



# Course Specification

(Bachelor)

Course Title: **Writing 1**

Course Code: **ENGL114**

Program: **English language**

Department: **English**

College: **Education**

Institution: **Majmmah university**

Version: **4**

Last Revision Date: **4 October 2022**



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( ...3..... )

#### 2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others  
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: ( .....level1....)

#### 4. Course general Description:

**This course aims at training the students in writing precise and accurate paragraphs. For that matter the focus will be on the academic ingredients of a paragraph like topic, topic sentence, supporting sentences and concluding sentence with unity and coherence. Then, different types of paragraphs will be introduced, compared and practiced on. In particular, descriptive, process, opinion and narrative paragraphs will be emphasized. In addition, students will particularly practice argumentation and persuasion strategies, comparing and contrasting along with discussing techniques in writing (all contributing to critical thinking through critical writing). Furthermore, modern and postmodern techniques of writing including how technology has influenced writing, writing and identity and writing and culture will preferably be touched on.**

Students will be constantly reminded that writing is a continuous process of rewriting and redrafting and that is what most good writers actually do. They should also be taught to avoid bad writing habits/ techniques such as verbosity, repetition, vagueness and rambling through a text. Punctuation as an important part of the mechanics of writing will continuously be emphasized throughout the course.

5. Pre-requirements for this course (if any): None

6. Co-requisites for this course (if any): None

#### 7. Course Main Objective(s):

By the end of the course, students should be able to:

1. Identify the contents of a paragraph.
2. Empower students with the tools and mechanics to communicate effectively through writing.



3. Brainstorm ideas about a topic.
4. Use bottom-up, top-down and interactive writing strategies.
5. Use correct and effective punctuation.
6. Discuss the role of topic sentence, theme statement, theme paragraph, supporting sentences and concluding sentences/paragraph.
7. Write a descriptive paragraph/argumentative paragraph
8. Write a personal narrative.
9. Write a good letter.

Edit a paragraph.

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40	89
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning	5	11

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	5
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the stages of writing.	1.2		
1.2	Identify the topic sentence, supporting	1.1,1.2		



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	sentence and controlling ideas. <b>1.3</b>			
	Recognize the concepts of coherence and unity in a paragraph.	<b>1.4</b>		
...	Identify the types of paragraphs			
<b>2.0</b>	<b>Skills</b>			
2.1	Differentiate between the topic and controlling idea.	<b>2.1,2.4</b>		
2.2	Write different kinds of paragraph taking into consideration the unity and coherence in the paragraph.	<b>2.3,2.5</b>		
...	Enrich their vocabulary through writing their personal opinions about different topics.	<b>2.3,2.4</b>		
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Complete assignments in due time.	<b>3.1</b>		
3.2	Participate in class discussion	<b>3.2</b>		
3.3	Carrying out individual as well as group assignments.	<b>3.2,3.3</b>		
...3.4	Find out the solution for a problem or a situation with the help of self-guidance and their classmates.	<b>3.1</b>		

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction and orientation to the course	3
	The sentence and the Paragraph	3





2	Paragraph Anatomy: Topic Sentence, theme Paragraph Supporting Sentences, Concluding Sentence, etc.	
3	Descriptive Paragraphs (a classmate)	6
4	Example Paragraph (a painting)	6
5	Example Paragraph (holiday foods)	3
6	An informative letter to a friend	3
7	A Personal Narrative	3
8	Writing Strategies: Bottom-up, Top-down and Interactive Paragraph/Essay.	3
8	Punctuation	3
9	Writing and Technology	3
	Revision, Midterm(s) and Final Exam	6
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Total		45

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz and assignments	Due 4-12	20
2.	Class participation	lectures	10
3.	Midterm	10	30
...	Final exam	16	40

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	Interactions 1 - Writing by Cheryl Pavlik and Margaret Keenan Segal. MC Graw Hill
Supportive References	•Effective Academic Writing by Alice Savage and Masoud Shafiei. Oxford University Press-2007 Writers at Work: From Sentence to Paragraph by Laurie Blass and Deborah Gordon
Electronic Materials	www.eslcafe.com • www.creativewriting.com • http://owl.english.purdue.edu/





	• <a href="http://www.eviews.net/references.html">www.eviews.net/references.html</a>
Other Learning Materials	

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Enough space is available at college for accommodating the students: <ul style="list-style-type: none"> <li>Lecture rooms can accommodate up to 50 students.</li> <li>Laboratories accommodate up to 32 students</li> </ul>
<b>Technology equipment</b> (projector, smart board, software)	<ul style="list-style-type: none"> <li>Smart Boards, digital podiums and Internet facilities are available in the classrooms.</li> <li>Well -equipped language labs are available at the college for students during practical lectures.</li> </ul>
<b>Other equipment</b> (depending on the nature of the specialty)	

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
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 of each term.
Effectiveness of Students assessment	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
Quality of learning resources		
The extent to which CLOs have been achieved	Instructors and coordinators	



Assessment Areas/Issues	Assessor	Assessment Methods
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	Department Board/Council; Academic Board and Committee for Course/Curricula Development
<b>REFERENCE NO.</b>	4
<b>DATE</b>	4/10/2023

