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| --- |
| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

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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 is designed to build upon the foundational skills acquired in Writing 1, focusing on developing students' abilities in constructing well-structured, coherent, and engaging written work across various formats. The course covers a range of topics from descriptive writing based on data interpretation to crafting narrative and explanatory paragraphs, and culminates in the formulation of comprehensive essays. Emphasis is placed on enhancing critical thinking in writing, applying complex grammatical structures, and refining academic writing skills such as topic sentence formation and effective paragraph organization. Additionally, the course fosters an appreciation for diverse writing styles, encourages self-directed learning, and emphasizes the importance of clear and accurate communication tailored to specific audiences and purposes. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG1303 Writing 1 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objective of ENG1307-3 Writing 2 is to advance students' proficiency in various forms of writing, equipping them with the skills to effectively communicate ideas in a clear, structured, and persuasive manner. This includes constructing various types of paragraphs and essays, employing advanced grammatical techniques, and developing critical thinking skills essential for academic writing. The course aims to enhance students’ ability to analyze, organize, and present information logically, while also encouraging them to value diverse perspectives and exercise autonomy in their writing processes. Ultimately, the course seeks to prepare students for more complex writing tasks, ensuring they are capable of producing high-quality written work suitable for academic and professional contexts. | | | | | | |

**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 | Memorize and recall techniques for evaluating positives and negatives, identifying key information, and analyzing graphical data within writing contexts | K2 | The course will incorporate structured analytical exercises, enabling students to master techniques for evaluating arguments and interpreting graphical data in writing. Emphasis will be on group discussions and critical analysis tasks. | Formative Assessment 1 (5 Marks) |
| 1.2 | Grasp the fundamental grammatical elements such as nouns, adjectives, quantifiers, and prepositions, understanding their role in the structure of sentences and paragraphs | K2 | Instruction will focus on the fundamental grammatical elements, utilizing targeted exercises for students to identify and use nouns, adjectives, quantifiers, and prepositions correctly in sentence and paragraph construction. | Formative Assessment 1 (5 Marks) |
| 1.3 | Recall and understand the methods of analyzing diagrams, sequencing events logically, and categorizing ideas in the context of writing process, narrative, and explanatory paragraphs | K2 | Teaching will involve exercises on diagram analysis, logical sequencing, and idea categorization, enhancing students' skills in organizing narrative and explanatory paragraphs. | Quiz (10 Marks) |
| 1.4 | Memorize complex grammatical structures like noun phrases with 'of,' modals of necessity, and complex sentence formations, and recognize the techniques for evaluating arguments in essay writing | K2 | The curriculum will cover complex grammatical structures and argumentation, with a focus on applying these in essay writing. Activities will include analyzing model essays and crafting arguments. | Assignment 1 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Compose clear and engaging descriptive sentences and paragraphs, as well as articulate one-sided opinion paragraphs, while integrating academic writing conventions such as capitalization, punctuation, and effective use of topic sentences | S5 and S6 | Students will be trained to compose descriptive and opinion paragraphs, adhering to academic writing conventions. The course will include exercises on developing topic sentences and integrating coherent and clear arguments. | Midterm Exam (30 Marks) |
| 2.2 | Demonstrate the ability to construct descriptive paragraphs based on graph analysis and process paragraphs, which encompasses crafting well-structured topic sentences, providing supporting details, and maintaining a logical sequence of events | S7 | The focus will be on constructing well-structured paragraphs based on data analysis, emphasizing logical flow and supporting details. | Assignment 2 (5 Marks) |
| 2.3 | Develop and refine narrative writing skills, particularly through the use of past tenses and time clauses, and simultaneously focus on creating impactful concluding sentences and enriching explanatory writing with detailed facts and explanations | S7 | Instruction will guide students in developing narrative skills, particularly in using past tenses and time clauses, and in enriching explanatory paragraphs with detailed facts. | Formative Assessment 2 (5 Marks) |
