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| --- |
| **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**: 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: | | | | | | |
| ENG1303 Writing 1 is a comprehensive course designed to lay the groundwork for effective academic writing. The curriculum spans basic grammatical elements—ranging from subject pronouns and verb usage to punctuation and capitalization—to principles of critical thinking, which include categorizing information, analyzing data, and evaluating opinions. Students will be introduced to a variety of writing tasks such as profiles, emails, comparisons, and descriptive paragraphs. The course also covers the essentials of paragraph construction, including the structure and role of topic sentences, supporting sentences, and conclusion sentences. With an emphasis on hands-on practice, students will employ these foundational principles and skills to craft coherent and well-organized paragraphs in various writing contexts. | | | | | | |
| 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 ENG1303 Writing 1 is to furnish students with a robust foundation in academic writing. The course focuses on enabling students to identify and understand basic grammatical elements, essential for constructing sentences and paragraphs in diverse contexts. It also aims to instill principles of critical thinking, equipping students to analyze, categorize, and evaluate information effectively. Students will become familiar with the distinctive characteristics of different writing tasks, and will also master the key components of academic paragraphs. These multifaceted elements are integrated into practical writing exercises, encouraging students to apply their knowledge in constructing well-organized and nuanced paragraphs. By the end of the course, students will have developed a comprehensive understanding of the principles and practices essential to academic writing, allowing them to approach varying writing tasks with confidence and competence. | | | | | | |

**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 | Identify and list basic grammatical elements such as subject pronouns, verb usage, punctuation, and capitalization, demonstrating foundational knowledge necessary for constructing sentences and paragraphs in varying contexts | K2 | Utilize interactive lectures and guided practice sessions to teach students the identification and listing of basic grammatical elements. Offer immediate feedback and targeted corrections to ensure foundational knowledge is established effectively. | Formative Assessment 1 (5 Marks) |
| 1.2 | Recall basic principles of critical thinking, including but not limited to categorizing information, analyzing data, and evaluating opinions, for use in constructing coherent and logically structured paragraphs | K1 | Employ in-class discussions and guided written exercises focused on critical thinking skills. Use teacher-led demonstrations and immediate feedback mechanisms to facilitate the development of logically structured paragraphs. | Assignment 1 (5 Marks) |
| 1.3 | Recall and understand the distinguishing characteristics and conventions of various types of writing tasks, such as profiles, emails, comparisons, and descriptive paragraphs, in order to build a foundational knowledge base for effective paragraph construction | K1, K2 | Leverage specialized writing prompts such as profiles, emails, comparisons, and descriptive paragraphs to teach students the distinguishing features of each. Offer direct instruction, hands-on practice, and immediate feedback for effective learning. | Assignment 2 (5 Marks) |
| 1.4 | Recall the key components of academic paragraphs, including topic sentences, supporting sentences, and conclusion sentences, thereby establishing a foundational memory of structural elements essential in academic writing | K1 | Use deconstruction exercises to highlight the core elements of academic paragraphs. Implement teacher-led discussions, practical assignments, and immediate corrections to establish foundational understanding. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Employ foundational principles of grammar to construct coherent and well-organized paragraphs | S1, S6 | Conduct interactive writing exercises to guide students in the practical application of foundational grammatical principles. Reinforce understanding through immediate corrections and tailored feedback. | Assignment 2 (5 Marks) |
| 2.2 | Write various types of paragraphs such as profiles, emails, and descriptive paragraphs, following specific writing task guidelines | S1, S6 | Use specific writing prompts for diverse types of paragraphs and guide students through the construction process. Offer hands-on support, real-time revisions, and instant feedback to ensure guidelines are met. | Formative Assessment 2 (5 Marks) |
| 2.3 | Employ critical thinking skills to collect, analyze, categorize, and evaluate information in the context of writing | S2 | Introduce a variety of writing exercises requiring the application of critical thinking skills. Use teacher-led evaluations, immediate feedback, and group discussions to fortify the skill set. | Quiz (10 Marks) |
