



Course Specifications

Course Title:	Academic Writing and Reading for Computer Science and Information Students
Course Code:	ENG 1040
Program:	Bachelor of Computer Science
Department:	Computer Science Department
College:	College of Computer and Information Sciences
Institution:	Imam Mohammad Ibn Saud Islamic University

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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 2 / First Year
4. Pre-requisites for this course (if any): N/A
5. Co-requisites for this course (if any): None

7. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended	45	100%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	12
2	Laboratory/Studio	
3	Tutorial	12
4	Others (specify)	21
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces students to the principles and practice of academic English writing and reading at the university level. It develops students' proficiency in written discourse, with a focus on paragraph and short essay composition. Students learn the writing process – from brainstorming and outlining to drafting, revising, and proofreading – and apply it to produce clear, coherent paragraphs and essays. Key elements that affect the quality of writing, including grammar, punctuation, and capitalization, are addressed through practical exercises. The course emphasizes different types of academic paragraphs (e.g. definition, narrative, process analysis) and writing effective topic sentences, supporting details, and concluding sentences to ensure unity and coherence.

In addition, students engage in guided reading activities to build essential academic reading skills (such as skimming, scanning, and identifying main ideas), which in turn inform and improve their writing. Throughout the course, collaborative learning is encouraged via peer review workshops and group discussions, fostering students' ability to critique writing and edit their work in a supportive environment. By the end of the course, students will have a strong foundation in academic writing conventions and improved confidence in communicating their ideas in English, which will support their success in English-medium computer science coursework.

2. Course Main Objective

- Develop essential academic writing and reading skills in English tailored to computer science contexts.
- Enhance students' use of academic vocabulary and accurate grammar in written communication.
- Strengthen skills in paragraph and short essay writing, professional emails, and basic technical reports.
- Improve reading strategies such as skimming, scanning, summarizing, and paraphrasing.
- Promote independent learning, collaboration through peer review, and adherence to academic integrity.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding <i>By the end of this course, students should be able to:</i>	
1.1	Recognize the structure and components of academic paragraphs and short essays.	K 1
1.2	Identify key conventions of academic writing, including formal style, grammar, and punctuation usage.	K 2
1.3	Describe basic reading strategies (e.g. skimming and scanning) that aid in understanding academic texts.	K 3
2	Skills <i>By the end of this course, students should be able to:</i>	
2.1	Apply the stages of the writing process (planning, drafting, revising, editing) to compose coherent academic paragraphs and short essays on familiar topics.	S 1
2.2	Write well-structured academic texts – such as paragraphs, short essays, and professional emails – that demonstrate correct grammar, appropriate academic vocabulary, and clear organization.	S 2
2.3	Summarize and paraphrase information from academic readings accurately and integrate the information into their own writing with proper citation of sources.	S 3
3	Values <i>By the end of this course, students should be able to:</i>	
3.1	Demonstrate the ability to work independently on writing and reading tasks, taking responsibility for one's own learning and time management.	V 1

CLOs		Aligned PLOs
3.2	Work effectively in teams through peer-review and group discussion activities, providing constructive feedback to others and utilizing feedback to improve one's own writing.	V 2
3.3	Show commitment to academic integrity and ethical practices by producing original work and properly crediting sources in all assignments.	V 3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Academic Writing	3
2	Writing for Different Audiences	3
3	Effective Email Communication: Structure of professional emails; Tone and etiquette	3
4	Highlighting and Note-Taking Techniques	3
5	Understanding Academic Texts: Analyze different types of texts and Vocabulary	6
6	Reading Strategies: Techniques for skimming and scanning texts	3
7	Summarizing and Paraphrasing: Practice summarizing articles; Peer review	3
8	Writing a Thesis Statement: : Importance of a thesis statement; Structure and clarity	3
9	Structuring an Essay: (introduction, body, conclusion)	3
10	Writing Technical Reports: Structure of technical reports; Writing for clarity	6
11	Citing Sources and Avoiding Plagiarism	3
12	Analyzing Research Articles: Components of research articles; Critical reading strategies	3
13	Peer Review and Feedback	3
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 and Understanding		
1.1	Recognize the structure and components of academic paragraphs and short essays.	- Lectures explaining paragraph/essay structure - Instructor-led analysis of example texts - Class discussions of organizational patterns	- Quizzes (identifying parts of an essay/paragraph) - Midterm and final exam questions on structure - In-class exercises analyzing paragraph structure