| 2.4 | Enhance essay writing skills by formulating comprehensive essays, a process that involves evaluating arguments, effectively using complex grammatical structures, and ensuring both the cohesion and persuasiveness of the written work | S2 and S7 | The course will enhance essay writing skills, focusing on argument evaluation, complex grammatical structures, and the development of cohesive and persuasive essays. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate respect and appreciation for diverse perspectives and complex writing styles, particularly while engaging in the analysis, construction, and critique of various forms of advanced writing, such as descriptive paragraphs, opinion pieces, and essays | V1 | Students will be encouraged to engage with a variety of writing styles and perspectives, fostering a respectful and open-minded approach to diverse viewpoints in writing. | 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 continuous self-directed improvement in writing skills, especially in the application of advanced sentence structures, paragraph development, and essay formulation, showing a commitment to personal growth in writing proficiency | V2 | The course will promote independent learning and self-improvement in advanced writing techniques, guiding students in setting and achieving personal writing goals. | 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, clarity, and accuracy of written work, with an emphasis on the impact and effectiveness of the writing in relation to the intended audience and purpose, especially in complex academic and opinion-based writing tasks | V3 | Emphasis will be placed on the responsibility of students to ensure the quality, clarity, and accuracy of their written work, with a focus on the effectiveness of writing in relation to its intended audience and purpose. | 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. | **PLACES UNIT 1**  **Critical Thinking**   * Evaluate whether features of a place are positive or negative * Use a T-chart to list positive and negative features of places described in texts * Create a T-chart listing positive and negative features of the place you come from   **Grammar For Writing**   * Identify subjects and verbs in simple sentences * Write simple sentences containing subjects and verbs from prompts * Choose the correct form of the verb be in sentences with there is or there are – *There is a bank. There are a lot of houses.* * Rewrite and write sentences with there is and there are to describe places –*There are not many people in my town. There is not a lake in my town. There are three sport stadiums in Abu Dhabi.*   **Academic Writing Skills**   * Correct punctuation errors with commas, full stops and capital letters in a paragraph about Montreal   **Writing Task**   * Choose six features to write about * Draft six sentences about the place where you live * Review and revise the content and structure of your writing * Review and revise the use of language in your writing   **Research Project (Contingent on Time Constraints)**  **Help other students understand how your country has changed.**  Ask students to brainstorm what their country is like now compared to the past. This can include the physical appearance of cities, the lifestyles of the people and what jobs they do. They may also want to look at reasons for these changes. If you have students from the same country, they can work in groups and/or choose only one aspect to focus on. Students can use blogs, leaflets, presentations and social media to convey information and share it with the rest of the class. | 6 |
| 2. | **FESTIVALS AND CELEBRATIONS UNIT 2**  **Critical Thinking**   * Complete an ideas map with information about a festival you have read about * Analyze details about a festival or celebration you know * Create an ideas map for a festival or celebration you know * Evaluate your ideas map and decide if you need more information   **Grammar For Writing**   * Identify subjects and verbs in simple sentences * Identify whether objects, adjectives or prepositional phrases follow verbs in simple sentences – *The festival is in May. I visit my family. The people are happy.* * Use correct word order in simple sentences with objects, adjectives or prepositional phrases following verbs * Discriminate between objects and prepositional phrases in sentences with both – *Children have parties at school. On Saturday, we watch the parades.*   **Academic Writing Skills**   * Organize topic sentences, supporting sentences and concluding sentences into paragraphs * Identify the topic sentence, supporting sentences and the concluding sentence in a paragraph about a celebration * Identify supporting details and examples in sentences   **Writing Task**   * Use an ideas map to complete a paragraph about a festival in Spain * Use your ideas map to prepare sentences for a paragraph about a festival or special event * Draft a paragraph about a festival or special Event * 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)**  **Recreate celebrations from different countries.**  Divide the class into groups and assign each group a foreign country (yours or the students’ choice). Explain that they are going to research and plan a one-day festival that celebrates that country’s culture. Celebrations could include crafts, food, dance, sport, clothing and/or traditions.  Students could put photos on a poster board or on paper to create an advert for their event. Classes could convert an area of their learning environment to set up a display of these different countries’ cultures and advertise their event. | 6 |
