|  |  |
| --- | --- |
| **Course Title:** | **Collaborative Writing ENGL 223** |
| **Course Code:** | **ENGL 223** |
| **Program:** | **B.A English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** 2 hrs. | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | | **\*** | Department | | | |  | Others |  |  |
| **b.** | | Required | | | | **\*** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | 5th level | | | | |
| **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** | 3 |  |
| **2** | **Blended** | 1 | 10% |
| **3** | **E-learning** | 1 | 90% |
| **4** | **Correspondence** |  |  |
| **5** | **Other** |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Learning Hours** |
| **Contact Hours** | | |
| **1** | **Lecture** | 37 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** | 2 |
| **4** | **Others** (specify) |  |
|  | **Total** | 39 |
| **Other Learning Hours\*** | | |
| **1** | **Study** |  |
| **2** | **Assignments** |  |
| **3** | **Library** |  |
| **4** | **Projects/Research Essays/Theses** |  |
| **5** | **Others** (specify) |  |
|  | **Total** |  |

**\*** 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 wring strategies and methods. All or some of the five types of collaborative writing commonly identified in the 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, note- 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 emphasized 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.  The selection of a textbook for this course (and for all courses in our study plan, for that matter) will generally tend to be more dynamic and flexible ( keeping in mind the course philosophy, aims and expected outcomes any textbook that is deemed to best realizing these, may be selected). Preference, however, will be given to the more updated, timely, and comprehensive collaborative writing course books. |
|  |
| 2. Course Main Objective  1. To understand the nature of collaborative writing. 2. To 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 recognize collaborative writing processes. |
|  |

## 

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge:** |  |
| 1.1 | To develop students’ understanding and improve their accuracy. | I |
| 1.2 | To help students master the language form through user-friendly guidance. | P |
| 1.3 | To help students organize and structure their writing (for the sentence level, paragraph level, and the text as a whole). | I |
| 1.4 | To understand assignments. | I |
| 1.5 | To collect information from primary and secondary sources. | I |
| 1.6 | To identify unity and coherence. |  |
| 1.7 | To learn how to write essays collaboratively. |  |
| 1.8 | To be able to brainstorm, generate ideas and suggest vocabularies for the essay. |  |
| 1.9 | To be able to correct group members’ writing. |  |
| **2** | **Skills :** |  |
| 2.1 | To refine writing skills. | P |
| 2.2 | To prepare students for the challenges of the academic writing. | P |
| 2.3 | To help students retain and apply their writing skills (through models of each unit assignments). | I |
| 2.4 | To plan, structure and write their own essays. | P |
| 2.5 | To use grammar structures appropriately and fluently in their writing. |  |
| 2.6 | To quote from a source. |  |
| 2.7 | Constructively criticize group members’ writing through the whole process of writing. |  |
| **3** | **Competence:** |  |
| 3.1 | To prepare students for success on exams and high-stakes rests. | P |
| 3.2 | To improve academic writing. | P |
| 3.3 | To read and analyze bar graphs. | P |
| 3.4 | To paraphrase a bar graph. | I |
| 3.5 | To select and narrow a topic. |  |
| 3.6 | To identify run-on sentences and sentence fragments. |  |
| 3.7 | To solve problems. |  |
| 3.8 | To make decisions. |  |
| 3.9 | To use of online resources and data bases. |  |
| 3.10 | To use search engines. |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Introduction | 2hrs. |
| 2 | Introducing Collaborative Writing, divide students into groups and give each group member different role for collaborative writing. | 2hrs. |
| 3 | Students selected their topics in groups, brainstorm together and generate ideas for their topics (essays). | 2hrs. |
| 4 | Students read about their topics in the library (in groups). | 2hrs. |
| 5 | Discussing the researched essay. | 4 hrs. |
| 6 | Identifying different essay types: comparison-contrast, cause-and-effect, argumentative, classification, and reaction essays. | 8 hrs. |
| 7 | Writing introduction of the essays collaboratively. | 2hrs. |
| 8 | Writing body paragraphs collaboratively. | 2hrs. |
| 9 | Writing concluding paragraphs collaboratively. | 2hrs. |
| 10 | Midterm exam | 1 hour |
| 11 | Peer reviewing (groups exchange their essays for feedback). | 2hrs. |
| 12 | Students go back to edit their essays (addressing peers’ comments). | 2hrs. |
| 13 | Change groups, give different topics (different types of essay). | 2hrs. |
| 14 | Students write introduction and body paragraphs collaboratively. | 2hrs. |
| 15 | Students write conclusion and submit their essays to instructors. | 2hrs. |
| 16 | Instructors give students feedback on their essays. | 2hrs. |
| **Total** | | 39 hrs. |