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.2	Identify key conventions of academic writing, including formal style, grammar, and punctuation usage.	- Lectures and presentations on writing conventions - Demonstrations of correct vs. incorrect grammar/punctuation - Homework drills and practice worksheets- - Whole-class review of common errors	- Grammar and punctuation quizzes - Assignment feedback focusing on style/grammar - Midterm/final exam items targeting writing rules - Observation of appropriate style in students' writing assignments
1.3	Describe basic reading strategies (e.g. skimming, scanning) for understanding academic texts.	- Explanation and demonstration of reading techniques by instructor - Guided reading sessions in class (with instructor modeling strategies) - Small-group practice activities (e.g. finding main ideas in a passage)	- In-class activities identifying main ideas or details in texts - Homework reading summaries - Questions on reading strategies in quizzes/exams (theoretical or applied) - Observation of strategy use during class reading exercises
2.0	Skills		
2.1	Apply the stages of the writing process to compose coherent academic paragraphs and short essays on familiar topics.	- Step-by-step writing workshops (covering brainstorming to final draft) - Instructor feedback at each stage (outline, draft, etc.) - Peer review sessions to practice revising drafts - Individual consultations on writing progress (as needed)	- Evaluation of writing assignments (paragraphs/essays) for organization and coherence - Process-focused assessments (e.g. submission of outlines, drafts) - Midterm exam writing task (paragraph composition) - Final exam essay writing section
2.2	Write well-structured academic texts – such as paragraphs, short essays, and professional emails – that demonstrate correct grammar, appropriate	- Interactive lectures on effective writing and formatting (including email format)	- Graded writing tasks: email assignment, paragraph and essay assignments (assessed for

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	vocabulary, and clear organization.	- Class analysis of sample writings (good vs. poor examples) - In-class writing practice (email writing exercise, essay drafting) - Vocabulary-building activities relevant to computer science contexts	- structure and language use) - Instructor evaluation of writing style and clarity in submitted work (using rubrics) - Language use sections in quizzes/exams (testing vocabulary and grammar in context) - Participation in class writing exercises (informal assessment of skills)
2.3	Summarize and paraphrase information from academic readings accurately and integrate it into their own writing with proper citation of sources.	- Demonstration of summarizing and paraphrasing techniques by instructor - Practice exercises where students summarize articles or textbook excerpts - Introduction to citation conventions and use of simple reference tools - Group activities: comparing original texts to student paraphrases for accuracy	- Assignments requiring a written summary or paraphrase of a given text (graded on accuracy and citation) - Inclusion of sources in a course project or essay (assessed for correct citation and integration) - Questions on midterm/final exams testing ability to recognize acceptable paraphrasing vs. plagiarism - Use of plagiarism detection (SafeAssign/Turnitin) to verify originality of student work
3.0	Values		
3.1	Work independently on writing and reading tasks, taking responsibility for one's own learning.	- Assigning individual tasks that require self-study (e.g. independent reading and writing exercises outside class) - Encouraging students to set personal	- Evaluation of individually completed assignments (quality indicates level of independent effort) - Timely submission of homework as

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		improvement goals and reflect on progress - Guidance on time management and study skills for language learning	evidence of responsibility - Student self-reflection reports or learning journals (assessed qualitatively) - Instructor observation of student preparedness and initiative in class
3.2	Work effectively in teams through peer-review and group discussion, providing constructive feedback and utilizing feedback to improve one's own work.	- Structured peer-review sessions in class with clear guidelines - Group discussions and collaborative learning activities (e.g. small group analysis of texts, group writing tasks) - Rotating team roles (scribe, reviewer, presenter) to engage each student in collaboration - Instructor modeling of constructive feedback techniques	- Peer-review feedback forms or checklists (evaluated for completeness and thoughtfulness) - Instructor observation of student participation in group activities (with feedback given) - Peer evaluation (students assess team members' contributions in group tasks) - Improvement in revised drafts after peer feedback (indirect measure of using feedback effectively)
3.3	Show commitment to academic integrity and ethical practice by producing original work and properly crediting sources in all assignments.	- Orientation on academic integrity policies at course outset - Dedicated session on plagiarism awareness and how to avoid it - Use of plagiarism detection tools (e.g. SafeAssign) as a teaching tool (students can check drafts) - Teacher emphasizes ethical examples (proper citation in course materials)	- Checking all written assignments with plagiarism detection software (any issues followed up as learning opportunities) - Monitoring of citations and references in student work (accuracy and honesty in acknowledging sources) - Including questions on plagiarism and ethics in quizzes/exams

