|  |  |
| --- | --- |
| **Course Title:** | **Writing 1** |
| **Course Code:** | **ENGL 114** |
| **Program:** | **B.A English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

Table of Contents

[A. Course Identification 3](#_Toc951372)

[6. Mode of Instruction (mark all that apply) 3](#_Toc951373)

[B. Course Objectives and Learning Outcomes 3](#_Toc951374)

[1. Course Description 3](#_Toc951375)

[2. Course Main Objective 3](#_Toc951376)

[3. Course Learning Outcomes 3](#_Toc951377)

[C. Course Content 4](#_Toc951378)

[D. Teaching and Assessment 4](#_Toc951379)

[1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods 4](#_Toc951380)

[2. Assessment Tasks for Students 4](#_Toc951381)

[E. Student Academic Counseling and Support 5](#_Toc951382)

[F. Learning Resources and Facilities 5](#_Toc951383)

[1.Learning Resources 5](#_Toc951384)

[2. Facilities Required 5](#_Toc951385)

[G. Course Quality Evaluation 5](#_Toc951386)

[H. Specification Approval Data 6](#_Toc951387)

# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3 Hours** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | Level 2 | | | | |
| **4. Pre-requisites for this course** (if any)**:**  **None** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| **None** | | | | | | | | | | | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 3 hours per week | 100% |
| **2** | **Blended** | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning** | 0 | 0% |
| **5** | **Other** | 0 | 0% |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 2 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** | 0 |
| **3** | **Tutorial** | 1(hour) X 15 (weeks) |
| **4** | **Others** (specify) | Office Hours = 1X 15 weeks |
|  | **Total** | 60 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course introduces students to different types of academic writing such as descriptive, narrative and informative paragraph. It is designed to develop and enhance basic writing skills by the inclusion of a variety of topics in addition to the introduction of different pre-writing and writing techniques. It offers an opportunity for students to build their vocabulary knowledge through discussion questions and reading segments. The course also emphasizes on the importance of basic grammatical skill needed by providing a variety of writing exercises. |
|  |
| 2. Course Main Objective |
| The main goal of this course is to develop students’ skills in writing academic paragraphs with a complete topic sentence and conclusion. Also, students are expected to provide supporting sentences that relate to their topic. It is also within the objectives of this course to develop students’ abilities to write grammatically correct sentences and use punctuation appropriately. |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Use effective writing conventions such as mechanics, usage, and sentence formation to make writing easily intelligible. | K1 |
| 1.2 | Demonstrate an understanding of paragraph unity, support and coherence. | K2 |
| 1.3 | Produce different types of essays such as expository, persuasive, analytical, and argumentative which show ability to communicate, giving few difficulties for the reader. | K3 |
| 1,4 | Apply the writing process that includes pre-writing, drafting, and revising. | K4 |
| **2** | **Skills :** |  |
| 2.1 | Produce and combine sentences with different grammatical patterns. | S1 |
| 2.2 | Use transition and connecting words effectively. | S2 |
| 2.3 | Apply pre and post writing techniques successfully. | S3 |
| 2.4 | Organize ideas according to the writing style chosen. | S4 |
| **3** | **Values:** |  |
| 3.1 | Apply brainstorming techniques to generate ideas. | V1 |
| 3.2 | Use reading comprehension skills to facilitate writing and the organization of ideas. | V2 |
| 3.3 | Complete assignments in due time. | V3 |
|  |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Chapter 1: Writing About Yourself | 6 |
| 2 | Chapter 2: Writing About Your Family and Friends | 6 |
| 3 | Chapter 3: Writing About Your Activities | 6 |
| 4 | Chapter 4: Giving Instructions | 6 |
| 5 | Chapter 5: Writing Descriptions | 6 |
| 6 | Chapter 6: Writing a Narrative | 6 |
| 7 | Chapter 7: Health: An informative paragraph about health treatments | 6 |
| 8 | Chapter 8: Expressing Your Opinion | 3 |
| **Total** | | 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** | **Knowledge and Understanding** | | |
| 1.1 | Use effective writing conventions such as mechanics, usage, and sentence formation to make writing easily intelligible. | Group discussions Written models Writing exercises | -Written assignments  - Midterm and Final exams  -Quizzes |
| 1.2 | Demonstrate an understanding of paragraph unity, support and coherence. | -Group discussions  -Written models  -Writing exercises | -Written assignments  -Midterm and Final exams  -Quizzes |
| 1.3 | Produce different types of essays such as expository, persuasive, analytical, and argumentative which show ability to communicate, giving few difficulties for the reader. | -Group discussions  -Written models  -Writing exercises | -Written assignments  -Midterm and Final exams  -Quizzes |
| 1.4 | Apply the writing process that includes pre-writing, drafting, and revising. | -Group discussions  -Written models  -Writing exercises | -Written assignments  -Midterm and Final exams  -Quizzes |
|  |  |  |  |
| **2.0** | **Skills** | | |
| 2.1 | Produce and combine sentences with different grammatical patterns. | -Group discussions  -Written models  -Writing exercises | -Written assignments  -Midterm and Final exams  -Quizzes |
| 2.2 | Use transition and connecting words effectively. | -Group discussions  -Written models  -Writing exercises | -Written assignments  -Midterm and Final exams  -Quizzes |
| 2.3 | Apply pre and post writing techniques successfully. | -Group discussions  -Written models  -Writing exercises | -Written assignments  -Midterm and Final exams  -Quizzes |
| 2.4 | Organize ideas according to the writing style chosen. | -Group discussions  -Written models  -Writing exercises | -Written assignments  -Midterm and Final exams  -Quizzes |
|  |  |  |  |
| **3.0** | **Values** | | |
| 3.1 | Demonstrate self and career development strategies in the domain of English language skills, Applied Linguistics, Translation, Literature and Criticism. | -Group discussions  -Written models  -Writing exercises | -Group discussions  -Written models  -Writing exercises |
| 3.2 | Undertake team and inter-team work, taking initiatives to study relevant cases (dependent and interdependent skills) and communicating effectively and freely in both oral and written contexts | -Group discussions  -Written models  -Writing exercises | Edit or summarize different passages |
|  |  |  |  |
|  |  |  |  |
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## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation | Throughout | 10% |
| **2** | Assignments and Activities | Weekly | 20% |
| **3** | Midterms | Week 7 | 20% |
| **4** | Final Exam | Week 16 | 50% |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

