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| **Course Title**: Writing 1 |
| **Course Code**: ENG112-3 |
| **Program**: Bachelor of Arts in English |
| **Department**: **Department of English** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 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: | | | | | | |
| ENG112-3 Writing 1 serves as a foundational course for those aiming to develop essential writing skills, providing comprehensive instruction in the crafting of both sentences and paragraphs. Students will explore the fundamental components of sentences and paragraphs, learn to identify correct and incorrect structures, and gain an understanding of grammatical correctness. The course emphasizes the practical application of writing, guiding students to construct grammatically accurate sentences, utilize proper punctuation and spelling, and apply suitable vocabulary. Focusing on descriptive writing, the course provides opportunities to write about people, places, and things, laying the groundwork for more advanced writing endeavors. | | | | | | |
| 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 primary objective of ENG112-3 Writing 1 is to instill a strong foundation in writing, starting from the most elemental units of language: sentences and paragraphs. Through careful instruction and practical exercises, students will learn to describe the basic components of both, identify correct and incorrect structures, and construct grammatically sound sentences. The emphasis is on the application of correct punctuation, spelling, and vocabulary suitable for descriptive writing. With a structured approach, students will be guided to compose descriptive paragraphs, providing them with the tools to articulate their thoughts about various subjects clearly and accurately. This hands-on course provides the essential building blocks for future writing success, meeting the needs of beginning writers aiming for precision and expressiveness in their work. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **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** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Describe the basic components of a sentence | K1, K2 | Ask students to underline subjects and circle verbs in sample sentences from the textbook, followed by a class discussion to confirm their choices. | Assignment 1 (5 Marks) |
| 1.2 | Describe the basic components of a paragraph | K1, K2 | Distribute a sample paragraph and direct students to identify the topic sentence, supporting details, and concluding sentence. Discuss these elements as a class. | Formative Assessment 1 (5 Marks) |
| 1.3 | Identify correct/incorrect sentence structures | K1 | Provide a mix of correct and incorrect sentences. Have students mark them as either correct or incorrect and briefly explain the reasoning behind their choices. | Assignment 2 (5 Marks) |
| 1.4 | Identify correct/incorrect paragraph structures | K1 | Give students a shuffled list of sentences that belong to a paragraph. Instruct them to arrange the sentences in a logical order, identifying where the paragraph deviates from standard structure. | Formative Assessment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Construct grammatically correct sentences | S4, S5 | Assign a simple sentence construction exercise where students have to make sentences using given words or phrases, ensuring subject-verb agreement and correct tense usage. | Midterm Exam (30 Marks) |
| 2.2 | Use punctuation marks properly and spell words correctly | S4, S5 | Present sentences with missing or incorrect punctuation and spelling. Ask students to correct the mistakes, then review as a class. | Midterm Exam (30 Marks) |
| 2.3 | Use the appropriate vocabulary for writing descriptive paragraphs | S4, S5 | Share a list of descriptive adjectives and ask students to use them to enhance a simple, bland paragraph given in the textbook. | Quiz (10 Marks) |
| 2.4 | Compose descriptive paragraphs | S4, S5 | Provide students with a topic and a basic outline, then guide them in crafting a full descriptive paragraph, incorporating elements discussed in class. | Final Exam (40 Marks) |
| 2.5 | Write descriptive sentences and paragraphs about people, places, and things | S4, S5 | Assign a prompt asking students to describe a person, place, or thing they are familiar with, employing the descriptive vocabulary and structural elements taught. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Develop an appreciation for the role of effective writing in various professional and academic contexts | V1 | Facilitate a discussion that explores the significance of writing skills in different careers and academic pursuits. Students can discuss examples of how poor or strong writing could have tangible impacts. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Enhance self-directed learning by effectively utilizing resources for writing improvement | V2 | Lead a discussion where students share resources or techniques they've personally found effective for improving their writing, such as specific books, apps, or strategies. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Take ownership of the continual process of revising and improving writing assignments | V3 | Conduct a discussion on the importance of revising and proofreading, asking students to share experiences where neglecting this step led to issues. Students can also discuss their own approaches to revision. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Unit 1  Chapter 1  Who are you? | 5 |
|  | Unit 1  Chapter2  What describes your family? | 5 |
| **3.** | Unit 1  Chapter3 | 5 |
| **4.** | Unit 2  Chapter 4  What does your country look  like? | 5 |
| **5.** | Unit 2  Chapter 5  What is your favourite city? | 5 |
| **6.** | Unit 2  Chapter 6  Who’s a good traveler? | 5 |
| **7.** | Unit 3  Chapter 7  Who gets a good deal? | 5 |
| **8.** | Unit 3  Chapter 8  What’s your favourite restaurant? | 5 |
| **9.** | Unit 3  Chapter 9  Where do you want to go? | 5 |
| **Total** | | **45** |

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# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.2 Describe the basic components of a paragraph.**  Reasoning: This assessment, focusing on CLO 1.2, evaluates students' understanding of the fundamental components that make up a paragraph. While it targets this specific aspect of writing, it may also include other related content as determined by the teaching team, contributing to a comprehensive understanding of paragraph structure. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.4 Identify correct and incorrect paragraph structures.**  Reasoning: Aligned with CLO 1.4, this assessment tests students' ability to discern between proper and improper paragraph structures. It also incorporates broader paragraph construction skills, reflecting the course's comprehensive approach to teaching writing. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.1 Describe the basic components of a sentence.**  Reasoning: Targeting CLO 1.1, this assignment assesses students’ understanding of sentence components. It contributes to their overall development in sentence construction and grammatical accuracy, consistent with the course's cumulative learning objectives. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.3 Identify correct and incorrect sentence structures.**  Reasoning: Focusing on CLO 1.3, this assignment tests students' ability to recognize correct and incorrect sentence structures. It forms part of a broader assessment of sentence construction skills, aligning with the comprehensive nature of the course as outlined by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **2.3 Use appropriate vocabulary for writing descriptive paragraphs.**  Reasoning: This quiz, in line with CLO 2.3, assesses students' skills in selecting suitable vocabulary for descriptive writing. Additionally, it includes a range of skills related to descriptive writing, following the course's cumulative assessment strategy as determined by the teaching team. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **2.1 Construct grammatically correct sentences. 2.2 Use punctuation marks properly and spell words correctly.**  Reasoning: The midterm exam, focusing on CLOs 2.1 and 2.2, evaluates students' proficiency in sentence construction, punctuation, and spelling. It encompasses a broader range of writing skills, reflecting the course's comprehensive focus on developing accurate writing abilities. | 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 knowledge, understanding, and skills across all topics covered throughout the course.**  **2.4 Compose descriptive paragraphs.**  **2.5 Write descriptive sentences and paragraphs about people, places, and things.**  Reasoning: Aligned with CLOs 2.4 and 2.5, the final exam tests students' ability to write descriptive paragraphs and sentences. This exam serves as a cumulative assessment of their descriptive writing skills, encapsulating their proficiency in creating vivid and coherent descriptions, as per the broader course framework. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Savage, A., & Ward, C. (2015). Trio Writing Level 1 Student Book. Oxford University Press. |
| **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)](https://owl.purdue.edu/owl/general_writing/academic_writing/index.html)  **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](https://www.grammarly.com/students)  **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](https://writeandimprove.com/)  **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** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |