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| Institution : | University College of Humanities and Sciences | |
| Academic Department : | English | |
| Programme : | BA | |
| Course title and code: | Writing 2 ENG 221 | |
| Specification Approved Date : | | …./ … / …… H |

**Course Specifications**

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| **Institution:Majmaa University** | **Date:** |
| **College/Department :**  University College of Humanities and Sciences at | |

**A. Course Identification and General Information**

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| 1. Course title and code: Semantics **ENG** 221 |
| 2. Credit hours:3 |
| 3. Program(s) in which the course is offered.  B. A. in English |
| 4. Name of faculty member responsible for the course  Reef Alharbi |
| 5. Level/year at which this course is offered:  Level 4 / Second Year |
| 6. Pre-requisites for this course (if any):ENG 125 |
| 7. Co-requisites for this course (if any):  None |
| 8. Location if not on main campus: Hawtat Sudair |
| 9. Mode of Instruction (mark all that apply):  **80 %**  **\***  a. traditional classroom What percentage?  **20%**  **\***  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  **Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?  This course aims to  develop key writing skills needed in academic courses at higher levels which includes summarization , drawing information from a variety of sources and using the vocabulary while  Focus on the elements of successful written communication. In addition, developing student’s paragraph writing skills to short essay. Simultaneously, enabling the students to write in various appropriate styles.  Train the students on different steps of writing short essays besides it also includes revising different language structures and grammatical items needed |

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)  1- To increased use of IT or web –based reference material, Consistently doing practice of grammatical activities.  2- To use different sources for collaborative grammar learning.  3- To introduce good library with English language material and a library hour should be introduced to inculcate reading habit.  4-To share the opinions and ideas of students through written communication by introducing Essay Writing Competition. |

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:   1. To introduce students to the science of meaning/Semantics. 2. To explore the major theories of meaning. 3. To discussing the differences between: Semantics and Pragmatics; 4. To surveying English lexical Semantics. 5. To investigating the role of Context in shaping meaning. 6. To examining the way ''*meaning*'' works in words, sentences and texts.   Briefly describe any plans for developing and improving the course that are being implemented :   1. Update text books and references. 2. Use IT or web-based reference material such as videos. 3. Use Electronic resources for worksheets and quizzes. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Orientation, Revision : Paragraph, its different parts and paragraph writing. | **2** | **6** |
| Paragraph to short essays: comparing a paragraph to a short essay; unity and coherence of sentences within a paragraph; unity and coherence of paragraph in an essay: “Simple, Compound and Run-on Sentences” , and editing activities. | **1** | **3** |
| Writing Descriptive Essays | **2** | **6** |
| Writing Narrative Essays | **2** | **6** |
| Writing Opinion Essays | **2** | **6** |
| Writing Comparison and Contrast Essays… | **2** | **6** |
| |  | | --- | | Writing Comparison and Contrast Essays… | | Writing Cause and Effect Essays… | | **2** | **6** |
| **2** | **6** |
| **2** | **6** |
| Editing |  |  |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | **45 hours** | **None** | **None** | **None** | **None** | **45 hours** |
| **Actual** | **45 hours** | **None** | **None** | **None** | **None** | **45 hours** |
| **Credit** | **Planed** | **3 hours** | **None** | **None** | **None** | **None** | **3 hours** |
| **Actual** | **3 hours** | **None** | **None** | **None** | **None** | **3 hours** |

