



Course Specification

— (Bachelor)

Course Title: Collaborative Writing

Course Code: ENGL 223

Program: Bachelor of Arts In

Department: English

College: Education

Institution: Majmaah University

Version: TP-153

Last Revision Date: 4 October 2023



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A. General information about the course:

1. Course Identification

1. Credit hours: (2 hours per week)

2. Course type

A. University College Department Track Others

B. Required Elective

3. Level/year at which this course is offered: (5)

4. Course general 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 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 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.

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

Writing 1 and 2

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

None

7. Course Main Objective(s):

To express ideas, perspective, and reaction about a particular issue in varied Disciplines that will evoke the consciousness to write an effective composition through group effort.



2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	15	50%
2	Writing Tasks	15	50%
3	E-learning		
4	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
5	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	12
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	3
5.	Others (specify) Collaborative / Individualized Writing	15
Total		30

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	Define and explain collaborative writing key concepts, terms, and strategies.	K2	<ul style="list-style-type: none"> -Brainstorming -Reading response as prompts for ideas -Guided- writing -Creative writing plan thru outlining 	Assignments, exams, Quizzes





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
2.1	Use relevant and appropriate collaborative writing techniques and strategies in writing essays, reports and reflections effectively.	S3	-Exposure to various type of Essays with guided format. -Spelling Drill	Assignments, exams, Quizzes
2.2	Communication: Present information effectively in writing.	S1	Written work, group assignment	Assignment, rubric
3.0	Values, autonomy, and responsibility			
3.1	Act responsibly and ethically in carrying out individual as well as group projects.	V1	Guided and timed writing task Spelling drill	Assignment and observation

C. Course Content

No	List of Topics	Contact Hours
1.	Interdisciplinary Thinking and Collaborative Writing Socio-cultural issues (deep analysis on debatable issues)	9
2.	Interdisciplinary Thinking and Collaborative Writing Psychology (understanding nature of human being)	6
3.	Interdisciplinary Thinking and Collaborative Writing Philosophy (self- introspection text)	9
4.	Interdisciplinary Thinking and Collaborative Writing Literature (prose and poetry)	6
Total		30





D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Timed- writing task	Weeks 1-15	15%
2.	Writing Portfolio (Group / Individual)	Weeks 1-15	10%
3.	Mid-term Examinations	Weeks 5 & 10	35 %
4.	Final Examination	Week 15	40%
5.	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	<i>Exploring Writing</i> 3 rd Edition. Langan, John. 2013. McGraw-Hill international Edition
Supportive References	Academic Writing {Paragraph to Essay}. Rumisek, Liza & Zemach, Dorothy. 012102258 Macmillan Publishing House
Electronic Materials	https://www.grammarly.com/blog/how-to-improve-writing-skills https://bcourses.berkeley.edu/
Other Learning Materials	https://www.edutopia.org/

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> ▪ Synchronous Virtual Teaching – learning ▪ Online and Physical Libraries
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> ▪ Laptop computer ▪ Multimedia projector system ▪ Internet accessibility ▪ Blackboard platform
Other equipment (depending on the nature of the specialty)	Complete writing kit (required writing pad) Required computer word file format

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Program Leaders	Direct



Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students' assessment	Program Leaders Peer Reviewer	Indirect or Direct
Quality of learning resources	Faculty Program Leaders	Indirect
The extent to which CLOs have been achieved	Program Leaders Peer Reviewer	Indirect
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT BOARD/COUNCIL; ACADEMIC BOARD AND COMMITTEE FOR COURSE/CURRICULA DEVELOPMENT
REFERENCE NO.	
DATE	

