### ATTACHMENT 5.

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**T6. Course Specifications**

**(CS)**

**Course Specifications**

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| Institution: Al-Imam Muhammad Ibn Saud Islamic University. Date: December 11, 2016. |
| College/Department: College of Languages and Translation / Department of English Language and Literature. |

**A. Course Identification and General Information**

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| 1. Course title and code: Essay Writing Eng.214 |
| Textbook: Effective Academic Writing 2: The Short Essay by Alice Savage & Patricia Mayer |
| 2. Credit hours:2 hrs. |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs)  BA in English language and Literature. |
| 4. Name of faculty member responsible for the course  Al Amir Moukhtar |
| 5. Level/year at which this course is offered: Level 4 |
| 6. Pre-requisites for this course (if any)  None |
| 7. Co-requisites for this course (if any)  None |
| 8. Location if not on main campus  Main campus/ Male students’ section |
| 9. Mode of Instruction (mark all that apply)    100%  **√**  a. Traditional What percentage?  b. Blended (traditional and online) What percentage?  c. E-learning What percentage?  d. Correspondence What percentage?  f. Other What percentage?  Comments:  None |

**B Objectives**

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| 1. What is the main purpose for this course?  The purpose of this writing course is to help level 4 students grow and stretch themselves as college writers for academic assignments and also for the writing demands in their personal, professional, and civic lives. In this course, the students will gain practice in writing a four paragraph essay of 125 words or more for each paragraph, using numerous rhetorical modes, for example, opinion, comparison and contrast, cause –and- effect essays. |
| 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. Adopting more web-based materials  2. Having the course more engaging by taking the students every now and then to a different setting, for example, the library  3. Increasing in-class / take-home reading materials that show samples of the numerous rhetorical modes |

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

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| **Course Description:**  This two-hour credit writing course introduces level 4 students to a higher level of college writing in which they will grow and stretch themselves as college writers for academic assignments and also for the writing demands in their personal, professional, and civic lives. In this course, the students will gain practice writing a f four paragraph essay of 125 words or more for each paragraph, using numerous rhetorical modes, for example ,opinion, comparison and contrast, cause-and-effect essays. |

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| 1. Topics to be Covered | | |
| List of Topics | No. of  Weeks | Contact hours |
| Comparison-Contrast Essays | 4 | 8 |
| Opinion Essays | 4 | 8 |
| Revision | 1 | 2 |
| Mid-term Exam | 1 | 2 |
| Cause –and- Effect Essays | 4 | 8 |
| Revision | 1 | 2 |
| Final Exam | 1 | 2 |

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| 2. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory  or Studio | Practical | Other: | Total |
| Contact  Hours | 32 |  |  |  |  | 32 |
| Credit  Hours | 2 |  |  |  |  | 2 |

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| 3. Additional private study/learning hours expected for students per week.  2 |

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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.) |

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| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge**  By the end of the course, level 4 students should be able to | | |
| 1.1 | write basic information to prepare for writing by asking basic questions using different question words . | Sunshine Outline | Students are asked to write basic information by asking basic questions with different question words.  \*This graphic technique is for outlining. |
| 1.2 | describe audience expectations and textual conventions skillfully. | cubing | Students are asked to write a four-body paragraph essay of 125 words long each. Each paragraph describes audience expectations and textual conventions. |
| **2.0** | **Cognitive Skills**  By the end of the course, level 4students should be able to | | |
| 2.1 | write a four-paragraph essay that explains the numerous rhetorical modes, namely, opinion, comparison and contrast, cause -and -effect  effectively. | On-site writing | Students are asked to write a four-paragraph essay of 125 words and four or five clear ideas related to the topic. The essay explains comparison and contract, and causes and effects. |
| 2.2 | criticize the strength and growth aspects of all studied rhetorical modes of writing aptly. | presentation | Students are asked to criticize the growth and strength aspects of an essay. |
| **3.0** | **Interpersonal Skills & Responsibility**  By the end of the course, level 4 students should be able to | | |
| 3.1 | write an essay effectively in pairs or small groups. | Pair work or Group work | Students are asked to write an effective 4-paragraph essay in pairs or small groups. Each group consists of 4 or 5 or 6 students. |
| 3.2 | evaluate peers’ pieces of written and demonstrate a certain level of ethically driven approach and behavior. | On-site Peer review | Student are asked to evaluate peer’s pieces of writing and demonstrate a certain level of ethically driven approach and behavior. |
| **4.0** | **Communication, Information Technology, Numerical**  By the end of this course, level 4 students should be able to | | |
| 4.1 | demonstrate ideas both orally and in writing skillfully and easily with his lecturer and peers adopting rhetorically correct forms that could exactly interpret a certain rhetorical mode of writing. | presentation | Students are asked to demonstrate two of each of these genres: opinions, comparison and contrast and cause -and -effect essay genres orally and in writing which in turn interpret a specific rhetorical mode of writing. |
| 4.2 | research information and communications in the internet and evaluate written rhetorical modes though a plagiarism program. | Computer Lab | Students are asked to research information and  communications in the internet and evaluate written rhetorical modes through a plagiarism program. |
| **5.0** | **Psychomotor** | | |

