هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد NCAAA T4 2020

Course Specifications

Course Title:	**Collaborative Writing**
Course Code:	**ENGL 223**
Program:	**B.A. English**
Department:	**English**
College:	**Science and Humanities in Rumah**
Institution:	**Majmaah University**

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A. Course Identification

1. Credit hours:
2. Course type **a.** University ☐ College ☐ Department ☑ Others ☐ **b.** Required ☑ Elective ☐
3. Level/year at which this course is offered: Level 4 / Second Year
4. Pre-requisites for this course (if any)**:** Writing 1 (ENGL 114) and Writing 2 (ENGL 214)
5. Co-requisites for this course (if any)**:** None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	2 hours per week	70%
2	**Blended**	0	30%
3	**E-learning**	0	0%
4	**Distance learning**	0	0%
5	**Other**	0	0%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	2 (hours) X 15(weeks)
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)	Office Hours = 1X 15 weeks
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

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 wring 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 many benefits of collaborative writing such as critical thinking, creative thinking, integrating communication skills such as writing, reading, speaking, and 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 emphasized 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.

2. Course Main Objective

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.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	To learn how to write essays collaboratively	K1
1.2	To be able to brainstorm, generate ideas and suggest vocabularies for the essay.	K2
1.3	To be able to correct group members' writing.	K3
1,4	Apply the writing process that includes pre-writing, drafting, and revising.	K4
2	**Skills :**	
2.1	Produce and combine sentences with collaborative writing strategies.	S1
2.2	Use peer-review method.	S2
2.3	Apply pre and post writing techniques successfully.	S3
2.4	Organize ideas according to the selected strategy..	S4
3	**Values:**	
3.1	Apply brainstorming techniques to generate ideas.	V1

CLOs		Aligned PLOs
3.2	Use team building spirit.	V2
3.3	Complete assignments in due time.	V3

C. Course Content

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

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Use effective writing conventions such as mechanics, usage, and sentence formation to make writing easily intelligible.	Group discussions Written models Writing exercises	-Written assignments - Midterm and Final exams -Quizzes
1.2	Demonstrate an understanding of paragraph unity, support and coherence.	-Group discussions -Written models -Writing exercises	-Written assignments -Midterm and Final exams -Quizzes
1.3	Produce different types of essays such as expository, persuasive, analytical, and argumentative which show ability to communicate, giving few difficulties for the reader.	-Group discussions -Written models -Writing exercises	-Written assignments -Midterm and Final exams -Quizzes
1.4	Apply the writing process that includes pre-writing, drafting, and revising.	-Group discussions -Written models -Writing exercises	-Written assignments -Midterm and Final exams -Quizzes
2.0	**Skills**		
2.1	Produce and combine sentences with	-Group discussions	-Written assignments

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	different grammatical patterns.	-Written models -Writing exercises	-Midterm and Final exams -Quizzes
2.2	Use transition and connecting words effectively.	-Group discussions -Written models -Writing exercises	-Written assignments -Midterm and Final exams -Quizzes
2.3	Apply pre and post writing techniques successfully.	-Group discussions -Written models -Writing exercises	-Written assignments -Midterm and Final exams -Quizzes
2.4	Organize ideas according to the writing style chosen.	-Group discussions -Written models -Writing exercises	-Written assignments -Midterm and Final exams -Quizzes
3.0	**Values**		
3.1	Apply brainstorming techniques to generate ideas.	Map charts, drawings and diagrams	Drawing graphic organizers and map charts
3.2	Use reading comprehension skills to facilitate writing and the organization of ideas.	Analyzing and critiquing different reading topics	Edit or summarize a reading passage
3.3	Complete assignments in due time.	-Pair work -Group work -Individual tasks	-In-class exercises -Home assignments

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation	Throughout	10%
2	Assignments and Activities	Weekly	20%
3	Midterms	Week 7	20%
4	Final Exam	Week 16	50%

***Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

1. Students are encouraged to consult with the course instructor during office hours.
2. Students are encouraged to exchange emails with the course instructor besides the office hours.
3. Academic advisors are available during office hours and hours allotted for academic advisory (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.
4. Communication and interaction via the blackboard between students and instructors.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Taylor, Gordon. (2009). A Student's Writing Guide: How to Plan and Write Successful Essays (1st. edition). Cambridge: CUP.
Essential References Materials	Second language writing journal
Electronic Materials	www.creativewriting.com http://owl.english.purdue.edu
Other Learning Materials	**None**

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• Large classrooms can accommodate up to 20 students. • Library. • Language laboratories accommodate up to 15 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	• Smart Boards, digital podiums and Internet facilities are available in the classrooms. • Well -equipped language labs are available at the college for students during practical lectures.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Instructors and coordinators	- A "Course evaluation" questionnaire done by the students on the university portal at the end of each term. - A "Students' academic experience evaluation" questionnaire done by the students at the end of each term. - A"Program evaluation" questionnaire done by the students at the end

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		of each term.
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Instructors and coordinators	- Revising study plans of the department by the college committee of Academic Study Plans. - Quality check by colleagues and Head of the Department.

Evaluation areas (e.g. Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department Council.
Reference No.	Department Council Meeting No.3
Date	7-2-1442 H