# 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 | To develop students’ understanding and improve their accuracy. | Direct instruction, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, whole classroom teaching, tutoring, self/ peer correction | Written exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, individual/group projects, self/peer assessment |
| 1.2 | To help students master the language form through user-friendly guidance. |
| 1.3 | To help students organize and structure their writing (for the sentence level, paragraph level, and the text as a whole). |
| 14 | To understand assignments. |
| 15 | To collect information from primary and secondary sources. |
| 1.6 | To identify unity and coherence. |
| 1.7 | To learn how to write essays collaboratively. |
| 1.8 | To be able to brainstorm, generate ideas and suggest vocabularies for the essay. |
| 1.9 | To be able to correct group members’ writing. |
| **2.0** | **Skills** | | |
| 2.1 | To refine writing skills. | Direct instruction teaching, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, whole classroom teaching, tutoring, self/ peer correction | Individual assignments and group quizzes, tests and exams |
| 2.2 | To prepare students for the challenges of the academic writing. |
| 2.3 | To help students retain and apply their writing skills (through models of each unit assignments). |
| 2.4 | To plan, structure and write their own essays. |
| 2.5 | To use grammar structures appropriately and fluently in their writing. |
| 2.6 | To quote from a source. |
| 2.7 | Constructively criticize group members’ writing through the whole process of writing. |
| **3.0** | **Competence** | | |
| 3.1 | To prepare students for success on exams and high-stakes rests. | Collaborative essay writing,  individual oral presentations, and essay writing,  individual assessment according to the effective oral and written rubric,  group work participation and presentations,  lecture, power point presentations and whole group and small group discussions. | Assessing participation in the group, taking responsibility, working effectively and acting ethnically in personal or public forum. Solving problems individually,  individual assessment according to the effective oral and written rubric. |
| 3.2 | To improve academic writing. |
| 3.3 | To read and analyze bar graphs. |
| 3.4 | To paraphrase a bar graph. |
| 3.5 | To select and narrow a topic. |
| 3.6 | To identify run-on sentences and sentence fragments. |
| 3.7 | To solve problems. |
| 3.8 | To make decisions. |
| 3.9 | To use of online resources and data bases. |
| 3.10 | To use search engines. |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Exams (final) | 15 | 50 |
| **2** | Exams (mid) | 7, 11 | 20 |
| **3** | Quizzes | 4, 8 | 10 |
| **4** | Homework | 5-10 | 5 |
| **5** | Written assignments |  | 5 |
| **6** | Class participation |  | 5 |
| **7** | Oral presentations |  | 5 |
| **8** | Individual / group projects |  |

**\*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 :** |
| There are official hours assigned for student academic counseling and support for this course.  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 or social help when needed. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Taylor, Gordon. (2009). A Student's Writing Guide: How to Plan and Write Successful Essays (1st edition), Cambridge: CUP. |
| **Essential References Materials** | Second language writing journal |
| **Electronic Materials** | <https://core.ac.uk/download/pdf/74377453.pdf>  <https://writingcenter.unc.edu/tips-and-tools/group-writing/>  <https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/ws-group-essays-handout.original.pdf> |
| **Other Learning Materials** | - Lectures and notes prepared by the course instructor for all the chapters are available on the Blackboard system so that learners can refer to. Other supplementary materials are available. |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Enough space is available at college for accommodating the students:  - Lecture rooms can accommodate up to 50 students.  - Laboratories accommodate 25 students where audio-video learning materials can be played. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | - Projectors, smart boards, digital podiums and Internet facilities are available in the classrooms.  - Language labs (which are well- equipped) are also available at the college for students during practical lectures. |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Required resources are available.  In the current Corona Virus circumstances, the Blackboard Learn System is replacing face to face instruction. |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| - A "Course evaluation" questionnaire done by the students on the university academic 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. | Students, faculty, program leaders, peer reviewers | 1. Peer evaluation,  regular meetings and discussions to discuss and solve problems on a regular basis.  2. Training sessions, workshops to facilitate experience exchange among faculty members.    3. Discussion of challenges in the classroom with colleagues and supervisors.  4. Encouraging faculty members to attend professional development conferences so as to keep up to date with the latest pedagogical theory and practice.  5. Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results.  6. Check marking of a sample of examination papers either by a resident or visiting faculty member.  7. Arranging with another institution so as to have two common test items included on an exam and compare marks given.  8. Double-checking papers by a second reader in the cases of students who believe they are underrated.  9. Comparing syllabi and course description with other universities.  10. Bi-annual meetings of faculty members to discuss improvement.  11.Having a curriculum review committee to review the curriculum periodically and suggesting improvements. |
| - Midterm evaluation feedback form to increase the instructor’s awareness of both strong and weak teaching practices.  - Teacher reviews the course effectiveness by taking feedback from the students and checks the other universities content materials for relevance of the knowledge. |

**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 |