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

**Table of Contents**

[**A. General information about the course:** 3](#_Toc182591776)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 4](#_Toc182591777)

[**C. Course Content** 8](#_Toc182591778)

[**D. Students Assessment Activities** 16](#_Toc182591779)

[**E. Learning Resources and Facilities** 18](#_Toc182591780)

[**F. Assessment of Course Quality** 20](#_Toc182591781)

[**G. Specification Approval** 20](#_Toc182591782)

# **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 is designed to build upon the foundational writing skills acquired in previous courses, focusing on enhancing students' ability to compose coherent and cohesive texts at the CEFR B1 level. The course emphasizes practical writing tasks, such as drafting personal letters, notes, and essays on familiar topics, while also introducing students to more abstract and complex subjects. Through a combination of grammar exercises and academic writing skills development, students will learn to link ideas smoothly, use appropriate grammatical structures, and effectively communicate information and ideas. The course also aims to foster critical thinking, independent learning, and a sense of responsibility in students' writing processes. | | | | | | |
| 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 primary objective of ENG2311-3 Writing 3 is to advance students' writing skills to the CEFR B1 level, enabling them to write straightforward, connected texts on a range of familiar subjects within their field of interest. The course aims to develop students' abilities to write personal letters and notes conveying simple information of immediate relevance, express abstract and concrete ideas with reasonable precision, and check and explain information and problems effectively. By the end of the course, students will be capable of independently planning, drafting, and revising various types of written texts, utilizing correct grammatical structures and linking words to create cohesive and coherent pieces of writing. | | | | | | |