| 3. | **THE INTERNET AND TECHNOLOGY UNIT 3**  **Critical Thinking**   * Identify relevant content to include when answering essay questions * Understand, evaluate and analyze other people’s opinions of using the internet * Make lists of advantages and disadvantages of using the internet * Evaluate and select the most convincing arguments for or against using the internet   **Grammar For Writing**   * Use and to join information in sentences about using technology – *My sister has a computer and a smartphone. Jessica texts her friends and shares photos. Video games are boring and bad for children.* * Use also or too to connect ideas across two sentences about using technology –*My sister uses her computer a lot. She also has a smartphone. My sister uses her computer a lot. She has a smartphone, too.* * Use and or but to connect ideas in compound sentences about using technology – *Lina doesn’t have a smartphone and she doesn’t want one. Martin reads books on a tablet, but José likes to read printed books.* * Use however to connect contrasting ideas across sentences about technology – – *Smartphones are very popular. However, they are very expensive. The internet is very useful. However, it can be dangerous.*   **Academic Writing Skills**   * Identify topic sentences in two paragraphs * Identify the key features of topic sentences * Write topic sentences for paragraphs about the internet and technology   **Writing Task**   * Use a paragraph planner to create an outline of a paragraph about whether the internet is a waste of time or not * Draft a 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)**  **Create a short documentary about the impact of social media on our lives.**  Explain to your class that they are going to create an audio or video documentary on the positive and negative effects of social media on their lives. Divide the class into groups and ask them to brainstorm questions to be used for interviews. Ask them to allocate responsibilities in their groups for graphics, sound, editing, narration, etc. Students could collaborate outside the class to create a short film or online podcast festival where they screen or play the results of their projects. | 6 |
| 4. | **WEATHER AND CLIMATE UNIT 4**  **Critical Thinking**   * Explain the key features of a graph in an article about the Sahara Desert * Analyze graphs and choose the correct words to complete sentences about the data * Use data from a graph to complete a table * Evaluate the implications for the places in the graphs and the people who live there   **Grammar For Writing**   * Complete a table with the correct forms of comparative and superlative adjectives – *cold, colder, coldest* * Choose between comparative and superlative adjective forms to complete sentences about the weather * Use comparative and superlative adjectives to complete sentences about weather in Cuba and Iceland – *Iceland is colder than Cuba. Cuba is the rainiest country.*   **Academic Writing Skills**   * Complete topic sentences for descriptive paragraphs about a graph – *The graph shows the temperature in Degrees Celsius over 24 hours in the Sahara Desert* * Choose supporting information for a topic sentence about the climate in Costa Rica * Use words and phrases to introduce supporting examples in sentences about the weather – *Wildfires have many different causes, like lightning. Hurricanes are usually given names, such as Hurricane Sandy. Some cities are very wet and rainy, for example, Hong Kong and Mumbai.*   **Writing Task**   * Prepare sentences for a paragraph comparing the climate in two places * Draft a 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)**  **Improve your local environment.**  Students should collect data on the amount of waste produced by their class or school and identify improvements. For example, they could monitor the waste they produce during each lesson and/or ask a school official how much waste is produced each day or each week by the school. They can also interview classmates and other students in the school about their recycling habits. They should brainstorm a plan to educate and encourage other students to recycle and reduce waste material. Then, the students should try to implement their plan.  Explain to the class that they should measure how successful their solutions were and report back with any lessons learnt. | 6 |