| 2.4 | Utilize a variety of sentence structures to craft paragraphs that are well-organized, coherent, and nuanced | S1, S6 | Teach the art of sentence construction through direct instruction, guided exercises, and varied writing assignments. Provide immediate feedback and constructive corrections to hone skills. | Final Exam (40 Marks) |
| 2.5 | Organize sentences into coherent paragraphs, complete with topic sentences, supporting details, and concluding sentences | S1, S2, and S6 | Guide students through the structural organization of paragraphs using direct instruction, hands-on writing exercises, and immediate feedback mechanisms. | Midterm Exam (30 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate respect for diverse perspectives and writing styles while engaging in the analysis and creation of sentences and paragraphs | V1 | Foster a respectful and inclusive classroom environment by encouraging students to appreciate diverse perspectives and writing styles when analyzing and creating sentences and paragraphs. Facilitate discussions and group activities that promote open-mindedness and empathy. | 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 | Exhibit autonomy in the continuous improvement of writing skills and the application of effective sentence and paragraph construction techniques | V2 | Assess through observation of individual writing practices, focusing on sentence and paragraph construction techniques. | 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 responsibility for the quality and accuracy of written communication, considering the impact on the intended audience and the purpose of the writing | V3 | Observe students working in teams on writing tasks, focusing on their shared responsibility for quality and accuracy. | 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 |
| 1. | **PEOPLE UNIT 1**  **Critical Thinking**  Understand the kind of information needed for a profile  Collect information for a profile in a table  Compare information you collected with that of another student  **Grammar For Writing**  Understand which words are replaced by different subject pronouns – *aunts* = *they,* *grandfather* = *he, mother* = *she*, etc.  Use subject pronouns to complete sentences – *Busan is a city in South Korea. It is a big city.*  *Sarah is a student. She is 18 years old.*  Use the correct form of the verb *be* to complete sentences describing people – *I am from Busan.* *Busan is in South Korea. My mother and father* *are not from Seoul.*  Correct errors with the verb *be*  Use contractions with the verb *be* in sentences about people – *I’m from Tokyo. We’re students.* *She’s not a student.*  Use possessive adjectives in sentences describing people –*You are from Egypt. Your school is in* *Alexandria. Marta and Luis have a sister. Their* *sister is a teacher.*  **Academic Writing Skills**  Write simple sentences with correct word order (subject + verb) – *Sultan is from Turkey. His life is* *not easy. He watches TV.*  Punctuate simple sentences correctly with capital letters and full stops.  **Writing Task**  Plan the information you will use in a profile about your family  Draft your profile  Review and revise the content and structure of your profile  Review and revise the use of language in your profile  **Research Project (Contingent on Time Constraints)**  Ask partners to pick a famous sportsperson or other person they are interested in. Monitor so students don’t choose the same person. They should research the person and create a profile. Encourage students to use the categories from Moeen Ali’s profile on page 19. Alternatively, students could create a text, like the one about Sultan Kösen, about a fascinating person. The main purpose is for students to focus on somebody they are interested in and can learn about while practising the grammar and vocabulary from the unit. Allow students to use pictures to create the profile. Share with the class on a blog or other online tool. | 6 |
| 2. | **SEASONS UNIT 2**  **Critical Thinking**  Categorize information about seasons in Yakutsk in a table  Analyze the seasons in your city or town  Add information about the seasons in your city or town to a table  **Grammar For Writing**  Complete prepositional phrases in sentences – *Svetlana is from Yakutsk. Yakutsk is in Russia.* *It is warm in summer.*  Answer questions using prepositional phrases – *Where are you from? I’m from England*. *How* *long is the winter in your country? Winter lasts* *six months in my country.*  Add missing commas after prepositional phrases to a paragraph  Use correct word order in sentences with prepositional phrases  **Academic Writing Skills**  Use correct word order in sentences with adjectives or nouns after *be* – *Tuesday is sunny* *in Cuba. There are two seasons in Cuba.*  Use capital letters for proper nouns – *June, New York City, Rodrigo*  Use commas after prepositional phrases and in lists – *In summer, we go swimming. It is going* *to be windy on Monday, Wednesday, Thursday* *and Saturday.*  **Writing Task**  Draft sentences about your city or town  Review and revise the content and structure of your sentences  Review and revise the use of language in your sentences  **Research Project (Contingent on Time Constraints)**  Divide the class into small group. Ask students to use the internet to access weather information for a place they would like to visit. Students will collect information to give a general overview of the climate and seasons, including average temperature/rainfall or number of days of rain per month. The group must select the best time of year to visit. The groups then present their information to the class. As a class, vote on the best place to visit. | 6 |
