



Course Specification

(Bachelor)

Course Title: Writing 3

Course Code: ENG2311-3

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 3 - Year 2)

4. Course General Description:

ENG2311-3 Writing 3 builds upon the intermediate writing skills acquired in Writing 2. Using the writing sections of Unlock Level 3: Reading, Writing & Critical Thinking (3rd Edition), the course covers eight thematically organized units on topics such as Animals, The Environment, Transport, Customs and Traditions, Health and Fitness, Discovery and Invention, Fashion, and Economics. Students develop upper-intermediate academic writing skills, composing a range of essay types including comparison-and-contrast, cause-and-effect, problem-solution, balanced opinion, explanatory, argument counter-argument, and analysis essays. The course introduces advanced grammar for writing including combining sentences, cause-and-effect signals, conditionals, paraphrasing, relative clauses, and cohesive devices, as well as advanced critical thinking skills such as comparing and contrasting facts, analyzing cause and effect, evaluating solutions, and identifying strong arguments.

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

ENG1307-3 Writing 2

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

N/A

7. Course Main Objective(s):

The main objective of ENG2311-3 Writing 3 is to advance students' academic writing skills to an upper-intermediate level. The course aims to:

- Develop students' ability to compose a range of well-structured academic essays including comparison-and-contrast, cause-and-effect, problem-solution, and argument essays.
- Teach advanced essay components including introductory paragraphs with hooks and thesis statements, body paragraphs with supporting details and counter-arguments, and concluding paragraphs.
- Introduce advanced grammar for writing including sentence combining, cause-and-effect signals, conditionals, paraphrasing, relative clauses, and cohesive devices.
- Strengthen critical thinking skills essential for academic writing including comparing facts, analyzing cause and effect, evaluating solutions, and identifying strong arguments.
- Foster autonomous writing habits through independent essay composition and revision.

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 components of academic essays including introductory paragraphs, body paragraphs with supporting details, and concluding paragraphs	K2	Utilize essay models from Units 1–4 to guide students in recognizing the structural components of comparison-and-contrast, cause-and-effect, and problem–solution essays	Formative Assessment 1 (5 marks)
1.2	Identify the distinguishing features of different essay types including comparison-and-contrast, cause-and-effect, and problem–solution essays	K2	Guide students through essay analysis exercises from Units 1–4 highlighting the distinguishing features and	Assignment 1 (5 marks)





Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
			organizational patterns of each essay type	
1.3	Recognize techniques for developing body paragraphs including supporting details, counter-arguments, cohesive devices, and concluding paragraphs	K1	Engage students with essay models from Units 5–8 that demonstrate advanced body paragraph development, counter-arguments, and cohesion techniques	Formative Assessment 2 (5 marks)
1.4	Identify strategies for writing introductory paragraphs with hooks and thesis statements, and concluding paragraphs that summarize key points	K2	Guide students through structured exercises from Units 5–8 focusing on introductory and concluding paragraph techniques	Assignment 2 (5 marks)
2.0	Skills			
2.1	Compose well-structured comparison-and-contrast and cause-and-effect essays with clear thesis statements, supporting details, and logical organization	S3	Conduct guided writing sessions using Units 1–4 where students compose structured essays following comparison-and-contrast and cause-and-effect models	Midterm Exam (30 marks)
2.2	Produce problem–solution, explanatory, and argument essays that demonstrate paragraph unity, cohesion, and appropriate use of counter-arguments	S3	Implement cumulative writing exercises that require students to produce organized essays of different types following models from all units	Quiz (10 marks)





