جامعة المجمعة
Majmaah University

VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS
(CS)
Ramadan 1438 H , June 2017

Institution:	Majmaah University
Academic Department :	Department of English, College of Education
Program:	B.A. English
Course title and code:	**ENGL214 (Writing 2)**
Specification Approved Date :	17/ 06 / 1440 H

Course Specifications

Institution: Majmaah University	Date: 12/02/2019
College/Department : Department of English, College of Education, Majmaah	

A. Course Identification and General Information

1. Course title and code: Writing 2(ENGL214)
2. Credit hours: 3
3. Program(s) in which the course is offered. B.A. English (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: Muhammad Iqbal Muhammad
5. Level/year at which this course is offered: Level 4
6. Pre-requisites for this course (if any): **ENGL114 (Writing 1)**
7. Co-requisites for this course (if any): NA
8. Location if not on main campus: Main Campus, Majmaah University

9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	40%
b. blended (traditional and online)	√	What percentage?	40%
c. e-learning	√	What percentage?	10%
d. correspondence		What percentage?	
f. TBL	√	What percentage?	10%

Comments:

B Objectives

1. What is the main purpose for this course?
- Provide sufficient practice in written English to help students improve their writing skills
- Develop individual style of writing.
- Practicing writing on college-essay models, e.g. argumentative, comparison and contrast, descriptive discussion, expository, etc.
- Prepare the learners for the professional life where they have to communicate by means of memos, emails, informal reports, CV writing etc.
- Enablethe learners to paraphrase, edit and proofread documents for precision and accuracy.
- Acquaint the students with APA referencing for writing research articles.

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. Flexibility in the selection of the text book – a book covering latest modes of writing
2. Course contents to be modified in view of the latest development in digital writing and graphic arts
3. Orientation with different reference and citation styles as needed in research writing

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

Course Description:

This advanced course aims at developing writing communicative skill in academic and professional life of the learners. Writing arguments and making analysis of various phenomena will afford the students to demonstrate their ability in generating and synthesizing ideas with certain amount of critical thinking and creativity. At the same time, they will not only learn how to make written communication within an organization (Memo Writing), but also acquire the capability of communicating with the parents of the students as professional teachers. Besides, developing an effective CV with a cover letter is an integral part of this course.

There is a parallel interactive activity – a diagnostic assignment or a project - in which each student or a group of students may choose a focused learner from intermediate or secondary school. A short test and a questionnaire will be used as tools to gather data about the focused learner's proficiency in English, on the one hand, and to evaluate his perception and motivation, on the other. On the basis of this data, they will write a report ranging from 700 to 1000 words, suggesting remedies for the problems of the focused learner. The rationale behind this segment of the course is to engage these students in writing a small scale research that involves exploiting various resources such as research methods, research tools, web sites and APA referencing (in-text citations and references), paraphrasing, editing and proofreading.

The course instructor may select, adapt, reject, collate or supplement material to meet the requirements of the course. The process of instruction and evaluation will also be dynamic, varied and context-dependent.

1. Topics to be Covered		
List of Topics	**No. of Weeks**	**Contact hours**
Introduction and Orientation to the Course	**1**	**3**
New Challenges- Building Vocabulary, Problem Description, Identifying paragraphs, Topic Sentences, Revising and Editing	**2**	**6**
Looking at Learning-Paragraph Organization, Editing Practice	**2**	**6**
Relationships-Parts of a Paragraph, Parts of an Essay	**3**	**6**
Health and Leisure-Cause and Effect, Thesis Statements	**1**	**3**
High Tech and Low Tech-Punctuating Quotations, Paraphrasing	**2**	**6**
Developing CV and cover letter	**2**	**6**
Finalizing diagnostic assignment (a small-scale research)	**2**	**6**
Revisions and Midterm Exams	**1**	**3**

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

		Lecture	**Tutorial**	**Laboratory/ Studio**	**Practical**	**Other:**	**Total**
Contact Hours	**Planned**	**45**					**45**
	Actual	**45**					**45**
Credit	**Planned**	**3**					**3**
	Actual	**3**					**3**

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

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	Identify advanced writing terms and techniques	Presentation, discussion	Observation, quizzes
1.2	Identify paragraphs and essays	Exposure to online resources, presentations	Quizzes/tests/exams
1.3	Enlist parts/ingredients of a piece of writing	Pair/group work	Assignments/tests
2.0	**Cognitive Skills**		
2.1	Brainstorm for ideas for writing	Display on graphic organizers Charts/table Discussions	Observation/rubric
2.2	Write 5-paragraph academic essays	PPP (Presentation-Practice-Production)/pair and group work	Exams Rubric for evaluation of essays
2.3	Compose emails, memos and informal reports	PPP Multimodes Exposure to online resources	Rubric/Dropbox evaluation Exams
3.0	**Interpersonal Skills & Responsibility**		
3.1	Complete the project and compose a diagnostic report	Guidance Groups discussions Data collection Interviews referencing	Observation Rubric
3.2			
4.0	**Communication, Information Technology, Numerical**		
4.1	Making blogs	Blackboard (LMS) blogs Google blogs	Observation Rubric
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.) Open to change	**Week Due**	**Proportion of Total Assessment**
1	Assignment task 1	2nd week	2%
2	Assignment 2/quiz 1	4th week	2%
3	Group writing task	5th week	3%
4	First midterm exam	6th week	10%
5	Writing assignment task 3	7th and 8th week	2%
6	Students presentations	9th and 10th week	5%
7	Second midterm exam	11th week	10%
8	Group project	12th and 13th week	5%
9	Blackboard (LMS) activities evaluation	14th and 15th week	1%
10	Final exam	16th week	60%

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)

2 hours a week. Besides, there is a separate arrangement of students' counselling through a Student Advisor

E Learning Resources

1. List Required Textbooks
   Mosaic 1 Writing, ME Gold Edition by Laurie Blass and Meredith Pike-Baky, Pubisher: McGraw Hill, Year 2007 (**ISBN: 0077116623**)

2. List Essential References Materials (Journals, Reports, etc.)

Writing for Advanced Learners of English, AUTHOR
FrangoiseGrellet, ENGLISH TYPE, British English

ISBN 9780521479714
DATE PUBLISHED
April 1997

College Writing Skills with Readings
Book by John Langan (Available in the Main Library)

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
- https://owl.english.purdue.edu/owl/resource/590/1/

- http://www.careers.govt.nz/job-hunting/cvs-and-cover-letters/templates/

- http://tuoitrenews.vn/english-study/4118/how-to-write-a-letter-of-inquiry

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Blackboard (LMS), University website

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.)
- Number of seats 30
- 5 Computer labs with 24 seats in each
- Internet access

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classrooms and computer labs

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Projectors
- Smartboard
- Internet access

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Classroom feedback
- Online feedback by students on the University Website
- Questionnaires

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
- Peer Review
- Opinion of the students
- Faculty Members feedback

3. Processes for Improvement of Teaching
- Seminars
- Training programs by the University
- Revisions in the light of feedback

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)

- Quality documents/evaluation
- Summative and formative assessment
- Grade system and re-checking
- Prescribed reports

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

- **Discussion in the WhatsApp Group of Department of English**
- **Review Committees**
- **Discussions with quality supervisors**

Name of Course Instructor: Muhammad Iqbal Muhammad

Signature: …………….……………. Date Specification Completed: 17/06/2018

Program Coordinator: Dr. AiedElenizi

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