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| **Course**  **LOs #** | **Program Learning Outcomes**  **(Use Program LO Code #s provided in the Program Specifications)** | | | | | | | | |  |  |  |  |
| **1.1** | **1.2** | **1.3** | **2.1** | **2.2** | **2.3** | **3.1** | **3.2** | **3.3** | **4.1** | **4.2** | **5.1** | **5.2** |
| **1.1** | **√ √ √** |  | **√ √** |  |  |  |  |  |  |  |  |  |  |
| **1.2** | **√ √** |  | **√ √** |  |  |  |  |  |  |  |  |  |  |
| **2.1** |  |  |  | **√ √** |  | **√** |  |  |  |  |  |  |  |
| **2.2** |  |  |  | **√** |  | **√** |  |  |  |  |  |  |  |
| **3.1** |  |  |  |  |  |  | **√ √** | **√ √** | **√ √** |  |  |  |  |
| **3.2** |  |  |  |  |  |  | **√ √** | **√ √** | **√ √** |  |  |  |  |
| **4.1** |  |  |  |  |  |  |  |  |  | **√ √** | **√ √** |  |  |
| **4.2** |  |  |  |  |  |  |  |  |  | **√ √** | **√ √** |  |  |
| **5.1** |  |  |  |  |  |  |  |  |  |  |  | **√** |  |

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| 6. Schedule of Assessment Tasks for Students During the Semester | | | |
|  | Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
| 1 | Take-home assignments(10) | weekly | 20 % |
| 2 | In-class assignments | Every other week | 5% |
| 3 | Quiz(2) | 2 and 4 | 5 % |
| 4 | Midterm (2) | 6 and 9 | 10 % |
| 5 | Final | 15 | 60 % |

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)  2 hours a week. |

E Learning Resources

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| 1. List Required Textbooks  * Savage & Mayer. (2012). Effective . Academic Writing 2: The Short Essay :Oxford University Press, 2nd edition. * Cohen, 1LL & Miller L.L(2003). Reason to Write Intermediate: Strategies for Success in Academic Writing. London: Oxford University Press. |
| 2. List Essential References Materials (Journals, Reports, etc.)  Journal of Second Language Writing |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)    College writing by Eileen Cotter |
| 4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   * <http://www.enotes.com/topics/how-write-compare-contrast-essay> * <http://www.paragraphpunch.com/how_to.php> * English Works! (http://depts.gallaudet.eduJenglishworks/writing/main/index.htm) * The Five-Paragraph Essay http://www.geocities.com/soho/AtriumIl437/index.html |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  Students are required to type their pieces of writing using Microsoft word. The instructor uses turnitin.com to check for plagiarism. |

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.  Computer labs. |
| 2. Computing resources (AV, data show, Smart Board, software, etc.)  A computer.  A data Show projector. |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  None |

G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  An official course evaluation that is administered by the Quality Assurance Department. |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department  In class peer review to give support and disseminate good practice. |
| 3 Processes for Improvement of Teaching  Attending professional development workshops to make it possible for the faculty members to exchange their experiences.  Planning regular meetings to make it possible for course conveners and instructors to address challenges encountered by them or the students in the course.  Professional membership: Joining a professional organization is a great way to stay up to date on current. Pedagogical theories and practices. |
| 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)  Moderation: It is the process by which the University ensures the consistency of marking for particular assignments and exams within modules, and consistency of assessment for all students taking a module, namely, cross marking/grading) |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  Examining the results of the final exams to detect how successfully the Course leaning outcomes were achieved and this should be administered/ conducted by the Examinations and Assessment Department. |

Name of Instructor:

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: \_10/12/2016\_\_\_\_\_\_\_\_\_\_\_

Name of Field Experience Teaching Staff \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator:

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_