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			- Overall instructor assessment of student honesty (no incidents of cheating or plagiarism = meeting outcome)

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Coursework – Assignments, quizzes, and in-class activities (e.g. writing exercises, participation in peer reviews) throughout the semester.	Throughout the semester	20%
2	Midterm 1	6 or 7	15%
3	Midterm 2	11 or 12	15%
4	Portfolio	15	5%
5	Presentation	15	5%
6	Final Exam	16	40%
	Total		100%

*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 :

- Instructors are available during scheduled office hours (typically 2–4 hours per week, depending on teaching load) for one-on-one consultations.
- Brief Q&A sessions: Instructors devote about 10 minutes at the end of each lecture to answer students' questions regarding the lesson or address any difficulties in revision and self-study.
- Academic advising: Each instructor holds at least one hour per week for academic advising, during which students can seek guidance on their overall study plan or specific challenges.
- Accessible communication: Faculty members provide their official university email and encourage students to make contact with questions or draft reviews; response is given in a timely manner.
- Online support: Instructors utilize the university's online learning platforms (e.g. Blackboard) to communicate with students, host discussion forums, and share resources outside of class hours.
- Writing Center: Students are informed about and encouraged to visit the University Writing Center for additional writing help and tutoring. This center is available for support throughout the semester to complement in-class instruction.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Bailey, Stephen (2015). <i>Academic Writing: A Handbook for International Students</i> (4th Edition). Routledge. (Primary textbook providing comprehensive coverage of academic writing skills.)
Essential References Materials	Oshima, A., & Hogue, A. (2007). <i>Introduction to Academic Writing</i> (3rd Edition). Pearson/Longman. (Foundational text focusing on paragraph writing and basic essay skills.) Zobel, Justin (2014). <i>Writing for Computer Science</i> (3rd Edition). Springer. (Advanced reference on technical writing and research paper composition in computing, for extended learning.)
Electronic Materials	Harvard University Writing Center – “Strategies for Essay Writing” (online resource). URL: https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing Purdue Online Writing Lab (OWL) – Comprehensive online resources on academic writing, grammar, and citation. URL: https://owl.purdue.edu Paragraph Punch (Interactive Writing Tutorial) – Online tool for practicing paragraph writing. URL: http://www.paragraphpunch.com
Other Learning Materials	LMS Discussion Boards: Online discussion forums on the university’s Blackboard platform for peer Q&A and engagement outside class. Plagiarism Detection Software: SafeAssign (or Turnitin) integrated with the LMS to help students check originality and learn proper citation by reviewing similarity reports. Collaborative Writing Tools: Shared documents (e.g. Google Docs or Wiki pages) for group writing exercises and peer feedback activities, facilitating real-time collaboration and editing practice.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	A standard classroom equipped to accommodate all enrolled students (with adequate seating and space for group activities).
Technology Resources (AV, data show, Smart Board, software, etc.)	The university’s official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple Microsoft Office 365 applications such as OneDrive, Teams, SharePoint, Kaizala ...etc) - Blackboard - Cisco Webex - AV-data show - Smart Board

Item	Resources
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct (e.g. course evaluation surveys, feedback forms)
Teaching by the instructor (peer review of teaching)	Peer Reviewer (Faculty)	Direct (e.g. classroom observation by a peer, evaluation report)
Extent of achievement of course learning outcomes	Course Conveners / Program Coordinators	Direct and Indirect (e.g. analysis of students' assessment results; review of course reports)
Quality of learning resources	Faculty and Students	Direct and Indirect (e.g. faculty review of textbook and materials; student feedback on resources in surveys)
Improvement of teaching (based on prior evaluations)	Program Leaders	Direct and Indirect (e.g. review of instructors' professional development and teaching portfolios; follow-up on action plans from previous course reports)
Standards of student achievement	Faculty (Teaching Team)	Direct (e.g. moderation or second-marking of exams/assignments; benchmarking of student work against learning outcomes)

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	Computer Science Department Council
Reference No.	
Date	