



Course Specifications

Course Title:	Writing (4)
Course Code:	ENG 217
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

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

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	20
2	Laboratory/Studio	
3	Tutorial	10
4	Others (specify)	
	Total	30
Other Learning Hours*		
1	Study	
2	Assignments	20
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	20

* 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
<p>Course Description and Main Objectives</p> <ol style="list-style-type: none"> To recapitulate, reinforce and develop work done at levels 1-3. To select and apply pre-writing strategies to generate ideas and develop a plan. To organize drafts via paragraphing, outlining, adding and deleting. To use vocabulary, sentence structure, organization and rhetorical devices appropriate to audience and purpose. To use effective sequence and transitions to achieve coherence and meaning. To revise drafts by rethinking content, organization and style to better accomplish the task. To use a variety of resources like dictionary & newspapers as sources of information. To edit as appropriate for the conventions of standard written English.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Identify, organize, write, and evaluate expository/argument essays	K1, K2
1.2	Critically analyze and revise their own writing	K1, K2
2	Skills :	
2.1	Provide adequate support for thesis and assertions	S3
2.2	Organize papers around a clearly defined controlling idea	S3
2.3	Write unified and coherent paragraphs which contain concrete details	S3
2.4	Write interesting and coherent introductions and conclusions	S3
2.5	Write essays which communicate a personal point of view, which contain some depth of insight to the topic	S3
2.6	Employ transitions to link ideas together	S3
3	Competence:	
3.1	Develop critical thinking skills	C1
3.2	Employ different strategies in order to express ideas in a clear and concise manner	C1
3.3	Collaborate with peers when completing writing tasks	C3

C. Course Content

No	List of Topics	Contact Hours
1	Paragraphing, Outlining	3
2	The Five-Paragraph Essay	3
3	Process Analysis Essays	3
4	Revision/ First Mid Term (7th Week)	3
5	Cause and Effect Essays	3

6	Argumentative Essays	3
7	Classification Essays	3
8	Revision/ Second Mid Term (13 th Week)	3
9	Reaction Essays	3
10	Revision/Final Examination (16 th Week)	3
Total		30

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	Knowledge		
1.1	Identify, organize, write, and evaluate expository/argument essays	Modelling, detailed explanation, corrective feedback, pair work, in-class writing practice	In class writing, immediate feedback from instructor and peers
1.2	Critically analyze and revise their own writing	Process writing assignments	Tutorial with instructor
2.0	Skills		
2.1	Provide adequate support for thesis and assertions	Modelling, detailed explanation, corrective feedback, pair work, in-class writing practice	In class writing, immediate feedback from instructor and peers, assignment, exams
2.2	Organize papers around a clearly defined controlling idea	Modelling, detailed explanation, corrective feedback, pair work, in-class writing practice	In class writing, immediate feedback from instructor and peers, assignment, exams
2.3	Write unified and coherent paragraphs which contain concrete details	Modelling, detailed explanation, corrective feedback, pair work, in-class writing practice	In class writing, immediate feedback from instructor and peers, assignment, exams
2.4	Write interesting and coherent introductions and conclusions	Modelling, detailed explanation, corrective feedback, pair work, in-class writing practice	In class writing, immediate feedback from instructor and peers, assignment, exams
2.5	Write essays which communicate a personal point of view, which contain some depth of insight to the topic	Modelling, detailed explanation, corrective feedback, pair work, in-class writing practice	In class writing, immediate feedback from instructor and peers, assignment, exams

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.6	Employ transitions to link ideas together	Modelling, detailed explanation, corrective feedback, pair work, in-class writing practice	In class writing, immediate feedback from instructor and peers, assignment, exams
3.0	Competence		
3.1	Develop critical thinking skills	Modelling, detailed explanation, corrective feedback, pair work, in-class writing practice, board work	In class writing, immediate feedback from instructor and peers, assignment, exams
3.2	Employ different strategies in order to express ideas in a clear and concise manner	Modelling, detailed explanation, corrective feedback, pair work, in-class writing practice	In class writing, immediate feedback from instructor and peers, assignment, exams
3.3	Collaborate with peers when completing writing tasks	Discussions	Instructor observations

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes/ homework		10
2	Mid terms	7 th , 13 th weeks	30
3	Pair work		5
4	Assignments		5
5	Final Exam	16 th 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 :

N/A

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	AN EFFECTIVE ACADEMIC WRITNG 3: By: Jason Davis & Rhonda Liss.
Essential References Materials	N/A
Electronic Materials	N/A
Other Learning Materials	N/A

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	N/A
Technology Resources (AV, data show, Smart Board, software, etc.)	N/A
Other Resources (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	STUDENTS	DIRECT
2- 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

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

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee