



جامعة المجمعة  
Majmaah University

رؤية  
VISION  
2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA

# COURSE SPECIFICATIONS (CS)

**Ramadan 1438 H , June 2017**

Institution:	University College of Art&Education , Majmaah University
Academic Department :	English
Programme:	BA in English Language
Course title and code:	<b>Collaborative Writing ENGL 223</b>
Specification Approved Date :	10/11/2018



## Course Specifications:

<b>Institution:</b> Majmaa University	<b>Date:</b> 10/11/2018
<b>College/Department :</b> University College of Art and Education	

### A. Course Identification and General Information:

1. Course title and code: <b>Collaborative Writing ENGL 223</b>			
2. Credit hours: 2			
3. Program(s) in which the course is offered. B. A. in English			
4. Name of faculty member responsible for the course  Dr. Mohammed Alharbi			
5. Level/year at which this course is offered: Level 4 / Second Year			
6. Pre-requisites for this course (if any): Two courses are pre-requisite for this course: <b>Writing 1 (ENGL 114) and Writing 2 (ENGL 214)</b>			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus:Majmaah			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70 %"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30 %"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>

**Comments:**

**B Objectives**

1. What is the main purpose for this course?
  1. To understand the nature of collaborative writing.
  2. 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 understands collaborative writing process.

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. Update text books and references.
  2. Use IT or web-based reference material such as videos.
  3. Use Electronic resources for worksheets and quizzes.

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

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 writing 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, 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 emphasised 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.

**1. Topics to be Covered**

List of Topics	No. of Weeks	Contact hours
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1. Introduction	1	2
2. Introducing Collaborative Writing, divided students into groups and give each group member different role for collaborative writing.	1	2
3. Students selected their topics in groups, brainstorm together and generate ideas for their topic (essay)	1	2
4. Students read about their topics in the library (in groups)	2	4
5. Writing introduction of the essays collaboratively	1	2
6. Writing body paragraphs collaboratively	1	2
7. Peer review (groups exchange their essays for feedback)	1	2
8. Students go back to edit their essays (address peers' comments)	1	2
9. Mid-Term Exam	1	2
10. Change groups, give different topics (different types of essay)	1	2
11. Students write introduction and body paragraphs collaboratively	2	4
12. Students write conclusion and submit their essays to instructors	1	2
13. Instructors give students feedback on their essays.	1	2

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30 hours	None	None	None	None	30 hours
	Actual	30 hours	None	None	None	None	30 hours
Credit	Planned	2 hours	None	None	None	None	2 hours
	Actual	2 hours	None	None	None	None	2 hours

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

2 hours per

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	To learn how to write essays collaboratively	Lecture and power point presentation	Assignments, tests and exams
1.2	To be able to brainstorm, generate ideas and suggest vocabularies for the essay.	Lecture and power point presentation	Assignments, tests and exams
2.3	To be able to correct group members' writing.	Lecture and power point presentation	Assignments, tests and exams
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Constructively criticize group members' writing through the whole process of writing	Lecture , power point presentation and whole group and small group discussion	Individual assignments and group quizzes, tests and exams
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Problem Solving	group work participation and presentation discussion.	Assessing participation in the group, taking responsibility , working effectively and acting ethnically in personal or public forum. The ability of solving problems individually
3.2	Decision Making		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use of online resources and data basis	collaborative essay writing	Individual assessment according to the effective oral and written form

4.2	Using search engines Delivering Presentations	Individual oral presentation and essay writing	Individual assessment according to the effective oral and written form
5.0	<b>Psychomotor</b>		
5.1	<b>Not Applicable</b>		
5.2			

<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	<b>Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)</b>	<b>Week Due</b>	<b>Proportion of Total Assessment</b>
1	1 <sup>st</sup> midterm	week 6-7	10 %
2	Participation	All along	10 %
3	Quizzes	All along	5 %
4	Home Assignments	All along	5 %
5	2 <sup>nd</sup> midterm	Week 11-12	10 %
6	Final	Week 14	60 %
7			
8			

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

1 hour per course per week

### **E Learning Resources**

1. List Required Textbooks

1. Effective Academic Writing 3

Taylor, Gordon. (2009). A Student's Writing Guide: How to Plan and Write Successful Essays (1<sup>st</sup>. edition). Cambridge: CUP.

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

- 2. Second language writing journal

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- NA

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

- Online Journals and Articles

### 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.)

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)

Peer evaluation,  
Class observations by supervisors

### G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

By meetings and discussing that in regular biases



<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department By doing peer-evaluating per course.</p>
<p>4. Processes for Improvement of Teaching Training sessions, workshops to facilitate experience exchange among faculty members Regular meetings to discuss and solve problems Discussion of challenges in the classroom with colleagues and supervisors Encouraging 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</p>
<p>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.</p>
<p>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</p>

**Name of Course Instructor: Dr. Mohammed Alharbi**

**Signature:**

**Date Specification Completed: 1/3/1440**

**Program Coordinator: Dr. Aied Alenizi**

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