| 3. | **LIFESTYLE UNIT 3**  **Critical Thinking**  Answer questions about a student’s routine  Ask questions about another student’s routine and complete a timetable  Evaluate and choose the most important information about a person  **Grammar For Writing**  Identify different types of simple sentence structures – subject + verb + object; subject + verb + prepositional phrase; subject + verb + object + prepositional phrase  Form the third person singular of verbs – *travels, goes, studies*  Choose the correct present simple verb forms to complete a paragraph about a student.  Ask and answer questions in the third person singular – *What does your partner do on* *Saturdays? She goes to the zoo. What does* *your partner study? She studies Animal Biology.*  **Academic Writing Skills**  Identify main ideas and details in paragraphs  Add details to paragraphs  **Writing Task**  Draft sentences about your partner’s timetable and lifestyle  Review and revise the content and structure of your sentences  Review and revise the use of language in your sentences  **Research Project (Contingent on Time Constraints)**  **Create a short magazine article.**  Explain to your students that they are going to research and write about a culture or people they are interested in. Encourage them to think of their writing as a short magazine article. Divide the project into three parts: (1) First, students should research and gather information about the culture, on how people spend their free time or time at the weekend, and how they spend time on weekdays at work or school. Include other relevant topics from the unit, such as family, friends, food, meals, education and sport; (2) Second, students should choose two or three topics to write about. Ask them to write main idea sentences and identify the details to include. Encourage students to find pictures to illustrate the ideas; (3) Lastly, Ask students to draft their paragraphs and present their information. You may want to let students review each other’s work and give feedback. They can create a poster, a web page or other document to share their research. | 6 |
| 4. | **PLACES UNIT 4**  **Critical Thinking**  Identify key words relating to different topics in a text about the Maldives  Classify words about topics relating to your country  Review your lists and amend as necessary  **Grammar For Writing**  Write the correct form of *there is* or *there are* in sentences – *There is a beautiful park in my city.* *There are many tourist resorts in the Maldives.*  Correct errors with *there is* and *there are* in sentences about places – *There are many* *languages in London. In Thailand, there are* *many islands. There is a big river in my city.*  Use *a, an, the* and zero article appropriately in sentences about places – *a lake, an ocean, the* *United Kingdom, Chile*  Correct mistakes with *a*, *an, the* and zero article in sentences about places.  **Academic Writing Skills**  Spell adjectives of nationality correctly – *Chinese, Indian, Egyptian*  Punctuate sentences about countries and nationality  Identify topic sentences in two paragraphs  Choose topic sentences for paragraphs  Write a topic sentence for a paragraph  **Writing Task**  Draft three paragraphs about your country  Review and revise the content and structure of your paragraphs  Review and revise the use of language in your paragraphs  **Research Project (Contingent on Time Constraints)**  **Write and post an online travel review.**  Ask your class which places they have visited on holiday. They can be either national or international destinations. Place students in pairs or small groups based on their travel destinations. Working in pairs or groups, students will write an entry for a travel review blog. They can comment on and rate places to eat and stay and write about the climate, nearby nature spots, beaches, parks and entertainment. Each pair or group will post to a site. Use travel review sites that you or your students are familiar with. Based on your students, determine the number of paragraphs to include. Ask students to focus on paragraph organization in their reviews. Students should submit their written reviews to you before posting so they can be revised as needed. Encourage students to later check the sites to see any comments their reviews get. | 6 |