| 5. | **SPORTS AND COMPETITION UNIT 5**  **Critical Thinking**   * Understand and label a diagram relating to a sporting event * Use a diagram to understand information about a sporting event   **Grammar For Writing**   * Identify singular and plural subjects, and verbs in sentences – *The footballers play three times a* *week. Football and tennis are popular sports.* * Use the correct form of present simple verbs to complete sentences about sport – *The coach* *swims every day. The race begins at 3 pm. The* *teams and the referee run onto the field.*   **Academic Writing Skills**   * Use transition words to connect sentences about sequences of actions – *First, the* *participants run ten kilometres. Next, they swim* *across the river.; Participants run ten kilometres.* * *Then, they swim across the river.* * Review a paragraph and delete unrelated (irrelevant) information.   **Writing Task**   * Use a paragraph planner to create an outline of a paragraph about the Sydney Triathlon * Draft a 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)**  **Design a competition where students increase their weekly sport activity.**  Divide the class into groups and make each group responsible for things like rules, goals, rewards and levels of difficulty. Tell them that the idea is for them to make physical activity more interesting by turning it into a game, with the aim of increasing how much physical activity they do, as well as how much other students and teachers do. They should design a competition that contains rewards, progress levels, points, a virtual currency or leader boards, just as in other games.  You may also want to look at and adapt information on ‘gamification’ (improving user engagement by turning educational materials into a game) to help students with their designs. | 6 |
| 6. | **BUSINESS UNIT 6**  **Critical Thinking**   * Identify important events in the history of Google * Complete a timeline of Google’s history * Research and create a timeline for a business which you are interested in * Create a table of supporting information   **Grammar For Writing**   * Differentiate between present simple and past simple verbs * Choose the correct form of verbs to complete a paragraph about a company and its history * Complete sentences about companies with past simple and present simple verbs – *Lego sells toys.* *In 1995, Amazon sold its first book on Amazon.com.* * Use time clauses with *when* to link events in sequence in the past – *When she was 30, she* *became the CEO. The shop closed when the* *economy crashed.*   **Academic Writing Skills**   * Make a paragraph about YouTube more interesting by adding details in appropriate places * Link details about Google with important events in its history   **Writing Task**   * Plan the events and details you will use in a paragraph about the history of a business * Prepare a topic sentence for your paragraph * 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)**  **Create a small business.**  After dividing the class into groups, explain that they are going to create a new small business. They should write a business plan that includes a description of the product or service they plan to sell, ideas on target customers, and an advertising plan. They will also have to think about the source of the capital to start the business.  Students can present their business idea to the class and vote on the best one to launch. | 5 |
| 7. | **PEOPLE UNIT 7**  **Critical Thinking**   * Organize characteristics of two people in a Venn diagram to identify similarities and differences * Identify the characteristics of role models * Evaluate a role model and add evidence to support your ideas   **Grammar For Writing**   * Use modals and other phrases to describe the required characteristics of role models – *Good* *role models must work hard. Good role models* *must not be selfish. It is important for role* *models to be patient.* * Use modals and other phrases to describe how people can accomplish their goals – *Jun should* *read a lot of literature. Hanif must work hard* *and save a lot of money. It is important to learn* *the language.*   **Academic Writing Skills**   * Evaluate concluding sentences for the end of a paragraph * Relate topic sentences to concluding sentences * Write concluding sentences for paragraphs about famous people and achievements   **Writing Task**   * Prepare a topic sentence for a paragraph about a good role model * Plan the characteristics and supporting details you will describe in your paragraph * Prepare a concluding statement * 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)**  **Do something amazing for people who are less fortunate than you in your community.**  Explain to the class that they are going to think of something to help people who are less fortunate than them live better lives. They should form groups and brainstorm a list of charitable organizations in their area. The students can find out ways that people can help the charitable organization. Each group should then put a plan into action. They can decide to collect money, food or clothing and donate it to the organization. They can also decide to volunteer for a day. The students should report back to the class about their project.  Note: To help the students, you may want to bring in a list of charitable organizations in the area. You can then brainstorm with the class ways that people often help other people in need. You may need to preteach *volunteer*, and *donate*. | 5 |
