



جامعة المجمعة  
Majmaah University

رؤية VISION

2030

المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA

# **COURSE SPECIFICATIONS (CS)**



Institution:	Majmaah University
Academic Department :	Department of English
Programme :	English
Course :	Writing 1
Course Coordinator :	Mohyeddin Abdulrahman
Programme Coordinator	
Course Specification Approved Date :	.... / ... / ..... H

### A. Course Identification and General Information

1 - Course title :	Writing 1.	Course Code:	ENGI 114
2. Credit hours :	(3 hours)		
3 - Program(s) in which the course is offered:	B.A English		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course:	Mohyeddin		
6 - Level/year at which this course is offered :	Level 2		
7 - Pre-requisites for this course (if any) :			
8 - Co-requisites for this course (if any) :	<ul style="list-style-type: none"> <li>.....</li> </ul>		
9 - Location if not on main campus :	(.....)		
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	<input type="checkbox"/>	What percentage?	75%
B - Blended (traditional and online)	<input type="checkbox"/>	What percentage?	20%
D - e-learning	<input type="checkbox"/>	What percentage?	5 %
E - Correspondence	<input type="checkbox"/>	What percentage?	..... %
F - Other	<input type="checkbox"/>	What percentage?	..... %
Comments :	.....		

### B Objectives

What is the main purpose for this course?
By the end of the course, students should be able to:





1. Identify the contents of a paragraph.
2. Empower students with the tools and mechanics to communicate effectively through writing.
3. Brainstorm ideas about a topic.
4. Use bottom-up, top-down and interactive writing strategies.
5. Use correct and effective punctuation.
6. Discuss the role of topic sentence, theme statement, theme paragraph, supporting sentences and concluding sentences/paragraph.
7. Write a descriptive paragraph/argumentative paragraph
8. Write a personal narrative.
9. Write a good letter.
10. Edit a paragraph.

**Briefly describe any plans for developing and improving the course that are being implemented :**

- Upon analyzing lectures' feedback, syllabus improvement can be developed.

## **C. Course Description**

Different types of paragraphs will be introduced, compared and practiced on. In particular, descriptive, process, opinion and narrative paragraphs will be emphasised. In addition, students will particularly practice argumentation and persuasion strategies, comparing and contrasting along with discussing techniques in writing (all contributing to critical thinking through critical writing). Furthermore, modern and postmodern techniques of writing including how technology has influenced writing, writing and identity and writing and culture will preferably be touched on.

Students will be constantly reminded that writing is a continuous process of rewriting and redrafting and that is what most good writers actually do. They should also be taught to avoid bad writing habits/techniques such as verbosity, repetition, vagueness and rambling through a text. Punctuation as an important part of the mechanics of writing will continuously be emphasised throughout the course.

### **1. Topics to be Covered**

<b>List of Topics</b>	<b>No. of Weeks</b>	<b>Contact Hours</b>
Introduction and orientation to the course	1	3





The sentence and the Paragraph	1	3
Paragraph Anatomy: Topic Sentence, theme Paragraph Supporting Sentences, Concluding Sentence, etc.	1	3
Descriptive Paragraphs (a classmate)	2	6
Example Paragraph (a painting)	2	6
Example Paragraph (holiday foods)	1	3
An informative letter to a friend	1	3
A Personal Narrative	1	3
Writing Strategies: Bottom-up, Top-down and Interactive Paragraph/Essay.	1	3
Punctuation	1	3
Writing and Technology	1	3
Revision, Midterm(s) and Final Exam	2	6

## 2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
<b>Contact Hours</b>	<b>45</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>45</b>
<b>Credit</b>	<b>45</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>34</b>

**3. Additional private study/learning hours expected for students per week.**

4 hours

**4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy**





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
<b>1.1</b>	The students will be able to recognize the stages of writing.	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Class discussion.</li> <li>-Communicative drills.</li> <li>-Use predicting skills.</li> <li>- Free practice / Control practice.</li> </ul>	<ul style="list-style-type: none"> <li>-Class participation.</li> <li>-Home works.</li> <li>-Midterm and final exams.</li> <li>-Writing portfolio/Assignments.</li> </ul>
<b>1.2</b>	The students will be able to identify the topic sentence, supporting sentence and controlling ideas.	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Class discussion.</li> <li>-Communicative drills.</li> <li>-Use predicting skills.</li> <li>- Free practice / Control practice.</li> </ul>	<ul style="list-style-type: none"> <li>-Class participation.</li> <li>-Home works.</li> <li>-Midterm and final exams.</li> </ul>
<b>1.3</b>	The students will be able to recognize the concepts of coherence and unity in a paragraph.	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Class discussion.</li> <li>-Communicative drills</li> </ul>	<ul style="list-style-type: none"> <li>-Home works.</li> <li>-Midterm and final exams.</li> <li>-Writing portfolio/Assignments.</li> </ul>
<b>2.0</b>	<b>Cognitive Skills</b>		
<b>2.1</b>	The students will be able to differentiate between the topic and controlling idea.	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>-Class discussion.</li> <li>-Communicative drills.</li> <li>-Use predicting skills.</li> <li>-Free practice / Control practice</li> </ul>	<ul style="list-style-type: none"> <li>Class participation.</li> <li>-Home works.</li> <li>-Midterm and final exams.</li> </ul>
<b>2.2</b>	The students will be able to write different kinds of paragraph taking into consideration the unity and coherence in the paragraph.	<ul style="list-style-type: none"> <li>-Brainstorming.</li> <li>-Class discussion.</li> <li>-Individual counseling on writing difficulties.</li> <li>-Free practice / Control practice</li> <li>-Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Skill based guide/ graded communicative activities.</li> <li>-Home works.</li> <li>-Midterm and final exams.</li> <li>-Writing portfolio/Assignments</li> <li>- A checklist and rubrics for evaluation.</li> </ul>
٢,٣	The students will be able to enrich their vocabulary thru writing their personal opinions about different topics.	<ul style="list-style-type: none"> <li>-Brainstorming.</li> <li>-Class discussion.</li> <li>-Free practice / Control practice</li> <li>-Group work and pair work</li> <li>- Use predicting skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Skill based guide/ graded communicative activities.</li> <li>Home works.</li> <li>-Midterm and final exams.</li> <li>-Writing portfolio/Assignments.</li> </ul>