**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 | Recall the key components of a paragraph, including topic sentences, supporting details, and concluding statements, essential for structuring academic essays | K1 | Utilize the textbook's example paragraphs to identify and highlight topic sentences, supporting details, and concluding statements. Have students label these components in their textbooks, followed by guided practice exercises from the textbook where they create their own paragraphs based on prompts. | Midterm Exam (30 marks) |
| 1.2 | Recall and identify the correct word order in sentences, essential for constructing clear and coherent academic writing | K2 | Use textbook exercises that focus on sentence structure. Start with fill-in-the-blank and reordering exercises provided in the textbook. Follow up with textbook-based activities where students correct jumbled sentences and write their own sentences using the correct word order. | Formative Assessment 1 (5 marks) |
| 1.3 | Remember and correctly use linking words such as "and," "or," "but," and "whereas" to connect ideas in sentences, enhancing their ability to write cohesive texts | K2 | Engage students with textbook exercises that focus on linking words. These can include matching exercises, fill-in-the-blanks, and sentence completion tasks. Encourage students to underline or highlight linking words in reading passages within the textbook and then use similar structures in their writing assignments. | Formative Assessment 2 (5 marks) |
| 1.4 | Recall and differentiate between defining and non-defining relative clauses, understanding their role in providing additional information in sentences | K2 | Use the textbook's grammar explanation and exercises on relative clauses. Begin with identification tasks where students find and label defining and non-defining clauses in the provided texts. Follow up with transformation exercises in the textbook that require students to combine sentences using relative clauses. | Quiz (10 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Convey information and ideas on both abstract and concrete topics, check information, and explain problems with reasonable precision | S2 | Leverage discussion and role-play activities in the textbook that prompt students to convey information and ideas. Utilize textbook prompts for writing short essays or paragraphs on given topics, encouraging precision and clarity. | Final Exam (40 marks) |
| 2.2 | Draft, review, and revise body paragraphs for essays, improving the content, structure, and language used in their writing, in line with B1 level standards | S5 | Follow the textbook's step-by-step writing process. Use textbook examples and exercises for drafting, reviewing, and revising paragraphs. Assign textbook exercises that involve peer review, where students use provided checklists to critique each other’s work. | Final Exam (40 marks) |
| 2.3 | Write straightforward, connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence | S6 | Utilize textbook writing prompts and structured exercises that guide students in linking discrete elements into cohesive texts. Encourage students to follow models and frameworks provided in the textbook. | Assignment 2 (5 marks) |
| 2.4 | Write personal letters and notes asking for or conveying simple information of immediate relevance, effectively getting across the points they feel are important | S6 | Use textbook examples and templates for writing personal letters and notes. Assign exercises where students write letters based on scenarios provided in the textbook, focusing on clarity and relevance. | Assignment 1 (5 marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate an appreciation for clear and coherent writing by actively engaging in peer review sessions, providing constructive feedback, and incorporating peer and teacher feedback to improve their essays and other written tasks | V1 | Implement structured peer review sessions using rubrics and guidelines from the textbook. Use textbook checklists to guide feedback and revision processes. | 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 | Independently plan, draft, and revise their essays and personal letters, demonstrating their ability to manage their writing process without direct supervision, including the use of appropriate grammatical structures and vocabulary | V2 | Assign independent writing tasks from the textbook with clear guidelines. Encourage students to use the planning and drafting frameworks provided in the textbook, and to revise their work using textbook-based self-assessment tools. | 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 accuracy and clarity of the information they convey in their writing by fact-checking their sources and revising their work to ensure it accurately reflects their intended message, particularly in essays | V3 | Use textbook exercises that focus on fact-checking and revision. Provide activities where students must revise paragraphs and essays to improve accuracy and clarity, using the textbook’s guidelines and examples. | 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. | **ANIMALS UNIT 1**  **Critical Thinking**   * Use a Venn diagram to compare and contrast * two animal species * Understand diagrams and write sentences comparing two shark species * Understand and compare information about two shark species * Complete a Venn diagram comparing and contrasting two shark species   **Grammar For Writing**   * Use correct word order in sentences. * Use *and* and *o*r to avoid repetition in sentences about the same subject *The tiger shark has sharp teeth and a powerful bite. The tiger shark is not an endangered or a protected species*. * Use *but* and *whereas* to link contrasting ideas in sentences – *The tiger shark has sharp teeth and a powerful bite, whereas the whale shark does not have sharp teeth or a powerful bite*. * Use *both* and *neither* to write sentences describing similarities between types of squirrels – *Both the grey and red squirrel carry squirrel parapoxvirus. Neither the grey nor the red squirrel has large ears*.   **Academic Writing Skills**   * Understand the different types of topic sentence used in body paragraphs in academic essays * Identify appropriate topic sentences for body paragraphs about animals   **Writing Task**   * Draft two body paragraphs for an essay comparing and contrasting two sharks * Review and revise the content and structure of the essay * Review and edit the use of language in the essay   **Research Project (Contingent on Time Constraints)**  **Educate people about endangered species in your region.**  Divide the class into groups and ask them to research these questions:   * What endangered animals are there in your part of the world? * Why are they endangered? How can we help them? * Why are animals important to us?   Students should create a blog to answer the questions. Each group should write a blog post on their assigned topic and think of a headline for their post. The whole class should think of a name for the blog. Students can publish their blog in Blackboard LMS. | 6 |
