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| Institution : | College of Science and Humanities,Majmaah University | |
| Academic Department : | English | |
| Programme : | B.A | |
| Course title and code: | Writing– I,ENG 125 | |
| Specification Approved Date : | | …./ … / …… H |

**Course Specifications**

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| **Institution:** Majmaah University | **Date**: 18/11/2017 |
| **College/Department :** College of Science and Humanities, Hotat Sudair, Department of English | |

1. **Course Identification and General Information**

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| 1. Course title and code: Writing - I , ENG 125 |
| 2. Credit hours:02 |
| 3. Program(s) in which the course is offered. BA., English  (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course: Dr. T. Gayathri |
| 5. Level/year at which this course is offered: Level IV, Second year |
| 6. Pre-requisites for this course (if any): Basics of Grammar in High school Level |
| 7. Co-requisites for this course (if any): |
| 8. Location if not on main campus: Hotat Sudair |
| 9. Mode of Instruction (mark all that apply):  80  √  a. traditional classroom What percentage?  20  √  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  **Comments:** |

**B. Objectives**

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| 1. What is the main purpose for this course?   * To develop students writing skills * To enable students to handle specific writing tasks. * To develop the practical language use. * To make the students to perform language tasks within the class. * Using extensive visual materials to train the students to write some paragraphs and short essays * To make the students to write brief descriptions and reports about different issues. |

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| 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. Write in several genres.  2. Use writing and reading for inquiry, learning, thinking, and communicating.  3. Learn the correct way to use punctuation, capitalization and the like.  4. Understand writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing primary and secondary sources.  5. Develop flexible strategies for generating, revising, editing, and proof-reading. |

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

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| Course Description:  Writing a flawless paragraph on various topics rests at the core of this course. It begins  with forming grammatically correct simple, compound and complex sentences with  appropriate marks of punctuation and culminates into a compact paragraph with the  following essential component parts: the topic, the topic sentence, supporting sentences and  the concluding sentence.  The students will then pick up and write different kinds of paragraphs to express their  views and ideas. More focus will be on descriptive paragraphs, process paragraphs,  opinion paragraphs, and narrative paragraphs. At the same time the students will learn how  to induct unity and coherence to make their writing more organized and convincing. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| **Introduction and orientation with the ecours** | 1 | 2 |
| **--do--** | 1 | 2 |
| **The sentence and the paragraph** | 1 | 2 |
| **--Do---** | 1 | 2 |
| **Descriptive paragraph** | 1 | 2 |
| **Mid Exam I** | 1 | 2 |
| **process paragraph** | 1 | 2 |
| **--Do---** | 1 | 2 |
| **Opinion Paragraph** | 1 | 2 |
| **--Do---** | 1 | 2 |
| **Narrative Paragraph** | 1 | 2 |
| **--Do---** | 1 | 2 |
| **Mid Exam II** | 1 | 2 |
| **Editing the paragraph** | 1 | 2 |
| **Final Exam** | 1 | 2 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planned** | **30** |  |  |  |  | **30** |
| **Actual** | **30** |  |  |  |  | **30** |
| **Credit** | **Planned** | **2** |  |  |  |  | **2** |
| **Actual** | **2** |  |  |  |  | **2** |

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| 3. Additional private study/learning hours expected for students per week.  02 |

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| 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** |
| **1.0** | **Knowledge** | | |
| **1.1** | Recognize ways to organize information into groups. (paragraph of time order, spatial order etc) | Lecturing, PPTS | Participation |
| **1.2** | Identify topic sentence, supporting & concluding sentences. | Class-discussion | Quiz |
| **1.3** | Expose to open ended communicative task for both speaking and writing. | Communicative drills | Presentations |
| **1.4** | Encourage to speak up and thereby develop Brain storm. | Writing clues and key words | Class- Participation |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Present some new ideas to communicate. | Debate | Group Discussions |
| **2.2** | Compare the signal words used for different types of paragraphs. | Collaborative Learning | Worksheets |
| **2.3** | Effective paragraph writing. | Lecturing | Essay writing |
| **2.4** | Compare between different tenses and different language functions. | Lecturing | Individual assignments |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Present some new ideas to communicate. | Debate | Group Discussions |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Effective Written communication | Home work/ Class work | Assignments |
| **4.2** | Using appropriate vocabulary | Home work/ Class work | Assignments |
| **5.0** | **Psychomotor** | | |
| **5.1** | ---NA--- |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 1st midterm | Middle of term | 20 % |
| **2** | Participation | All **a**long | 10 % |
| **3** | Quizzes | All **a**long | 5 % |
| **4** | Home Assignments | All along | 5 % |
| **5** | 2ndMidterm | Week 13 | 20 % |
| **6** | Final | Week 14 | 40 % |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  The teacher concerned is available for the students throughout the week during office hours. |

**E Learning Resources**

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| 1. List Required Textbooks   * Interactions 1 : Ready to write . Karen Blanchard, Christine root * English grammar and composition by Wren and Martin * Writing academic English by Alice Oshima |
| 2. List Essential References Materials (Journals, Reports, etc.)   * www.eslcafe.com * www.geocities.com/soho/atrium * www.204.pair.com/ebaack * www.io.com * http://owl.english.purdue.edu/ * www.better.english.com * www.eviews.net/references.html * [www.writing](http://www.writing) essentials.com |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

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| 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.) |
| 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 * Computer lab |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   * Data show to facilitate going over student papers in class |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   * Midterm evaluation feedback form to increase instructor’s awareness of the strong and weak points of the class; * End of term college course evaluation by students (collected by Department); * End of term in-class debriefing of students of what went well and what could have gone better * Small group instructional diagnosis where instructors exchange classes to gather information from each other’s’ students on specific points outlined by the department and the instructor being evaluated. |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department   * Peer evaluation to assess ability of faculty members to work with their colleagues, * Class observations by supervisors |
| 3. 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 |
| 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 * Arrange with another institution to have two common test items included on an exam and compare marks given * Double-check papers by a second reader in case of students who believe they are underrated. |
| 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) * Bi-annual meetings of faculty members to discuss improvement * Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Name of Course Instructor: Dr. T. Gayathri**

**Signature: …gayathri………………………. Date Specification Completed: 18/11/2017…………………**

**Program Coordinator: …………………………………………………………………….**

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