Course Specifications

Course Title:	Writing I
Course Code:	Engl. 114
Program:	B. A. in English Language
Department:	English Department
College:	Science and Humanities in Al-Ghat
Institution:	Majmaah University

Table of Contents

A. Course Identification

1. Credit hours:
3 Hours

2. Course type

a. University ☐　College ☐　Department ■　Others ☐

b. Required ■　Elective ☐

3. Level/year at which this course is offered:
Level Two

4. Pre-requisites for this course (if any)**:**
None

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	22	50
2	Blended	10	20
3	E-learning		
4	Correspondence	8	20
5	Other	4	10

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	38
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	38
Other Learning Hours*		
1	Study	
2	Assignments	4
3	Library	
4	Projects/Research Essays/Theses	2
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description
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.

2. Course Main Objective

1. Identify the contents of a paragraph.
2. Empower students with the tools and mechanics to communicate effective 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.
10. Edit a paragraph.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	The students will be able to recognize the stages of writing.	
1.2	The students will be able to identify the topic sentence, supporting sentence and controlling ideas.	
1.3	The students will be able to recognize the concepts of coherence and unity in a paragraph.	
1...		
2	**Skills :**	
2.1	The students will be able to differentiate between the topic and controlling idea.	
2.2	The students will be able to write different kinds of paragraph taking into consideration the unity and coherence in the paragraph.	
2.3	The students will be able to enrich their vocabulary thru writing their personal opinions about different topics.	
2.4	The students will be able to apply different aspects of grammar and language functions.	
3	**Competence:**	
3.1	The students will be able to complete assignments in due time.	
3.2	The students will be able to participate in class discussion and can think independently.	
3.3	The students act responsibly in carrying out individual as well as group assignments.	
3.4	The students will be able to communicate, listen, negotiate, and evaluate their strengths and weaknesses.	

CLOs		Aligned PLOs
3.5	The students will be able to find out the solution for a problem or a situation with the help of self-guidance and their classmates.	

C. Course Content

No	List of Topics	Contact Hours
1	Introduction and orientation to the course	3
2	The sentence and the Paragraph	3
3	Paragraph Anatomy: Topic Sentence, theme Paragraph Supporting Sentences, Concluding Sentence, etc.	3
4	Descriptive Paragraphs (a classmate)	6
5	Example Paragraph (a painting)	6
6	Example Paragraph (holiday foods)	3
7	An informative letter to a friend	3
8	A Personal Narrative	3
9	Writing Strategies: Bottom-up, Top-down and Interactive Paragraph/Essay.	3
10	Punctuation	3
11	Writing and Technology	3
12	Revision, Midterm(s) and Final Exam	6
Total		45

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**		
1.1	The students will be able to recognize the stages of writing.	-Lectures. -Class discussion. -Communicative drills. -Use predicting skills. - Free practice / Control practice.	-Class participation. -Home works. -Midterm and final exams. -Writing portfolio/Assignments.
1.2	The students will be able to identify the topic sentence, supporting sentence and controlling ideas.	-Lectures. -Class discussion. -Communicative drills. -Use predicting skills. - Free practice / Control practice.	-Class participation. -Home works. -Midterm and final exams.
…	The students will be able to recognize the concepts of coherence and unity in a paragraph.	-Lectures. -Class discussion. -Communicative drills	-Home works. -Midterm and final exams. -Writing portfolio/Assignments.
2.0	**Skills**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	The students will be able to differentiate between the topic and controlling idea.	-Lectures. -Class discussion. -Communicative drills. -Use predicting skills. -Free practice / Control practice	Class participation. -Home works. -Midterm and final exams.
2.2	The students will be able to write different kinds of paragraph taking into consideration the unity and coherence in the paragraph.	-Brainstorming. -Class discussion. -Individual counseling on writing difficulties. -Free practice / Control practice -Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers.	- Skill based guide/ graded communicative activities. -Home works. -Midterm and final exams. -Writing portfolio/Assignments - A checklist and rubrics for evaluation.
2.3	The students will be able to enrich their vocabulary thru writing their personal opinions about different topics.	-Brainstorming. -Class discussion. -Free practice / Control practice -Group work and pair work - Use predicting skills.	- Skill based guide/ graded communicative activities. Home works. -Midterm and final exams. -Writing portfolio/Assignments.
2.4	The students will be able to apply different aspects of grammar and language functions.	-Lectures. -PowerPoint presentations. - Use predicting skills. -Class discussion. -Communicative drills - Free practice / Control practice.	-Class activities. -Exercises. -Midterm and final exams. -Writing portfolio/Assignments
3.0	**Competence**		
3.1	The students will be able to complete assignments in due time.	Making students aware of the significance of time management in teaching learning process by setting a due time as a deadline for the assignments.	-Assignments. - Homework will clarify student's ability to fulfill assignments and respect deadlines.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	The students will be able to participate in class discussion and can think independently.	Asking students questions what they know as well as what they think.	-Exercises or tasks to assess the student attitude and behavior in learning. -Assignments.
3.3	The students act responsibly in carrying out individual as well as group assignments.	-Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers.	- Skill based guide/ graded communicative activities. -Homework.
3.4	The students will be able to communicate, listen, negotiate, and evaluate their strengths and weaknesses.	-Class discussion. -Group work and pair work.	- Skill based guide/ graded communicative activities. -Assignments.
3.5	The students will be able to find out the solution for a problem or a situation with the help of self-guidance and their classmates.	- Free practice / Control practice. -Asking students to figure out problems and identify solutions. -Giving a particular situation to use grammar in different social areas.	- Skill based guide/ graded communicative activities.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments	Week 4,9	%10
2	2 Midterms	Week 6, 11	40%
3	Final Exam	Week 16	50%
4			
5			
6			
7			
8			

*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 :
Electronic mail support   .
- Academic advisory by appointment or during the faculty member's office hours.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Interactions 1 - Writing by Cheryl Pavlik and Margaret Keenan Segal. MC Graw Hill
Essential References Materials	Effective Academic Writing by Alice Savage and Masoud Shafiei. Oxford University Press-2007
Electronic Materials	www.eslcafe.com www.creativewriting.com http://owl.english.purdue.edu/ www.eviews.net/references.html Online lectures about the topics that will be covered during the course in YouTube.
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	**Lecture rooms should be large enough to accommodate the number of registered students** •
Technology Resources (AV, data show, Smart Board, software, etc.)	**Laptop computer** • **projector system** •
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	**Central Printer.** • **Scanner** •

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
End of term college evaluation of course by students (to be collected by the department)		
End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better		
Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each students on specific points outlined by the department and the instructor		

Evaluation Areas/Issues	Evaluators	Evaluation Methods
being evaluated		

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	
Reference No.	
Date	