| 2. | **THE ENVIRONMENT UNIT 2**  **Critical Thinking**   * Understand the causes and effects of deforestation * Complete a cause-and-effect chain about deforestation * List causes and effects of global warming * Create a cause-and-effect chain for global warming   **Grammar For Writing**   * Use verbs to describe cause-and-effect relationships in sentences – *Deforestation leads to habitat destruction. Habitat destruction is caused by deforestation.* * Use *because* and *because of* to describe cause-and-effect relationships in sentences – *The environment is changing because humans are burning fossil fuels. The climate is changing because of human activity.*   **Academic Writing Skills**   * Evaluate paragraph unity in a paragraph about bottled water * Identify different types of support for an argument in a paragraph about bottled water * Add supporting examples to a paragraph about desertification   **Writing Task**   * Plan which human causes of climate change you will include in an essay * Draft two body paragraphs for an essay describing the human causes of climate change and the effects that climate change will have on the planet * 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)**  **Help stop global warming by reducing your use of fossil fuels.**  Divide the class into small groups and ask them to  find out:   * what all the types of fossil fuels are * why fossil fuels cause global warming * how fossil fuels are used by the students in their homes and school * what the alternatives are for fossil fuels in their environment.   Explain that the students are responsible for recording the class consumption of fossil fuels. They will create data and analyze the data. They can then research and write about how to reduce their consumption as a way to educate others. | 6 |
| 3. | **TRANSPORT UNIT 3**  **Critical Thinking**   * Use a table to organize ideas about transport solutions and their advantages and disadvantages * Analyze a map of a city and describe its possible transport problems * Evaluate potential solutions to a city’s transport problems and their advantages and disadvantages * Choose the best solutions to a city’s transport problems and justify your choices   **Grammar For Writing**   * Use the first conditional to describe the consequences of actions – If the council creates a park-and-ride scheme, traffic congestion will decrease. * Use the first conditional with if ... not or unless to describe the consequences of not doing a certain action – If the council doesn’t create a park-and-ride scheme, the city won’t be able to reduce pollution. The city won’t be able to reduce pollution unless the council creates a park-and ride scheme.   **Academic Writing Skills**   * Evaluate concluding sentences for paragraphs about transport issues   **Writing Task**   * Create an outline of your body paragraphs for an essay about solutions to a city’s traffic congestion problems * Draft two body paragraphs for your essay which each include a concluding statement * 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)**  **Improve the transport in your area.**  Explain to your class that they are going to write a proposal to the local council, explaining ways they could improve transport in the area. They should focus on two areas: road safety and the improvement and promotion of public transport. The proposal needs to discuss the current situation and state where any problems exist. It should also contain a description of improvements to the transport network and the advantages of these improvements.  Students could extend this activity by developing a public transport promotion focusing on awareness of the issues through promotional products, leaflets, logos, slogans and videos. | 6 |
| 4. | **CUSTOMS AND TRADITIONS UNIT 4**  **Critical Thinking**   * Organize notes about the ideas from an essay about cultural heritage in a table * Evaluate each idea in an outline of an essay about cultural heritage and add personal responses   **Grammar For Writing**   * Identify different techniques for paraphrasing ideas: synonyms, word order changes, using indirect speech * Use synonyms, word order changes and indirect speech to paraphrase ideas about cultural heritage * Evaluate and improve your paraphrases   **Academic Writing Skills**   * Identify the key features of an essay summarizing and responding to another author’s ideas   **Writing Task**   * Prepare an outline of two paragraphs, summarizing and responding to efforts to preserve the world’s intangible cultural heritage * Draft two paragraphs * 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)**  **Compare two countries’ cultural traditions**  Divide the class into groups and ask them to think of two different countries; each group should choose two different ones. Ask them to research, compare and contrast the cultural traditions of those two countries. This should include both tangible and intangible cultures. The groups can create a slideshow presentation about the countries they have researched. | 6 |
| 5. | **HEALTH AND FITNESS UNIT 5**  **Critical Thinking**   * Use a table to understand the content of a paragraph * List arguments for and against compulsory physical education in universities * Use a table to evaluate and support your arguments   **Grammar For Writing**   * Use phrases to express opinions on issues related to health and fitness – In my opinion, both parties have a role to play in dealing with this global problem. * Use modal verbs to express opinions on issues related to health and fitness – Individuals ought to make better food choices. * Use language to state the purpose of an idea or recommendation – Governments should promote healthy eating in order to increase life expectancy. * Identify the grammar and punctuation used to link contrasting sentences. * Use linking words to connect contrasting ideas in sentences about diet and exercise – Although meat and fish are healthy foods, they are expensive in most countries.   **Academic Writing Skills**   * Complete an outline of a balanced opinion essay with notes from an essay about responsibility for obesity   **Writing Task**   * Create an outline for a balanced opinion essay about whether universities should require students to take physical education classes * Draft your essay * 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)**  **Help people to eat healthily.**  Divide the class into groups and ask them to researchdifferent ways of eating healthily. Tell them aboutdifferent areas of the topic they could research, such as:   * vegetarian lifestyles * extreme diets * healthy eating * superfoods   Ask the students to design an informative guide, posters, websites and dietary schemes to explore their findings. Students could also create journals to record what foods they have eaten and activities they have taken part in, and analyze this data to present to the class. | 6 |
| 6. | **DISCOVERY AND INVENTION UNIT 6**  **Critical Thinking**   * Use a T-chart to organize a list of advantages and disadvantages * Brainstorm a list of recent inventions by their area of use * Analyze the advantages and disadvantages of an invention using a T-chart   **Grammar For Writing**   * Use a relative pronoun to complete the relative clause in sentences – *People who are unable to walk may be able to walk with the help of a robotic suit.* * Differentiate between defining and non-defining relative clauses * Join pairs of sentences using a relative clause * Differentiate between prepositional phrases presenting advantages and disadvantages – *The main advantage of … is …, The main argument in favour of … is …, The problem with … is …* * Use prepositional phrases to complete sentences about the advantages and disadvantages of inventions – *One good thing about robots is that they can do dangerous or boring jobs instead of humans. Perhaps the biggest concern with flying cars is that they could crash, causing*   *terrible accidents.*  **Academic Writing Skills**   * Identify the key features of the introductory paragraph to an academic essay in the article on biomimicry and the article on future technologies * Evaluate the two introductions to the texts in the unit and decide which has more impact on the reader   **Writing Task**   * Prepare an introductory paragraph for an essay on a new technology * Create an outline for the body of your essay * Plan a conclusion * Draft your essay * 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)**  **Invent a robot concept.**  Divide the class into groups and ask them to think about how they could use robots in these areas:   * food production * the household * care of elderly people * companionship * construction * helping in dangerous places   Tell them that they have to produce a brochure and presentation which sells a robot concept to a particular group of people. They have to think about design, the target audience, specifications, features, marketing and the user experience.  Students should present their projects to the rest of the class and decide on the best idea. | 5 |
