



Course Specification

— (Bachelor)

Course Title: **Writing 2**

Course Code: **ENGL 214**

Program: **Bachelor of Arts**

Department: **English Department**

College: **Education**

Institution: **Majmaah University**

Version: **2023 TP - 153**

Last Revision Date: **29 September 2023**



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	5
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	6
G. Specification Approval	7





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: (2)

4. Course general Description:

This advanced course aims 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. 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 and supplement material to meet the requirement of the course.

5. Pre-requirements for this course (if any):

ENGL 114 (Writing 1)

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

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





2. Teaching mode (mark all that apply)

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

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	Identify advanced writing terms and techniques	K1	- Lecturing - Structured - class discussion	- Exams - Assignment
2.0	Skills			
2.1	Cognitive: Apply relevant writing techniques, methods and strategies to compose texts.	S1	*Display on graphic organizers *Charts/table *Interactive class discussions	*Exams *Assignment *In class activities
2.2	Communication: produce knowledge effectively through writing advanced texts.	S1	Pair and group work	Rubric for evaluation of essays
3.0	Values, autonomy, and responsibility			
3.1	Responsibility: Comply with relevant intellectual property ethics and academic integrity.	V1	* Lecturing *Structured class discussion	- Observation





C. Course Content

No	List of Topics	Contact Hours
1.	Introduction and orientation with the course	3
2.	New Challenges- Building Vocab, Problem Description, Identifying paragraphs, Topic Sentences, Revising and Editing	6
3.	Looking at Learning-Paragraph Organization, Editing Practice	6
4.	Relationships-Parts of a Paragraph, Parts of an Essay	6
5.	Health and Leisure-Cause and Effect, Thesis Statements	3
6.	High Tech and Low Tech-Punctuating Quotations, Paraphrasing	6
7.	Developing CV and cover letter	6
8.	Finalizing diagnostic assignment (a small-scale research)	6
9.	Revisions and Exams	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment	2 nd or 3 rd week	10%
2.	Quiz	4 th week	10%
3.	Midterm-exam	8 th week	30%
4.	Participation + presentation (values)	During the term	10%
5.	Final exam	16 th week	40%
Total			100

*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	Mosaic 1 Writing, ME Gold Edition by Laurie Blass and Meredith Pike-Baky, Publisher: McGraw Hill, Year 2007 (ISBN: 0077116623)
Supportive References	Writing for Advanced Learners of English, AUTHOR Franoise Grellet, ENGLISH TYPE, British English ISBN 9780521479714 DATE PUBLISHED April 199 College Writing Skills with Readings Book by John Langan (Available in the Main Library)
Electronic Materials	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
Other Learning Materials	Blackboard (LMS), University website

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms well-equipped with teaching aids Language labs Library Conference hall
Technology equipment (projector, smart board, software)	Laptop computer Multimedia projector system Internet access
Other equipment (depending on the nature of the specialty)	Peer evaluation Class observations by supervisors

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> Students Head of the Department Program Coordinators 	Indirect (CES + PES + SES) Direct assessment of course learning outcomes.
Effectiveness of Students assessment	<ul style="list-style-type: none"> Head of the Department Program coordinators Peer Instructors 	<ul style="list-style-type: none"> Check the marking of a sample of examination papers either by a resident or visiting faculty member Arrange with another institution to have two common test



		<p>items included on an exam and compare marks given.</p> <ul style="list-style-type: none"> • Double-check papers by a second reader in case of students who believe they are underrated.
Quality of learning resources	<p>Course Coordinator Quality Coordinators Program coordinators</p>	<p>Annual meetings of faculty members to discuss improvement of learning resources.</p>
The extent to which CLOs have been achieved	<p>Instructors Head of the Department Quality Coordinators Course Coordinator Program Coordinator</p>	<p>Tests -questionnaires - reports (Direct, Indirect)</p>
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

