



# Course Specifications

<b>Course Title:</b>	Writing (2)
<b>Course Code:</b>	ENG 116
<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>4</b>
1. Course Description .....	4
2. Course Main Objective .....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>5</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	7
<b>E. Student Academic Counseling and Support</b> .....	<b>7</b>
<b>F. Learning Resources and Facilities</b> .....	<b>7</b>
1. Learning Resources .....	7
2. Facilities Required .....	8
<b>G. Course Quality Evaluation</b> .....	<b>8</b>
<b>H. Specification Approval Data</b> .....	<b>8</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 2/Year 1
<b>4. Pre-requisites for this course (if any):</b> Writing 1
<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	100%
2	Blended		-
3	E-learning		-
4	Correspondence		-
5	Other		-

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

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	40
2	Laboratory/Studio	
3	Tutorial	05
4	Others (specify)	
	<b>Total</b>	45
<b>Other Learning Hours*</b>		
1	Study	40
2	Assignments	05
3	Library	-
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	<b>Total</b>	45

\* 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

### 1. Course Description

This course emphasizes on developing writing skills among students. The students will commence from paragraph structure and organization to move latter on the different types of paragraphs, focusing on the use of simple sentences and structures that allow the students to control their whole writings i.e. the paragraph. The appropriate and effective organization of the paragraphs are not limited to; topic sentence, supporting sentences, or concluding sentence; however, it goes beyond such patent requirements to emphasis capitalization, punctuation, incorrect sentences, fragments, and run-on sentences.

### 2. Course Main Objective

- classify mainly four types of paragraphs (descriptive, process, opinion and narrative)
- apply their practical knowledge and strategies of writing for succeeding in content coursework.
- demonstrate their knowledge to express their opinions, discuss their ideas, and share their experiences through written communication.
- apply their knowledge to analyze authentic student paragraphs, which eventually leads to their academic and professional competences.
- synthesize their acquired knowledge of composing various types of paragraphs for succeeding in advanced courses such as applied linguistics and English literature.
- use language appropriately for various contexts in writing paragraphs.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Identify the four types of paragraphs.	K2
1.2	Develop the strategies of writing for the succeeding in content courses.	K2
1.3	Ability to demonstrate their knowledge to express their opinions, discuss their ideas, and share their experiences through written communication.	K2
2	<b>Skills :</b>	
2.1	Operate their knowledge & being independent learners to analyze authentic student paragraphs, which eventually leads to their academic and professional competences.	S3
2.2	Synthesize their acquired knowledge of composing various types of paragraphs for succeeding in advanced courses such as applied linguistics and English literature.	S3

CLOs		Aligned PLOs
2.3	Conduct their various writings and cope with unexpected topics. i.e. relying on themselves in expressing their thoughts on various topics.	S1
<b>3</b>	<b>Competence:</b>	
3.1	Monitor students' autonomy through individual writing practice.	C1
3.2	Conduct students' autonomy to self-correction.	C3
3.3	Prompt students' own reliability in their different steps for writing paragraphs.	C1

### C. Course Content

No	List of Topics	Contact Hours
1	Review of Writing I: handwriting, capitalization, sentence structure	3
2	The Sentence and the Paragraph	6
3	Descriptive Paragraphs	6
4	Process Paragraphs	6
5	Opinion Paragraphs	6
6..	Narrative Paragraphs	6
7	Example Paragraphs	6
8	Midterm exam and review	6
<b>Total</b>		<b>45</b>

### D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Identify the four types of paragraphs.	<i>Lecturing pair work group work free discussion</i>	<i>Tests comprising: ✓ Free writing tasks in every lesson ✓ Multiple choice questions ✓ Gap-filling ✓ Error correction ✓ Editing Sentence completion</i>
1.2	Develop the strategies of writing for the succeeding in content courses.	<i>Lecturing pair work group work free discussion</i>	<i>Tests comprising: ✓ Free writing tasks in every lesson ✓ Multiple choice questions ✓ Gap-filling</i>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> <li>✓ Error correction</li> <li>✓ Editing</li> </ul> Sentence completion
1.3	Ability to demonstrate their knowledge to express their opinions, discuss their ideas, and share their experiences through written communication.	<i>Lecturing</i> <i>pair work</i> <i>group work</i> <i>free discussion</i>	Tests comprising: <ul style="list-style-type: none"> <li>✓ Free writing tasks in every lesson</li> <li>✓ Multiple choice questions</li> <li>✓ Gap-filling</li> <li>✓ Error correction</li> <li>✓ Editing</li> </ul> Sentence completion
<b>2.0</b>	<b>Skills</b>		
2.1	Operate their knowledge & being independent learners to analyze authentic student paragraphs, which eventually leads to their academic and professional competences.	<i>Lecturing</i> <i>pair work</i> <i>group work</i> <i>free discussion</i>	Tests comprising: <ul style="list-style-type: none"> <li>✓ Free writing tasks in every lesson</li> <li>✓ Multiple choice questions</li> <li>✓ Gap-filling</li> <li>✓ Error correction</li> <li>✓ Editing</li> </ul> Sentence completion
2.2	Synthesize their acquired knowledge of composing various types of paragraphs for succeeding in advanced courses such as applied linguistics and English literature.	<i>Lecturing</i> <i>pair work</i> <i>group work</i> <i>free discussion</i>	Tests comprising: <ul style="list-style-type: none"> <li>✓ Free writing tasks in every lesson</li> <li>✓ Multiple choice questions</li> <li>✓ Gap-filling</li> <li>✓ Error correction</li> <li>✓ Editing</li> </ul> Sentence completion
2.3	Conduct their various writings and cope with unexpected topics. i.e. relying on themselves in expressing their thoughts on various topics.	<i>Lecturing</i> <i>pair work</i> <i>group work</i> <i>free discussion</i>	Tests comprising: <ul style="list-style-type: none"> <li>✓ Free writing tasks in every lesson</li> <li>✓ Multiple choice questions</li> <li>✓ Gap-filling</li> <li>✓ Error correction</li> <li>✓ Editing</li> </ul> Sentence completion
<b>3.0</b>	<b>Competence</b>		
3.1	Monitor students' autonomy through individual writing practice.	Self-evaluation Encouraging pair-work and group work Encouraging students to cooperate each other	As Above
3.2	Conduct students' autonomy to self-correction.	Self-evaluation Encouraging pair-work and group work	As Above

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Prompt students' own reliability in their different steps for writing paragraphs.	Encouraging students to cooperate each other Self-evaluation Encouraging pair-work and group work Encouraging students to cooperate each other	As Above

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mainly paper-based paragraph writing tasks And a few blackboard quizzes	Varies	10%
2	<b>Mid-Term Exam 1</b>	Week 7	20%
3	<b>Mid-Term Exam 2</b>	Week 13	20%
4	<b>Final Examination</b>	Week 16	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 :**

Faculty Office Hours= 7 per week

Language Enhancement Program (LEP) for individual/group tutoring

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Savage, A and Shafiei, M. (2007) <i>Effective Academic Writing 1</i> Oxford. Oxford University Press.
<b>Essential References Materials</b>	Oxford Advanced Learner's Dictionary (9 <sup>th</sup> edition) Oxford Collocations Dictionary for students of English (2 <sup>nd</sup> edition).
<b>Electronic Materials</b>	Blackboard.
<b>Other Learning Materials</b>	-

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom- 30 seats with a white board and a data projector.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	N/A
<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
Classroom Quiz	Instructor	Indirect
Occasional in-class observations	Instructor	Indirect
Pair work assignments in class	Instructor	Modeling

**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