| 8. | **THE UNIVERSE UNIT 8**  **Critical Thinking**   * Analyze an essay’s introductory paragraph and identify the main argument * Identify supporting reasons for the main argument in an essay * Identify opinions about funding for space travel in different sources * Organize arguments, reasons and evidence in a T-chart * Evaluate the arguments and add further support * Explain your views on funding space travel   **Grammar For Writing**   * Use correct word order in sentences with *that* clauses – *NASA scientists learnt that human bones can become weaker in space. Many people are sure that they will travel to Mars someday.* * Rewrite quotations with reporting verbs followed by *that* clauses – *Elon Musk said that* *SpaceX built* Dragon *in order to deliver supplies* *to the International Space Station.* * Give reasons for exploring space using infinitives of purpose with or without *in order* – *We* *explore space (in order) to discover new life.* * Use *because* and *so* to express cause and effect relationships – *I’m studying Maths and Physics* *because I want to be an engineer. I want to be* *an engineer, so I’m studying Maths and Physics..*   **Academic Writing Skills**   * Understand the sections of an academic essay * Identify the key features of each section of an academic essay   **Writing Task**   * Understand the sections of an essay planner * Use an essay planner to draft an opinion essay about funding space exploration * Review and revise the content and structure of your essay * Review and revise the use of language in your essay   **Research Project (Contingent on Time Constraints)**  **Plan a lesson to teach local school children about the solar system.**  Divide the class into teams and explain that they will be producing teaching materials for a lesson on the solar system. They should brainstorm the material’s objectives, discuss the age of their prospective audience and the types of activities they will use. They should produce a comprehensive plan including aims, methodology and challenges and write self-reflection pieces afterwards. | 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 Memorize and recall techniques for evaluating positives and negatives, identifying key information, and analyzing graphical data in writing contexts.**  **1.2 Grasp fundamental grammatical elements and understand their role in sentence and paragraph structure.**  Reasoning: This assessment aligns with CLOs 1.1 and 1.2, focusing on evaluating information and understanding grammar. Additionally, it may cover other related aspects of writing and analysis as determined by the teaching team, reflecting the course's comprehensive approach. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.3 Develop narrative writing skills, focusing on past tenses, time clauses, concluding sentences, and detailed explanatory writing.**  Reasoning: Aligned with CLO 2.3, this assessment evaluates narrative writing skills and the ability to enrich writing with details. It also 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)**  **1.4 Memorize complex grammatical structures and recognize techniques for evaluating arguments in essay writing.**  Reasoning: Targeting CLO 1.4, this assignment assesses students’ understanding of complex grammar and argument evaluation. It contributes to their overall development in writing skills, in line with the course's cumulative learning goals. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.2 Construct descriptive paragraphs based on graph analysis and process paragraphs.**  Reasoning: Focusing on CLO 2.2, this assignment tests students' ability to write descriptively and logically. 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)**  **1.3 Recall and understand methods of analyzing diagrams and categorizing ideas in writing.**  Reasoning: This quiz, in line with CLO 1.3, assesses students' skills in diagram analysis and idea organization. Additionally, it includes a range of writing 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.**  **2.1 Compose clear descriptive and opinion paragraphs, integrating academic writing conventions.**  Reasoning: The midterm exam, focusing on CLO 2.1, evaluates the composition of descriptive sentences and opinion 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 Enhance essay writing skills, including evaluating arguments and using complex grammatical structures.**  Reasoning: Aligned with CLO 2.4, the final exam tests comprehensive essay writing skills. This exam serves as a cumulative assessment of writing abilities, including argument evaluation and grammatical proficiency, 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)**  Neill, R., Lewis, M., Sowton, C., Farmer, J. & Flores, C. (2021).  Unlock 2- Reading, Writing, & Critical Thinking Student’s Book (2nd Edition). Cambridge 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** |