| 5. | **JOBS UNIT 5**  **Critical Thinking**  Use Likert scales to evaluate yourself  Analyze jobs and match them with characteristics  Evaluate your partner’s questionnaire results and choose a job for them  **Grammar For Writing**  Use the pronoun *you* to rewrite sentences  Correct mistakes with the form of *must + verb* and *have to + verb* in sentences about jobs – *Teachers must be good with people. Farmers have to be good with animals.*  Use correct word order in sentences with *not have to – Farmers do not have to be good with computers. A language teacher does not have to be good at Maths.*  **Academic Writing Skills**  Use *and* to join information in sentences about characteristics and skills – *You are friendly and* *good with people. The pay is good and the job* *is interesting.*  Rewrite emails, adding key features: greeting, contractions and a closing  **Writing Task**  Use a planner to create a list of details for an email about a job  Draft an email recommending a job to your partner  Review and revise the content and structure of your email  Review and revise the use of language in your email  **Research Project (Contingent on Time Constraints)**  Tell students that if they want a good job, then it is important to write a good Curriculum Vitae, or CV – a description of your education, qualifications and previous work experience you send to an employer when you are trying to get a job. (In American English it is known as a *résumé*.). Inform the students that CVs are often in document form but in order to make their CV different, they are going to make a video or audio file to practise speaking about themselves. Tell the students to think about their skills, hobbies, educational history, qualifications and adjectives to describe themselves. They could also write their CV using a CV template or writing software as an alternative. This project is completed individually, but consider asking students to post their work online for their classmates to review and comment on. | 6 |
| 6. | **HOMES AND BUILDINGS UNIT 6**  **Critical Thinking**  Identify data described by a paragraph in a table  Research and analyze information about two buildings you are interested in  Answer questions to compare two buildings  **Grammar For Writing**  Use correct word order in sentences comparing quantities – *Skyscrapers cost more money than* *other buildings. The garden home in Saigon has* *more rooms than the roof house. The Shanghai* *World Financial Center has fewer lifts than One* *World Trade Center.*  Correct errors with comparative adjectives in sentences about buildings – *The roof house* *is smaller than the garden home. One World* *Trade Center was more expensive than the Burj* *Khalifa. The Burj Khalifa was less expensive than* *One World Trade Center.*  **Academic Writing Skills**  Use *but* to connect ideas in compound sentences about buildings – *One World Trade Center is tall,* *but the Burj Khalifa is taller. The Istanbul Cevahir* *has more cinemas than the SM Mall of Asia, but* *the SM Mall of Asia has more shops.*  Correct spelling mistakes in words with double consonants – *shopping*, *bigger*, *running*  Choose supporting sentences to add detail and examples after topic sentences about buildings  Write supporting sentences for topic sentences about buildings  **Writing Task**  Review your ideas about buildings and research additional details  Draft your paragraph  Review and revise the content and structure of your paragraph  Review and revise the use of language in your paragraph  **Research Project (Contingent on Time Constraints)**  **Propose a new building for the campus.**  Divide the class into teams and ask students to identify one building on campus they think needs a better design. Invite students to discuss how people use the building, its location, the best design for the location, ‘green’ designs, materials, cost and other information from the unit. Invite students to create a concept board with pictures of buildings that they like. From that, ask them to create a short description about their proposed building. Students should include adjectives for buildings, number of floors, lifts and the materials the building will be made out of. Ask students to present their concept boards and proposed buildings to the class. Vote on which idea the students like best. | 5 |
| 7. | **FOOD AND CULTURE UNIT 7**  **Critical Thinking**  Complete an ideas map about *shawarma*  Develop ideas maps for two popular foods from your country  **Grammar For Writing**  Use the correct form of present simple verbs to complete sentences about foods – *They* *are popular dishes. This yoghurt is tasty. It is a* *popular dish.*  Identify and correct mistakes with verb forms in sentences about food  Correct mistakes with *a, an,* and *some* in sentences about food – *Add some honey to* *the dish. A famous dish from Italy is risotto.* *Jambalaya is an American dish.*  **Academic Writing Skills**  Understand error correction codes and correct errors in a student paragraph  Relate topic sentences to concluding sentences  Write concluding sentences for paragraphs about food and restaurants  **Writing Task**  Draft two paragraphs about popular foods from your country  Review and revise the content and structure of your paragraph  Review and revise the use of language in your paragraph  **Research Project (Contingent on Time Constraints)**  **Write your own menu.**  After dividing the class into teams, tell the students that they are going to write a menu of popular dishes. These can be ones from the unit, and/or other ones from their own country. The menu should be divided into starters, main courses and desserts (you might need to explain these terms), with several options for each course. Students can design the menu and add pictures of the dishes. They can also add details such as what the dish is made of or served with. They should then share their menus and choose what they would most like to eat from them. | 5 |