Code	Course Learning Outcomes	PLOs	Teaching Strategies	Assessment Methods
2.3	Construct a range of well-organized essay types on familiar and abstract topics, demonstrating coherent organization, appropriate academic register, and effective use of evidence	S3	Facilitate comprehensive writing practice using prompts from all eight units, guiding students in producing diverse essay types with academic register	Final Exam (40 marks)
2.4	Apply advanced grammatical structures including sentence combining, cause-and-effect signals, conditionals, relative clauses, and paraphrasing techniques to produce cohesive academic writing	S1	Encourage students to apply grammar for writing consistently across all essay tasks, providing feedback on accuracy and cohesion	Final Exam (40 marks)
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate the ability to compare, contrast, and analyze information critically when developing essay responses on academic topics	V1	Integrate critical thinking exercises into essay tasks from Units 1–4, guiding students in comparing, contrasting, and analyzing information	Midterm Exam (30 marks)
3.2	Show careful attention to evaluating arguments, identifying strong evidence, and responding thoughtfully to ideas when developing written work	V3	Encourage consistent application of advanced critical thinking strategies across essay tasks from all units	Final Exam (40 marks)
3.3	Take responsibility for reviewing and revising essay drafts by checking organization, cohesion, grammar accuracy, and the logical development of arguments	V3	Promote self-review and revision practices by assigning cumulative essay 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: Animals – Critical Thinking: Comparing and contrasting facts; Grammar for Writing: Word order, Combining sentences with and, or, but, whereas, both, neither; Writing topic sentences; Complete a comparison-and-contrast essay	6
2.	Unit 2: The Environment – Critical Thinking: Analyzing cause and effect; Grammar for Writing: Signals of cause and effect, Because and because of; Understanding paragraph unity; Writing supporting sentences and details; Giving examples; Complete a cause-and-effect essay	6
3.	Unit 3: Transport – Critical Thinking: Evaluating solutions to a problem; Grammar for Writing: First conditional, If...not and unless; Writing a concluding sentence; Complete a problem–solution essay	6
4.	Unit 4: Customs and Traditions – Critical Thinking: Responding to an author's ideas; Grammar for Writing: Paraphrasing; Writing a summary and a personal response paragraph	6
5.	Unit 5: Health and Fitness – Critical Thinking: Supporting an argument; Grammar for Writing: Stating opinions, Stating a purpose, Linking contrasting sentences; Structuring an essay; Write a balanced opinion essay	5
6.	Unit 6: Discovery and Invention – Critical Thinking: Analyzing advantages and disadvantages; Grammar for Writing: Relative clauses, Nouns with dependent prepositions; Writing an introductory paragraph; Write an explanatory essay	5
7.	Unit 7: Fashion – Critical Thinking: Identifying strong arguments; Grammar for Writing: Multi-word prepositions to combine information; Body paragraphs in argument counter-argument essays; Using counter-arguments; Using cohesion; Write an argument counter-argument essay	5
8.	Unit 8: Economics – Critical Thinking: Understanding and interpreting line graphs; Grammar for Writing: Describing graphs using noun and verb phrases, Prepositions and conjunctions to add data, Using approximations; Writing a description of a graph	6



	that shows change; Writing a concluding paragraph; Write an analysis essay	
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 components of academic essays including introductory paragraphs, body paragraphs with supporting details, and concluding paragraphs This formative assessment covers Units 1–4 and evaluates students' ability to recognize essay components including introductory paragraphs, body paragraphs, and concluding paragraphs. The assessment includes objective and short productive items.	Mentioned in the new Course Syllabus	5%
2.	Formative Assessment 2 (5 Marks) 1.3 Recognize techniques for developing body paragraphs including supporting details, counter-arguments, cohesive devices, and concluding paragraphs This formative assessment covers Units 5–8 and evaluates students' recognition of advanced paragraph development techniques. The assessment includes objective and short productive items.	Mentioned in the new Course Syllabus	5%
3.	Assignment 1 (5 Marks) 1.2 Identify the distinguishing features of different essay types including comparison-and-contrast, cause-and-effect, and problem–solution essays	Mentioned in the new Course Syllabus	5%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	This assignment covers Units 1–4 and assesses students' ability to identify the features and organizational patterns of comparison-and-contrast, cause-and-effect, and problem–solution essays.		
4.	Assignment 2 (5 Marks) 1.4 Identify strategies for writing introductory paragraphs with hooks and thesis statements, and concluding paragraphs that summarize key points This assignment covers Units 5–8 and assesses students' ability to identify techniques for hooks, thesis statements, and concluding paragraphs.	Mentioned in the new Course Syllabus	5%
5.	Quiz (10 Marks) 2.2 Produce problem–solution, explanatory, and argument essays that demonstrate paragraph unity, cohesion, and appropriate use of counter-arguments This cumulative quiz covers all eight units and serves as a review before the final exam. It evaluates students' ability to produce well-organized essays 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-structured comparison-and-contrast and cause-and-effect essays with thesis statements, supporting details, and logical	Mentioned in the new Course Syllabus	30%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	organization. The exam 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 construct a range of well-organized essay types and to apply advanced grammatical structures to produce cohesive academic writing. 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) Baker, L., Westbrook, C., Williams, J., & Sowton, C. (2025). <i>Unlock level 3 reading, writing and critical thinking student's book with digital pack</i> (3rd ed.). Cambridge University Press & Assessment. ISBN: 9781009797528
Essential References	Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.
Electronic Materials	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. 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

