WRITING SKILLS
Course Syllabus

**Course code:** ENG316  **Level:** 6  **Section:**
**Academic Year:** 2015  
**Lecturer:**
**Email:**
**Office hours:**

**College Vision:**
The college of Languages and Translation aspires to:
- Develop students’ language skills and equip them with cognitive and scientific experiences.
- Develop students understanding of literary and cultural concepts that are relevant to the English language, which in turn will establish a firm base of knowledge and create cognitive networking with other English speaking nations.
- Allow students to be acquainted with an adequate knowledge of the traditions and cultures of these nations.
- Provide the community with specialists in English language and Literature through presenting academic programs.
- Contribute in preparing educated individuals that are trained academically and practically for the work field.

**College Mission:**
The college of Languages and Translation is to achieve its mission through:
Presenting high quality academic programs that contribute to graduate qualified young Saudis. These programs are various and include specialized subjects in theoretical and applied linguistics, literature and translation. These programs also vary in the teaching methods applied, such as in their use of technology and modern educational means. Further, the comprehensive but flexible curriculum strongly reflects the needs of the society that are parallel to the changes in the labor market and the requirements of the continual progress.

**Writing Skills Course Rationale:**
Writing skills course is designed to enable level 6 English department students to enhance students’ academic writing. *Writing Academic English, Fourth Edition,* is a comprehensive rhetoric and sentence structure textbook/workbook for high intermediate to advanced English language learners who are in college or are college bound. The book teaches writing in a very straightforward manner, using a step by step approach. Clear relevant models illustrate each step, and varied practices reinforce each lesson.
This course is designed for students so they would be able to write in an academic manner through using different kinds of essay. It also encourages students to write in a creative way with clear and well formulated sentences.

**Overall Aims of Course:**

*This course aims at enabling students to:*

1. Training the student to write the academic essay in the different fields in the department (linguistics, literature, etc).
2. Applying the different steps of writing the academic essay.
3. Developing student’s creativity.
4. Training student to write essays of advanced level and quality, covering the different types of essays in their differing sources.
5. Distinguishing between fact and opinion, cause and effect, problem and solution, similarities and differences, general and specific ideas, and relevant and irrelevant information.
6. Convey information through oral and written language by using appropriate grammar, vocabulary, sentence and paragraph cohesion, and a variety of sentence structures.
7. Apply learning strategies such as planning, note-taking, gathering information, drafting, free-writing, revising, proofreading, and editing when engaged in writing.
8. Engage in collaborative activities through a variety of student groupings to share, discuss, and present information in meaningful social and academic contexts

**Intended Learning Outcomes**

*On successful completion of the course a graduate should demonstrate knowledge and skills as follows:*

- Analyze varied ideas and opposing opinions.
- Analyze facts, events, or ideas to create meaning.
- Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections.
- Experiment with varied organizational patterns and forms of writing (e.g., memos, letters, reports, essays, brochures).
• Evaluate and revise for:
Specific and relevant details that support the idea.

1. Adequate support of ideas (e.g., quotations, facts, examples, and excerpts). Organizational: An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details.). Convey a unifying theme or idea.
- Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).

- Correct use of active and passive voice. Appropriate voice for specific audiences.

Voice: Appropriate tone and voice.

Word Choice: Words appropriate to audience.
Sentence Fluency: Varied sentence structure.

Edit for:
Correct grade-level spelling.
Correct subject/verb agreement.
Correct sentence construction (i.e., fragments, run-ons).
Correct placement of modifiers.
Correct capitalization for abbreviations or letters that stand alone.
Correct use of possessives.
Correct use of semi-colon.
Correct use of quotation marks.
Correct verb tenses.
Correct use of relative pronouns.
Correct agreement of pronouns and antecedents.
Materials
The materials of this course are combination of teacher's notes and the assigned textbook to meet students’ academic needs and requirements. Educational technology will be utilised in the classroom to clarify the materials main points and to integrate knowledge, intellectual, practical and transferable skills.

Learning Resources:

Course Notes
Effective Academic Writing 3
(2nd half of the book)

Course Delivery:

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<thead>
<tr>
<th>Coverage of Planned Program</th>
<th>Topics</th>
<th>Planned Contact Hours</th>
<th>Actual Contact Hours</th>
<th>Reason for Variations if there is a difference of more than 25% of the hours planned</th>
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</thead>
<tbody>
<tr>
<td>Argumentative essay</td>
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<td>Classification essay</td>
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<td>Reaction essay</td>
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Instructional activities

1. Lectures in which students are made aware of the significance of time management
2. Class discussion
3. Close reading and text analysis
4. Office consultation to help students handle study difficulties
5. Group discussion and team work where much of the most effective learning comes from the student explaining, discussing and defending her own ideas with her peers.
Assessment Methods and Schedule
A range of assessment methods are employed which typically include:
• Written exams and quizzes to assess knowledge and understanding.
• Coursework assignments; task-based exercises; and oral presentations to assess general and transferable skills.

Assessment Schedule
Course Work : 40%
Final Exam : 60%
I intend to help students by making the midterm exam and quiz late till they manage to develop their writing skills, most of them were struggling on sentence structure level.
No make-up exam, except for absentees who have medical excuses

Guidelines for Assignments:
1. Assignments are to be discussed in class as part of students' participation.
2. Marks will be deducted from all late work.

Attendance Policy:
3. Attendance will be taken each time. Thus, missing a class seriously affects grades. In addition, any student who would miss more than three classes will be subject to be forbidden from entering the final exam.
4. **Do not miss class** because at least half of the class meetings depend on your active participation in discussions, or doing in-class writing assignment, so your attendance is noted: that is, you don’t earn the points for participation or assignments.

5. Mobile phones must be turned off in the classroom; violating this rule will result in not taking the attendance of the student.
6. If any student enters late in class, on the third time her attendance will not be counted.

Academic Integrity
The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honour in her scholastic work. *Scholastic Dishonesty:* any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another
person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with accordingly.

Withdrawal from Class
The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are announced in the department. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.