| 8. | **TRANSPORT UNIT 8**  **Critical Thinking**  Analyze the questions from a survey and match them to the responses  Identify information that can be represented in a pie chart  Label a pie chart with information from a survey  **Grammar For Writing**  Differentiate between objects and prepositional phrases  Correct mistakes with word order and prepositions in sentences about travel  Link sentences using pronouns to avoid repeating nouns – *Many students ride motorbikes. They* *are not expensive. The pie chart shows the most* *popular types of transport in Bangkok. It shows* *the percentage of people who use each type of* *transport to get to work or school.*  **Academic Writing Skills**  Use *because* and *so* to connect reasons and results in sentences about transport – *People* *prefer buses to tuk-tuks because buses cost less* *money. People take public transport so they* *don’t have to drive themselves.*  **Writing Task**  Prepare sentences for a paragraph explaining the results of a survey about transport  Draft your paragraph  Review and revise the content and structure of your paragraph  Review and revise the use of language in your paragraph  **Research Project (Contingent on Time Constraints)**  **Plan an exhibition on types of transport**  **used in different parts of the world.**  Explain that students will be setting up an exhibitionon transport to showcase different types oftransport used throughout the world. Groups willpick a city or an area of the world to focus on andwill be responsible for a poster or video presentationon popular types of transport there.Students should include pictures, a descriptionof the types of transport and a discussion on thepositives and the negatives of each type. As a class,determine how long the presentations should be,other content to include and if others outside ofthe class will be invited to the exhibition. Considerinviting specialists, city planners or others to attendand share information. | 5 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Identify and list basic grammatical elements for sentence and paragraph construction in various contexts.**  Reasoning: This assessment focuses on CLO 1.1, testing foundational knowledge of grammar necessary for constructing sentences and paragraphs. It may also include other related grammatical elements, offering a comprehensive evaluation of language skills as per the teaching team’s broader curriculum strategy. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.2 Write various types of paragraphs, following specific writing guidelines.**  Reasoning: Aligned with CLO 2.2, this assessment evaluates the ability to write different types of paragraphs. It includes broader writing objectives, reflecting the course's comprehensive approach and the teaching team's broader educational goals. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.2 Recall basic principles of critical thinking for coherent paragraph construction.**  Reasoning: Focusing on CLO 1.2, this assignment assesses students’ understanding of critical thinking principles in writing. It contributes to their overall development in logical reasoning and structured writing, consistent with the course's cumulative learning goals. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.3 Recall characteristics of various writing tasks for effective paragraph construction.**  **2.1 Employ grammatical principles for well-organized paragraphs.**  Reasoning: Targeting CLOs 1.3 and 2.1, this assignment tests students' ability to understand different writing styles and apply grammatical rules. It forms part of a broader assessment of writing 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)**  **1.4 Recall components of academic paragraphs. 2.3 Employ critical thinking in the writing context.**  Reasoning: This quiz, in line with CLOs 1.4 and 2.3, assesses students' knowledge of academic paragraph structure and critical thinking in writing. Additionally, it includes a range of writing and analytical skills, 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 a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **2.5 Organize sentences into coherent paragraphs.**  Reasoning: The midterm exam, focusing on CLO 2.5, evaluates the ability to structure coherent paragraphs. It also encompasses a variety of writing skills, reflecting the course's comprehensive focus on developing accurate and persuasive writing. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.4 Utilize varied sentence structures for well-organized, nuanced paragraphs.**  Reasoning: Aligned with CLO 2.4, the final exam tests the use of diverse sentence structures in paragraph construction. This exam serves as a cumulative assessment of writing abilities, encapsulating their understanding of sentence variety and coherence in writing, 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** | **UNITS 1 TO 8 (WRITING)**  Ostrowski, S., Adams, K., Sowton, C., & Williams, J. (2019). Unlock 1: Reading, Writing & Critical Thinking (2nd ed.). Dubai: Oriental 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** |