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| 3. Additional private study/learning hours expected for students per week.  2 hours per week |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy | | | |
| **On the table below are the five NQF Learning Domains, numbered in the left column.**  **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) | | | |
| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| **1.1** | To recognize ways to organize information into groups. (paragraph of time order, spatial order etc) | Lecturing, PPTS | Participation |
| **1.2** | To identify topic sentence, supporting & concluding sentences. | Class-discussion | Quiz |
| **2.3** | To introduce numerous communication activities for students. | Lecturing, PPTS | Participation |
| **2.4** | To expose to open ended communicative task for both speaking and writing. | Communicative drills | Presentations |
| **2.5** | To encourage to speak up and thereby develop the spirit of criticism and debate. | Collaborative-Learning / Team Work | Class- Participation |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Present some new ideas to communicate. | Debate | Group Discussions |
| **2.2** | Compare the signal words used for different essays. | Collaborative Learning | Worksheets |
| **2.3** | Plan effective writing. | Lecturing | Essay writing |
| **2.4** | Compare between different tenses and different language functions. | Lecturing | Individual assignments and group quizzes, tests and exams |
| **2.5** | Ability to do writing assignments such as essays. | Lecturing | Home Assignments |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Demonstrate an acceptable level of control of language. | Collaborative Learning | Classroom Presentations |
| **3.2** | Interpret the differences. | Lecturing | Worksheets |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | To use of electronic journals and data basis | Encourage students to make extensive use of material on the web | Allocate marks for the use of web-based material in students' presentations. |
| **4.2** | To use of PowerPoint and laptop – projector systems | Encourage students to consult the specialist in the computer lab for help on web-based material | Distribute rubric at beginning of assignment so students know what they will be evaluated on |
| **4.3** | To use of communicative drills | Demand the use of PowerPoint when giving presentations | Appreciate the responsive students and encourage the slow learners to come forward and participate. |
| **4.4** | To experience predicting skills | Demonstrate and give blog and module assignments and coach students in how to carry them out |  |
| **5.0** | **Psychomotor** | | |
| **5.1** | **Not Applicable** |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 1st midterm | week 6-7 | 20 % |
| **2** | Participation | All along | 10 % |
| **3** | Quizzes | All along | 5 % |
| **4** | Home Assignments | All along | 5 % |
| **5** | 2nd midterm | Week 11-12 | 20 % |
| **6** | Final | Week 14 | 40 % |
| **7** |  |  |  |
| **8** |  |  |  |

**D. Student Academic Counseling and Support**

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| 8 hour per course per week |

**E Learning Resources**

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| 1. List Required Textbooks   Interactions 3 : Ready to write . Karen Blanchard, Christine root  English grammar and composition by Wren and Martin  Writing academic English by Alice Oshima  Tapestry Writing 3 ,  North star: Focus on reading and Writing(Basic), Frazier , L. & Mills,R (1998) |
| 1. List Essential References Materials (Journals, Reports, etc.)   None  ELT Journal |
| 1. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   [www.writing.com](http://www.writing.com)  [www.geosites.com.soho/atrium](http://www.geosites.com.soho/atrium) |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  www.better.english.com  TOEFL test papers for writing essays should be made available |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)  30 seats |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   * Lecture rooms well equipped with teaching aids * Language labs * Library * Conference hall |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)   * Laptop computer * Multimedia projector system |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  Library should have English Newspapers , and some general books in English to develop reading and writing habit |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class  2. End of term college evaluation of course by students ( to be collected by the department)  3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  By doing peer-evaluating per course.  1. Peer evaluation to assess ability of faculty members to work with their colleagues,  2. Class observations by supervisors |
| 1. Processes for Improvement of Teaching   Training sessions  2. Workshops to facilitate experience exchange among faculty members  3. Regular meetings to discuss and solve problems  4. Discussion of challenges in the classroom with colleagues and supervisors  5. Encouraging faculty members to attend professional development conferences  6. Keep up to date with pedagogical theory and practice  7. 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 (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)  Check marking of a sample of examination papers either by a resident or visiting faculty member  2. Arrange with another institution to have two common test items included on an exam and compare marks given  3. Double-check papers by a second reader in case of students who believe they are underrated. |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  Compare syllabi and course description with other universities (including those on the net)  2. Bi-annual meetings of faculty members to discuss improvement  3. Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Name of Course Instructor: Reef Alharbi**

**Signature: Reef Date Specification Completed: 26/2/1439**

**Program Coordinator: Dr. Murad Al.Shboul**

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**Signature: ………………………….. Date Received: ………………………………......**