning written responses	V1	Integrate critical thinking exercises into writing tasks from Units 1–4, guiding students in evaluating and selecting relevant information	Midterm Exam (30 marks)
3.2	Show careful attention to analyzing data, organizing events logically, and evaluating arguments when developing written work	V3	Encourage consistent application of critical thinking strategies across writing tasks from all units, with emphasis on analysis and evaluation	Final Exam (40 marks)
3.3	Take responsibility for reviewing written work by checking paragraph organization, grammar accuracy, and the logical flow of ideas	V3	Promote self-review practices by assigning cumulative writing tasks that require students to check their work for	Quiz (10 marks)



Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			organization and accuracy	

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: Places – Critical Thinking: Evaluating positives and negatives; Grammar for Writing: Simple sentences, Subject + verb, There is / There are; Capital letters and punctuation; Write descriptive sentences about your city; Describe the place where you live. Write about its positives and negatives.	6
2.	Unit 2: Festivals and Celebrations – Critical Thinking: Identifying important information; Grammar for Writing: Objects and extra information, Prepositional phrases; Organizing sentences into a paragraph; Write a descriptive paragraph about a festival; Describe a festival or special event	6
3.	Unit 3: The Internet and Technology – Critical Thinking: Identifying appropriate answers; Grammar for Writing: Connecting ideas with And, also, too, However; Compound sentences; Topic sentences; Write a one-sided opinion paragraph	6
4.	Unit 4: Weather and Climate – Critical Thinking: Analyzing graphs; Grammar for Writing: Comparative and superlative adjectives; Topic sentences for descriptive paragraphs; Supporting sentences; Giving examples; Write a paragraph describing data from graphs; Compare the weather in two places, using information from graphs	6
5.	Unit 5: Sports and Competition – Critical Thinking: Analyzing a diagram; Grammar for Writing: Subject and verb agreement; Ordering events in a process; Removing unrelated information; Write a process paragraph	6
6.	Unit 6: Business – Critical Thinking: Organizing events in time order; Grammar for Writing: Present simple and past simple, Time clauses with when; Adding details to main facts; Write a narrative paragraph about a business	5
7.	Unit 7: People – Critical Thinking: Categorizing ideas; Grammar for Writing: Modals of necessity; Concluding sentences; Write an explanatory paragraph about a role model	5
8.	Unit 8: The Universe – Critical Thinking: Evaluating arguments; Grammar for Writing: That clauses in complex sentences, Infinitives of purpose, Because and so; Essay organization; Complete an opinion essay	5



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 structural elements of descriptive and opinion paragraphs including topic sentences, supporting sentences, and concluding sentences This formative assessment covers Units 1–4 and evaluates students' ability to recognize topic sentences, supporting sentences, and concluding sentences. 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 features of process, narrative, and explanatory paragraphs including time order, supporting details, and logical organization This formative assessment covers Units 5–8 and evaluates students' recognition of paragraph features including time order and logical organization. The assessment includes objective and short productive items.	Mentioned in the new Course Syllabus	5%
3.	Assignment 1 (5 Marks) 1.2 Identify techniques for organizing sentences into coherent paragraphs and using linking words to connect ideas This assignment covers Units 1–4 and assesses students' ability to identify paragraph organization techniques including linking words and compound sentences.	Mentioned in the new Course Syllabus	5%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
4.	Assignment 2 (5 Marks) 1.4 Identify the basic structure of an opinion essay including introduction, body paragraphs, and conclusion This assignment covers Units 5–8 and assesses students' ability to identify essay structure including introduction, body paragraphs, and conclusion.	Mentioned in the new Course Syllabus	5%
5.	Quiz (10 Marks) 2.2 Produce process, narrative, and explanatory paragraphs that follow logical organization and include relevant supporting details This cumulative quiz covers all eight units and serves as a review before the final exam. It evaluates students' ability to produce organized paragraphs of different types.	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 compose well-organized descriptive and opinion paragraphs with clear topic sentences, supporting details, and linking words. The exam includes both objective and productive writing items.	Mentioned in the new Course Syllabus	30%
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.	Mentioned in the new Course Syllabus	40%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	Mapped to Learning Outcomes 2.3 and 2.4, the exam assesses students' ability to construct a range of paragraph types and a structured essay, and to apply intermediate grammatical structures to produce accurate written texts. The exam includes both objective and productive writing items.		

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	UNITS 1 TO 8 (WRITING) Hobbs, D., Lewis, M., & O'Neill, R. (2025). <i>Unlock level 2 reading, writing and critical thinking student's book with digital pack</i> (3rd ed.). Cambridge University Press & Assessment. ISBN: 9781009797511
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	• Direct: Analysis of all course assessment results



Assessment Areas/Issues	Assessor	Assessment Methods
	Quality Committee	(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