| 7. | **FASHION UNIT 7**  **Critical Thinking**   * Organize arguments from an essay about outsourcing fashion production in a table * Identify the types of support used by the writer * Evaluate the types of support used by the writer * Categorize a list of arguments relating to the writing task for Unit 7 * Evaluate the strength of the arguments and justify your opinion * Support the three strongest arguments with additional evidence   **Grammar For Writing**   * Identify multi-word prepositions in sentences about fashion – *Due to their longer lifespan, expensive designer clothes are more environmentally friendly than cheap clothes.* * Identify the meanings of multi-word prepositions in sentences * Use prepositional phrases to complete sentences about the fashion industry – *The company closed its offshore production facilities in addition to its overseas retail stores. Instead of buying disposable fashion, it is better for the environment if people choose clothes that last longer.*   **Academic Writing Skills**   * Evaluate opening statements for the first body paragraph of an essay about the fashion industry and body-image * Identify the types of support used in a body paragraph from an essay on the fashion industry and body-image * Evaluate the writer’s arguments and evidence * Use words and phrases to express counterarguments – *Supporters of moving production overseas are in favour of foreign investment. They insist that this investment plays a central role in improving the economy in developing countries.* * Identify different ways of creating cohesion in writing in paragraphs about fashion * Complete a paragraph with a range of words and phrases to create cohesion   **Writing Task**   * Prepare an outline of a point–counterpoint essay about whether the fashion industry is harmful to society and the environment * Draft your essay * 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)**  **Find out how ethical your brands are.**  After dividing the class into groups, ask students to list as many different clothing brands as they know. Tell them that they have to pick five from their list and find out how ethical they are. They must look at:   * how each company affects the environment * how sustainable the clothing is * where the clothing is made and the conditions of the workers * the company’s ethical and environmental policies   Students can create an awareness campaign to educate people on the most ethical brands. They should write about how different fabrics are made and the lives of people who make their clothes. | 5 |
| 8. | **ECONOMICS UNIT 8**  **Critical Thinking**   * Understand the organization of information presented in a line graph about income and expenditure * Analyze the trends shown in a line graph about income and expenditure * Analyze the information and trends in a line graph about revenue from DVDs and video streaming   **Grammar For Writing**   * Match graphs to their descriptions – *Sales of DVDs rose sharply and then fell dramatically*. * Write equivalent noun phrases for verb phrases describing trends in graphs * Complete sentences describing change with the correct prepositions and conjunctions – *Prices fluctuated considerably between 2010 and 2018.* * Understand synonymous words and phrases used to express figures approximately – *almost a hundred euros = €99.99, roughly half a million euros = €485,134, over ten thousand euros = €10,237*   **Academic Writing Skills**   * Understand the key features of a paragraph describing a graph * Demonstrate understanding of a description of a graph by drawing it * Describe the trends shown in the graph you drew * Identify the relationship between a thesis statement and a conclusion * Identify the key features of concluding paragraphs   **Writing Task**   * Plan and draft an essay describing a multiple-line graph comparing revenue from DVD sales and video streaming and explain the data * 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)**  **Advise your government on how to grow a sustainable economy.**  Explain to your class that they are going to research different ways to make their country’s economy more sustainable. Explain that in order to be sustainable, the country’s natural resources should not be in danger. Ask them to look at these different areas of the economy: manufacturing, fishing (if relevant), small businesses, technology, farming. Ask them to research how to make these areas more sustainable. Some direction you could offer may be to look at areas like local produce, minimizing environmental impact from manufacturing, local economies, technology and health, and overfishing. Doing an internet search with phrases such as ‘sustainable farming’, ‘sustainable fishing’ or ‘benefits of local businesses’ should produce enough information to get them started with their research. They could produce a report to present to local government representatives. | 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)**  **1.2 Recall and identify the correct word order in sentences, essential for constructing clear and coherent academic writing**  The assessment 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% |
|  | **Formative Assessment 2 (5 Marks)**  **1.3 Remember and correctly use linking words such as "and," "or," "but," and "whereas" to connect ideas in sentences, enhancing their ability to write cohesive text**  The assessment 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)**  **2.4 Write personal letters and notes asking for or conveying simple information of immediate relevance, effectively getting across the points they feel are important**  The assessment 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% |
| **4.** | **Assignment 2 (5 Marks)**  **2.3 Write straightforward, connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence**  The assessment 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% |
| **5.** | **Quiz (10 Marks)**  **1.4 Recall and differentiate between defining and non-defining relative clauses, understanding their role in providing additional information in sentences**  The assessment 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 | 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.**  **1.1 Recall the key components of a paragraph, including topic sentences, supporting details, and concluding statements, essential for structuring academic essays**  The Midterm Exam 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 certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.1 Convey information and ideas on both abstract and concrete topics, check information, and explain problems with reasonable precision**  **2.2 Draft, review, and revise body paragraphs for essays, improving the content, structure, and language used in their writing, in line with B1 level standards**  The Final Exam serves as a cumulative assessment of writing abilities. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **UNITS 1 TO 8 (WRITING)**  **Unlock Level 3 Reading, Writing and Critical Thinking Student's Book with Digital Pack 2nd Edition**  **ISBN**: 9781009031400  **English Type:** International English  **Publication date**: July 2021 |
| **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** |