|  |  |  |
| --- | --- | --- |
| Institution : | College of Science and Humanities,Majmaah University | |
| Academic Department : | Department of English | |
| Programme : | B.A (English ) | |
| Course title and code: | Advanced Writing (ENG-312) | |
| Specification Approved Date : | | …./ … / …… H |

**Course Specifications**

|  |  |
| --- | --- |
| **Institution:**Majmaah University | **Date:** 14/11/17 |
| **College/Department :**College of Science and Humanities/English Language | |

**A. Course Identification and General Information**

|  |
| --- |
| 1. Course title and code:Advanced Writing (ENG-312) |
| 2. Credit hours: 3 Hours |
| 3. Program(s) in which the course is offered. B.A- English (Degree )  (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course: Dr. Sheeba |
| 5. Level/year at which this course is offered: Level-5/ 3rd Year |
| 6. Pre-requisites for this course (if any): Writing1 & Writing-2 |
| 7. Co-requisites for this course (if any): None |
| 8. Location if not on main campus: Hotat Sudair |
| 9. Mode of Instruction (mark all that apply  60%  a. traditional classroom What percentage?  30%  b. blended (traditional and online) What percentage?  10%  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage? |

|  |
| --- |
| 1. What is the main purpose for this course?   * This course aims at developing writing communicative skill in academic & professional life of the learners. * improves students logical & analytical skill to express their ideas in writing, employ pre writing, writing and post writing strategies to produce flawless and effective pieces of writing. * Giving them orientation on small scale research . * Write argumentative cause & effect essay. * Train them in writing memos and inter organization e-mails. * Precisely how to develop CV and cover letter. |

**B Objectives**

|  |
| --- |
| 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)   * Encourage to write essays * Presentations * Writing assignments * Home Assignments |

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

|  |
| --- |
| Course Description:   * This course aim at developing writing communicative skill in academic and professional   life of the learners.   * Writing arguments and making analysis various phenomena will afford   the students to demonstrate their ability in generating and synthesizing ideas with certain  amount of critical thinking and creativity.   * Developing an effective CV with a cover letter is an integral part of this course. * Parallel interactive activity – a diagnostic assignment – in which each student has   to choose his focused learner from intermediate or secondary school.   * The rationale behind this segment of the course is to engage this students in a small scale research that involves exploiting various resources such as research methods, web sites and referencing. |

|  |  |  |
| --- | --- | --- |
| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| List of Topics | **.........** | **...........** |
| Course Orientation+ Introductory Lecture | 1 | 3 |
| How to write a good philosophical essay | 3 | 9 |
| How to write an argumentative and cause and effect essay | 3 | 9 |
| Orientation with the project diagnostic assignment | 1 | 3 |
| Editing a piece of writing | 1 | 3 |
| How to write memos and internal organization e-mails | 2 | 6 |
| Developing CV and cover letter | 2 | 6 |
| Finalizing diagnostic assignment ( a small scale research) | 2 | 6 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planned** | **45** |  |  |  |  | **45 Hours** |
| **Actual** | **45** |  |  |  |  | **45 hours** |
| **Credit** | **Planned** | **3** |  |  |  |  | **3** |
| **Actual** | **3** |  |  |  |  | **3** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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 signal words to write Philosophical, Argumentative, and Cause and Effect essay. | Lecturing | Home-assignment on essay-writing |
| **1.2** | To use the format for e-mail, memo and C.V. writing. | Lecturing | Group-discussions |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | To differentiate between philosophical & argumentative essay | Lecturing | Theory exam  Group assignments |
| **2.2** | To Compose memos and e-mails | Exercises in Templates | Task based assignments |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | To write a CV & analyze the difference between CV & cover letter | Lecturing | Preparating their cvs and based on details, preparing the cvs |
| **3.2** | To exhibit the necessary skills to communicate through their writing assignments. | Group assignments | Quizz  Classroom practice |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | To Demonstrate their writing through assignments by using proper English | Lecturing | Home- assignments, presentations |
| **4.2** |  |  |  |
| **5.0** | **Psychomotor** | | |
| **5.1** |  |  |  |
| **5.2** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | 7th week | 20 |
| **2** | Work sheets + Home works | All along | 10 |
| **3** | Home assignments | All along | 5 |
| **4** | Power Point Presentations | Week 11 | 5 |
| **5** | 2nd mid-term | Week 12 | 20 |
| **6** | Final test | Week 14 | 40 |
| **7** |  |  |  |
| **8** |  |  |  |

**D. Student Academic Counseling and Support**

|  |
| --- |
| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  Sunday-8:30 -9:30  Monday- -do-  Tuesday -do-  Thursday- -do- |

**E Learning Resources**

|  |
| --- |
| 1. List Required Textbooks  1. List Required Textbook  Writing Arguments, John. D. Ramage, John c. Bean, June Johnson  Robert DeMaria(1998) The College Handbook Of Creative Writing |
| 2. List Essential References Materials (Journals, Reports, etc.)  Writing for Advanced learners of English, Interactions mosaic Writing |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  www.writing.com  http://www.owl.english.purdue.edu/owl/section/4/19/  http:/www.writng.engr.psu.edu |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

|  |
| --- |
| 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.)  • Lecture rooms well equipped with teaching aids |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   * Language labs * Library * Conference hall |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)  Laptop computer  • Multimedia projector system  • Computer lab |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   * Library should be maintained with more books and journals to help students to create learning atmosphere. |

**G Course Evaluation and Improvement Processes**

|  |
| --- |
| Strategies for Obtaining Student Feedback on Effectiveness 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 conferences6. 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 |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department   * Peer evaluation to assess ability of faculty members * Class observations by supervisors |
| 3. Processes for Improvement of Teaching  Discussion of challenges in the classroom with colleagues and supervisors.  Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semesters teaching strategies and results.  Workshops and trainings to be conducted. |
| 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 a visiting faculty  Students who believe they are under graded can have their papers checked by a second reader |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   * Compare syllabi and course description with other universities * Bi-annual meetings of faculty members to discuss improvement * Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Name of Course Instructor: Dr. Sheeba Sardar Al**

**Signature*:* Sheeba Date Specification Completed:** 14/11/17

**Program Coordinator: …………………………………………………………………….**

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