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

# E. Student Academic Counseling and Support

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| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| 1. Students are encouraged to consult with the course instructor during office hours. 2. Students are encouraged to exchange emails with the course instructor outside office hour. 3. Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed. 4. Communication and interaction via the blackboard between students and instructors. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | READY TO WRITE 1: A FIRST COMPOSITION TEXT  THIRD EDITION by KAREN BLANCHARD • CHRISTINE ROOT |
| **Essential References Materials** | •Effective Academic Writing by Alice Savage and Masoud Shafiei. Oxford University Press-2007  • Writers at Work: From Sentence to Paragraph by Laurie Blass and Deborah Gordon |
| **Electronic Materials** | • [www.eslcafe.com](http://www.eslcafe.com)  • [www.creativewriting.com](http://www.creativewriting.com)  • <http://owl.english.purdue.edu>  • [www.eviews.net/references.html](http://www.eviews.net/references.html) |
| **Other Learning Materials** | **None** |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Large classrooms can accommodate up to 20 students. * Library. * Laboratories accommodate up to 15 students. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms. |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Non |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | #A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.  #A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.  # A "Program evaluation" questionnaire done by the students at the end of each term. |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators | # Revising study plans of the department by the college committee of Academic Study Plans.  # Quality check by colleagues and Head of the Department. |
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**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 Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |