



# Course Specifications

<b>Course Title:</b>	<b>Collaborative Writing</b>
<b>Course Code:</b>	<b>ENGL 223</b>
<b>Program:</b>	<b>English Language</b>
<b>Department:</b>	<b>English Language</b>
<b>College:</b>	<b>College of Science and Humanities (Rumah)</b>
<b>Institution:</b>	<b>Majmaah University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 02
<b>2. Course type: Collaborative writing</b>
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input 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> 5 <sup>th</sup> /3 <sup>rd</sup> year
<b>4. Pre-requisites for this course (if any):</b> Writing 1 (ENGL 114) and Writing 2 (ENGL 214)
<b>5. Co-requisites for this course (if any):</b> NA

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended		100%
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	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	30
<b>Other Learning Hours*</b>		
1	Study	20
2	Assignments	5
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	25

\* 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

Unlike independent or individual writing, collaborative writing tasks involve two or several people, exchanging ideas and sharing responsibilities and power to produce an interactive written document. The course will train students to acquire collaborative writing skills via a variety of collaborative writing strategies and methods. All or some of the five types of collaborative writing commonly identified in literature may be used (Single Author Writing, Sequential writing, Parallel Writing, Reactive Writing and Mixed Mode Writing). The course will also encourage the many benefits of collaborative writing such as critical thinking, creative thinking, integrating communication skills such as writing, reading, taking, listening, etc. In addition, the course will draw on the Socio-cultural Approach to particularly maximize students' benefits from brainstorming and peer reviewing activities along with providing them with an opportunity of training on co-authorship and interdisciplinary thinking. Throughout the course, writing is emphasised as a dynamic process involving multiple stages and activities (prewriting, while-writing and post-writing). Among other tasks, a project of a short essay may be required to be completed every week.

### 2. Course Main Objective

Students should be able to:

1. To understand the nature of collaborative writing.
2. Become aware of the principles behind collaborative writing.
3. To write a good essay collaboratively.
4. To acquaint students with types of essay.
5. To develop students collaborative writing skills.
6. To understand collaborative writing process.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	To learn how to write essays collaboratively	K1 & K3
1.2	To be able to brainstorm, generate ideas and suggest vocabularies for the essay.	
1.3	To be able to correct group members' writing.	
1.4		
<b>2</b>	<b>Skills :</b>	
2.1	Ability to think critically and analytically.	S1 & S2
2.2	Ability to retain information by understanding material.	
2.3	Decrease dependence on memorization.	
2.4	Use internet resources for academic English	
<b>3</b>	<b>Competence:</b>	
3.1	Students can complete assignments in due time	C1 & C2
3.2	Students can participate in class discussion and think critically	
3.3	Students can act responsibly in peer/group activities	
3...		

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction	2 hours
2	Introducing Collaborative Writing, divided students into groups and give each group member different role for collaborative writing.	4 hours
3	Students selected their topics in groups, brainstorm together and generate ideas for their topic (essay)	2 hours
4	Students read about their topics (in groups)	2hours
5	Writing introduction of the essays collaboratively	4 hours
6	Writing body paragraphs collaboratively	4 hours
7	Peer review (groups exchange their essays for feedback)	2 hours
8	Students go back to edit their essays (address peers' comments)	2hours
9	Mid-Term Exam	2hours
10	Change groups, give different topics (different types of essay)	2hours
11	Students write introduction and body paragraphs collaboratively	2 hours
12	Students write conclusion and submit their essays to instructors	2 hours
<b>Total</b>		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	<b>Knowledge</b>		
1.1	To learn how to write essays collaboratively	Lectures	Quizzes
1.2	To be able to brainstorm, generate ideas and suggest vocabularies for the essay.	Class discussion	Class exercises and assignments
1.3	To be able to correct group members' writing.	Class discussion	Exams
2.0	<b>Skills</b>		
2.1	Ability to think critically and analytically.	1 Lecture , power point presentation and whole group and small group discussion	Class participation
2.2	Ability to retain information by understanding material.	2 group work participation and presentation discussion.	Assessing participation in the group, taking responsibility , working effectively and acting ethnically in personal or public forum. The ability

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			of solving problems individually
2.3	Decrease dependence on memorization.	Group work participation	Group work evaluation
2.4	Use internet resources for academic English	Teacher's guidance and encouragement for internet resources	Assignments
<b>3.0</b>	<b>Use of the computer and internet to gather information</b>		
3.1	Students can complete assignments in due time	1.Lectures in which students are made aware of the significance of time management	1.Active class participation reflects the student's ability to keep up with the reading schedule
3.2	Students can participate in class discussion and think critically	2.Posing questions that encourage class discussion and critical thinking	2.Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
3.3	Students can act responsibly in peer/group activities	3.Discussions with students on ethical behavior in conducting research	3.Supervision of in-class group work in order to oversee students' interaction and ability to work together

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1 <sup>st</sup> Mid Term Exam	7 <sup>th</sup>	20%
2	Quiz	5 <sup>th</sup>	05%
3	2 <sup>nd</sup> Mid Term Exam	11 <sup>th</sup>	20%
4	Assignments/Project/Presentation	On-Going	10%
5	Final Exam	End of the Semester	50%
6			
7			

\*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 :

Sunday: (08:00 to 10:00 )  
Email : r.bibi@mu.edu.sa

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	1. Effective Academic Writing 3 Taylor, Gordon. (2009). A Student's Writing Guide: How to Plan and Write Successful Essays (1 <sup>st</sup> . edition). Cambridge: CUP.
<b>Essential References Materials</b>	<i>Collection of online materials</i>
<b>Electronic Materials</b>	
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture rooms for 30 students.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Laptop, computer, internet, printer, photocopier, overhead projector, whiteboard, speakers
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Internet Access.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students	Student Surveys
Effectiveness of Assessment	Teachers	<b>Teacher Feedback</b> (Quizzes, mid-exams, Presentations, Assignments, Final exams) Course Reports
Extent of Achievement of Course Learning Outcomes	Quality Assurance Unit	Course Reports Annual Program Review

**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	
Reference No.	
Date	