	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
٢, ٤	The students will be able to apply different aspects of grammar and language functions.	-Lectures. -PowerPoint presentations. - Use predicting skills. -Class discussion. -Communicative drills - Free practice / Control practice.	-Class activities. -Exercises. -Midterm and final exams. -Writing portfolio/Assignments
<b>3.0 Interpersonal Skills &amp; Responsibility</b>			
<b>3.1</b>	The students will be able to complete assignments in due time.	Making students aware of the significance of time management in teaching learning process by setting a due time as a deadline for the assignments.	-Assignments. - Homework will clarify student's ability to fulfill assignments and respect deadlines.
<b>3.2</b>	The students will be able to participate in class discussion and can think independently.	Asking students questions what they know as well as what they think.	-Exercises or tasks to assess the student attitude and behavior in learning. -Assignments.
٣, ٣	The students act responsibly in carrying out individual as well as group assignments.	-Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers.	- Skill based guide/ graded communicative activities. -Homework.
٣, ٤	The students will be able to communicate, listen, negotiate, and evaluate their strengths and weaknesses.	-Class discussion. -Group work and pair work.	- Skill based guide/ graded communicative activities. -Assignments.
٣, ٥	The students will be able to find out the solution for a problem or a situation with the help of self-guidance and their classmates.	- Free practice / Control practice. -Asking students to figure out problems and identify solutions. -Giving a particular situation to use grammar in different social areas.	- Skill based guide/ graded communicative activities.
<b>4.0 Communication, Information Technology, Numerical</b>			
<b>4.1</b>	The students will be able to surf the internet for required information.	-Use of computer and internet.	-Ask questions that make them need to search and surf the net in order to get the required information
<b>4.2</b>	The students will be able to use PowerPoint and projector systems.	-Use of Power Point presentations.	Students' PowerPoint presentations
٤, ٣	The students will be able		-Tasks and Assignments based on





	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
	to accomplishing tasks using computers and internet.	-Encourage students to make extensive use of material on the web.	internet
<b>5.0</b>	<b>Psychomotor</b>		
<b>5.1</b>	Not applicable.	Not applicable.	Not applicable.

### 5. Schedule of Assessment Tasks for Students During the Semester:

	<b>Assessment task</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
<b>1</b>	<b>Midterm 1</b>	6 <sup>th</sup> week	15%
<b>2</b>	<b>Midterm 2</b>	11 <sup>th</sup> week	15%
<b>3</b>	<b>Assignments</b>	4 <sup>th</sup> week 9 <sup>th</sup> week	5%
<b>4</b>	<b>D2L Activities</b>	1 <sup>st</sup> - 15 <sup>th</sup> week	5%
<b>5</b>	<b>Final Exam</b>	17 <sup>th</sup> week	60%





## **D. Student Academic Counseling and Support**

- Electronic mail support .
- Academic advisory by appointment or during the faculty member's office hours.

## **E. Learning Resources**

### **1. List Required Textbooks :**

- Interactions 1 - Writing by Cheryl Pavlik and Margaret Keenan Segal. MC Graw Hill

### **2. List Essential References Materials :**

- Effective Academic Writing by Alice Savage and Masoud Shafiei. Oxford University Press-2007

### **3. List Recommended Textbooks and Reference Material :**

- Writers at Work: From Sentence to Paragraph by Laurie Blass and Deborah Gordon.

### **4. List 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)
- Online lectures about the topics that will be covered during the course in YouTube.

### **5. Other learning material :**

- None.

## **F. Facilities Required**

### **1. Accommodation**

- A classroom that is spacious, air conditioned and has lighting arrangements for a group of 30 students.

### **2. Computing resources**

- E-Podium, Smart Board and Projector.

### **3. Other resources**

- White Board.
- The Library.

## **G Course Evaluation and Improvement Processes**

### **1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:**

- Student Course Evaluation Questionnaire.
- Students' Assessment of course teaching strategies by the end of the semester.
- Students' portfolio record.

### **2 Other Strategies for Evaluation of Teaching by the Program/Department**





**Instructor :**

- Colleagues’ assessment, feedback and support.
- Department head’s feedback and recommendations.
- Student questionnaires to be assessed by department.

**3 Processes for Improvement of Teaching :**

- Training sessions
- Workshops to facilitate the exchange of experiences amongst faculty members
- Regular meetings where problems are discussed and solutions are given
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences
- Keep up to date with pedagogical theory and practice
- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results.

**4. Processes for Verifying Standards of Student Achievement**

- Check marking by the department coordination of some samples of students work.
- Periodic exchange and remarking of a sample of assignments with another faculty member.
- Each instructor has an assistant who is responsible for recheck marking all tests papers.

**5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement:**

- Seeking students’ opinions about the course.
- Surfing the internet for new developments.
- Periodical staff meetings for course evaluation.

**Course Specification Approved**

**Department Official Meeting No ( ..... ) Date ... / .... / ..... H**

**Course’s Coordinator**

**Name :** Mohyeddin  
**Signature :** .....  
**Date :** .../ ... / ..... H

**Department Head**

**Name :** Dr. Ayed Alenizi  
**Signature :** .....  
**Date :** .../ ... / ..... H

