



## Course Specifications

<b>Course Title:</b>	Writing Skills
<b>Course Code:</b>	ENG 116
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	Department of English Language & Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Al-Imam Muhammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 2\ Second Year
<b>4. Pre-requisites for this course (if any):</b> Writing- Eng 111
<b>5. Co-requisites for this course (if any):</b> N\A

### 6. 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 (Practical work, Tests)	21
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This 3-hour-credit course aims to introduce the students to short essay writing (i.e., 3-paragraph essay writing). It covers thoroughly the essay organization in terms of an introduction paragraph with a hook sentence and a thesis statement, body paragraphs with each developing a particular topic sentence all coherently related to the thesis statement and a conclusion paragraph that concludes the main idea of the essay. During the course, students will practice writing descriptive, narrative, and opinion essays. They will be familiarized with the rhetorical, lexical and grammatical features characterizing each essay type. The course will also enhance students' awareness of essay planning strategies, and of the proper use of punctuation marks. Besides, the course aims at raising students' awareness of their writing errors to help them avoid these errors in future writing tasks. The learning and teaching methods used in the course include teacher presentation, classroom discussion, textbook-based activities, and writing error analysis and peer error correction activities. Students' essay writing performance will be assessed through the mid-term test and final-term exam, along with a number of essays they have to submit regularly during the course.

## 2. Course Main Objective

The main objective of the course is for students to apply principles of clarity and coherence to their sentences and paragraphs to write an effective short essay using appropriate style, structure, and voice.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b> <i>At the end of the course, the student is expected to be able to:</i>	
1.1	Define the organization of short essays in terms of paragraph structure, thesis statement, supporting sentences, and topic sentences.	K 1
1.2	Outline the types and concepts of the targeted writing elements that include descriptive, narrative and opinion essays according to their basic stylistic, grammatical and lexical features.	K 2
1.3	Write the writing elements that include the construction of a short essay.	K 3
2	<b>Skills:</b> <i>At the end of the course, the student is expected to be able to:</i>	
2.1	Interpret techniques of writing short essays that include the rhetorical, lexical and grammatical features characterizing each essay type effectively.	S 1
2.2	Differentiate between the contexts of written material	S 2
2.3	Write a well-organized three-paragraph descriptive, narrative and classification essay that consists of correct meaningful sentences and includes a topic sentence, supporting sentences and a concluding sentence.	S 5
3	<b>Values:</b> <i>At the end of the course, the student is expected to be able to:</i>	
3.1	Demonstrate independent learning abilities that include self-confidence and creativity when doing assignments, presenting ideas, asking questions, or using feedback from their instructor and peers to improve their writing.	V1
3.2	Work effectively in pairs and groups.	V2

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction: Difference between paragraph and short essay writing.	3
2	Classification Essay	3
3	Descriptive Essay	3
4	Narrative Essay	3
5	Tutorials	12
6	Practical work (dissecting essays, editing, written practice, class work)	15
7	Tests (Midterms, Quizzes)	6
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Define the organization of short essays in terms of paragraph structure, thesis statement, supporting sentences, and topic sentences.	1. Instructor's slideshow 2. classroom discussion 3. classwork 4. textbook activities 5. tutorials 6. brainstorming/mind mapping	1. Assignments 2. Portfolio/Journal 3. Midterm Test 4. Final Test
1.2	Outline the types and concepts of the targeted writing elements that include descriptive, narrative and opinion essays according to their basic stylistic, grammatical and lexical features.		
1.3	Write the writing elements that include the construction of a short essay.		
<b>2.0</b>	<b>Skills</b>		
2.1	Interpret techniques of writing short essays that include the rhetorical, lexical and grammatical features characterizing each essay type effectively.	1. Instructor's slideshow 2. classroom discussion 3. Tutorials 4. writing error analysis 5. peer error correction activities. 4. classwork	1. Assignments 2. Portfolio/Journal 3. Evaluation forms 4. Midterm Test 5. Final Test
2.2	Differentiate between the contexts of written material		
2.3	Write a well-organized three-paragraph descriptive, narrative and classification essay that consists of correct meaningful sentences and includes a topic sentence, supporting sentences and a concluding sentence.		
<b>3.0</b>	<b>Values</b>		
3.1	Demonstrate independent learning abilities that include self-confidence and creativity when doing assignments, presenting ideas, asking questions, or using feedback from their instructor and peers to improve their writing.	1. classroom discussion 2. classwork 3. peer work 4. group work	1. Assignments 2. Student Performance 3. Portfolio/Journal 4. Evaluation forms 5. Midterm Test: 6. Final Test 7. Instructor observation
3.2	Work effectively in pairs and groups.		

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterms- Choice to allocate either: One Midterm	7 or 8	30%
	Two Midterms	6 or 7 - 11 - 12	30% or 40%
2	Course Work as assigned by the convener/instructor (see <b>D1</b> Assessment methods).	Throughout the semester	30% or 20%
3	Final Exam	16 & 17	40%
4	<b>Total</b>		<b>100%</b>

\*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 their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms.
- The Writing Center is available for student support throughout the semester.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Savage, A., & Mayer, P. (2012). <i>Effective Academic Writing 2: The Short Essay</i> (Second edition). Oxford: Oxford University Press.
<b>Essential References Materials</b>	Biays, Sheridan and Wershoven, Carol. (2011). <i>Along These Lines: Writing Paragraphs and Essays</i> (6 <sup>th</sup> edition). Princtice Hall Inc./A Division of Pearson Education.  Murray, N. (2012). <i>Writing Essays in English Language and Linguistics</i> , Cambridge University Press.  Creme, P. and M. Lea. (2008). <i>Writing at University: A guide for students</i> . Open University Press.
<b>Electronic Materials</b>	Essay Writing Skills: Essential Techniques to Gain Top Marks by Jacqueline Connelly; Patrick Forsyth
<b>Other Learning Materials</b>	

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	The university's official cloud server <a href="http://cloud.imamu.edu.sa">cloud.imamu.edu.sa</a> gives access to faculty and students to multiple <b>Microsoft Office 365</b> applications such as OneDrive, Teams, SharePoint, Kaizala ...etc) -Blackboard -Cisco Webex - AV -data show -Smart Board

Item	Resources
<b>Other Resources</b> (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
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

**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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	