



# Course Specifications

<b>Course Title:</b>	Writing (1)
<b>Course Code:</b>	ENG 112
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description .....	3
2. Course Main Objective .....	3
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	4
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support</b> .....	<b>5</b>
<b>F. Learning Resources and Facilities</b> .....	<b>5</b>
1. Learning Resources .....	5
2. Facilities Required .....	5
<b>G. Course Quality Evaluation</b> .....	<b>6</b>
<b>H. Specification Approval Data</b> .....	<b>6</b>

## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 1/Year 1
<b>4. Pre-requisites for this course (if any):</b>
<b>5. Co-requisites for this course (if any):</b>

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	90%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		10%

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	40
2	Laboratory/Studio	
3	Tutorial	5
4	Others (specify)	
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	20
2	Assignments	20
3	Library	
4	Projects/Research Essays/Theses	
5	Others(specify)	
	<b>Total</b>	40

\*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b> Students learn to write paragraphs legibly and correctly.
<b>2. Course Main Objective</b> To give students a foundation on which to build all their writing skills. Focus is placed on writing mechanics, especially at the sentence and paragraph level

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Describe the basic components of a sentence	K1 & K2
1.2	Describe the basic components of a paragraph	K1 & K2
2	<b>Skills :</b>	
2.1	Identify correct/incorrect sentence structures	S3
2.2	Identify correct/incorrect paragraph structures	S3
3	<b>Competence:</b>	
3.1	Express personal information through writing	C3
3.2	Develop student autonomy through their own writing	C1

### C. Course Content

No	List of Topics	Contact Hours
1	<b>Describing another person</b>	9
2	<b>Describing yourself</b>	9
3	<b>Describing a place</b>	9
4	<b>Describing your own or another person's daily routine</b>	9
5	<b>Describing a scene or a photo</b>	9
<b>Total</b>		45

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge</b>		
1.1	Describe the basic components of a sentence	Lecture, corrective feedback, students write themselves on the board	In class writing (checked by instructor)
1.2	Describe the basic components of a paragraph	Lecture, corrective feedback, teacher solicited writing examples on the board	In class writing (checked by instructor); HW; quizzes; exams
2.0	<b>Skills</b>		
2.1	Identify correct/incorrect sentence structures	Emphasis on writing process through repeated practice	In class writing (checked by instructor)
2.2	Identify correct/incorrect paragraph structures	Emphasis on writing process through a variety of paragraph types	In class writing (checked by instructor); HW; quizzes; exams
3.0	<b>Competence</b>		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.1	Express personal information through writing	Make students do more than memorize and parrot	In class writing (checked by instructor)
3.2	Develop student autonomy through their own writing	Make students do more than just memorize and parrot	In class writing (checked by instructor)

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes, homework	varies	10%
2	Mid-term 1	7 <sup>th</sup> week	20%
3	Mid-term 2	12 <sup>th</sup> week	20%
4	Final Examination	16 <sup>th</sup> week	50%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Full time academic advisor in the college.

## F. Learning Resources and Facilities

### 1. Learning Resources

Required Textbooks	Keep Writing 1– Richard Harrison, Pearson Education Ltd
Essential References Materials	Oxford Advanced Learner's Dictionary
Electronic Materials	Use of Blackboard for supplemental writing practice
Other Learning Materials	N/A

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom – 30 seats
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Projector

Item	Resources
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1- Effectiveness of teaching and assessment (Surveys)	STUDENTS	DIRECT
2- Effectiveness of teaching and assessment (Peer Observation)	FACULTY	DIRECT
3- Extent of achievement of course learning outcomes	FACULTY	DIRECT

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### H. Specification Approval Data

<b>Council / Committee</b>	Department of English Council
<b>Reference No.</b>	20138
<b>Date</b>	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee