



Course Specifications

Course Title:	Essay Writing II
Course Code:	ENG 218
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Al-Imam Muhammad Ibn Saud Islamic University

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A. Course Identification

1. Credit hours: 3 hours
2. Course type
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"/>
3. Level/year at which this course is offered: level 4/ 2 nd year
4. Pre-requisites for this course (if any): Essay Writing - ENG 216
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		
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	30
2	Laboratory/Studio	
3	Tutorial	10
4	Others (Workshop, Tests)	5
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This 3-hour-credit course aims at introducing students to three types of researched essay writing (i.e. 5-paragraph essay writing). During the course, students will practise writing argumentative, classification, and reaction 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 so as 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, writing error editing, 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 purpose of this course is for students to master the skills of writing coherent researched argumentative, classification, and reaction essays.

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 organization and the structure of 4-5 paragraph essays based on the studied rhetorical modes.	K 1
1.2	List the main characteristics of argumentative, classification, and reaction essays according to their basic stylistic, grammatical and lexical features.	K 2
1.3	Describe the different types of resources that are used to collect information	K 3
2	Skills: <i>By the end of this course, students should be able to:</i>	
2.1	Explain how to correctly implement writing skills including quoting, summarizing, and paraphrasing	S 1
2.2	Critically evaluate the organization of a number of essays based on all studied rhetorical modes of writing aptly	S 2
2.3	Develop an awareness of audience expectations and textual conventions including appropriate register, style, and format	S 3
2.4	Compose a five-paragraph essay using the numerous rhetorical modes; argumentative, classification and reaction essays	S 5
2.5	Use standard documentation style (APA , MLA) when citing sources.	S 6
3	Values: <i>By the end of this course, students should be able to:</i>	
3.1	Demonstrate independent learning abilities through questioning, planning, setting goals and using feedback from their instructor or peers to improve their writing.	V 1
3.2	Show an ability to work effectively in teams by listening, thinking, communicating, leading and collaborating with their peers in group writing sessions.	V 2
3.3	Demonstrate academic honesty and integrity in all assigned work by properly citing others' ideas and by using plagiarism software to help check their work.	V 3

C. Course Content

No	List of Topics	Contact Hours
1	Unit Four: Argumentative Essays	10
2	Unit Five: Classification Essays	10
3	Unit Six: Reaction Essays	10
4	Writing Workshop	2
5	Tutorials	10
6	Tests	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 organization and the structure of 4-5 paragraph essays based on the studied rhetorical modes.	Lectures Class discussion Presentations	Quizzes Assignments Class Participation Mid-term Exam Final Exam
1.2	List the main characteristics of argumentative, classification, and reaction essays according to their basic stylistic, grammatical and lexical features.		
1.3	Describe the different types of resources that are used to collect information		
2.0	Skills		
2.1	Explain how to correctly implement writing skills including quoting, summarizing, and paraphrasing	Lectures Class discussion Presentation Practical Lessons Problem-solving sessions Tutorials Workshops	Mid-term Exam Final Exam Quizzes Assignments Classwork Writing essay Peer/group discussion Editing Writing Portfolio Response reports Research (include sources citations, summarization and paraphrasing)
2.2	Critically evaluate the organization of a number of essays based on all studied rhetorical modes of writing aptly		
2.3	Develop an awareness of audience expectations and textual conventions including appropriate register, style, and format		
2.4	Compose a five-paragraph essay using the numerous rhetorical modes; argumentative, classification and reaction essays		
2.5	Use standard documentation style (APA, MLA) when citing sources.		
3.0	Values		
3.1	Demonstrate independent learning abilities through questioning, planning, setting goals and using feedback from their instructor or peers to improve their writing.	-Blackboard Platform -Discussion -Online research -Pair /Group work -Peer evaluation -Presentation	Observation Peer evaluation Blackboard "SafeAssign" Presentations Web-based assignment Class discussion Writing Portfolio
3.2	Show an ability to work effectively in teams by listening, thinking, communicating, leading and collaborating with their peers in group writing sessions.		
3.3	Demonstrate academic honesty and integrity in all assigned work by properly citing others' ideas and by using plagiarism software to help check their work.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Course Work Activities (As assigned by Convener/instructor from Assessment Methods in section D1)	Throughout the semester	25%
2	Midterm 1	6 or 7	15 %
3	Midterm 2	11 or 12	15 %
4	Portfolio	15	5%
5	Final Exam	16	40 %

#	Assessment task*	Week Due	Percentage of Total Assessment Score
		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 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

Required Textbooks	Liss, R. and Davis, J. (2012) <i>Effective Academic Writing 3</i> , 2 nd ed., Oxford University Press.
Essential References Materials	<ul style="list-style-type: none"> • Gilbert, J. & Colonna, M. (2006) <i>Reason To Write</i>. Oxford University Press. • Hogue, Ann (1996) <i>First Steps in Academic Writing</i>, Addison-Wesley Publishing Company, Inc., London. • Smalley, R.L. , Ruetten, M. K. , & Kozyrev J.R. (2000). <i>Refining Composition Skills: Rhetoric and Grammar</i> (5th Ed.). Boston: Heinle & Heinle Publishers.
Electronic Materials	https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing , https://bowvalleycollege.libguides.com/essays www.paragraphpunch.com
Other Learning Materials	<u>Online discussion</u> on Blackboard <u>SafeAssign</u> on Blackboard to check for plagiarism

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms

Item	Resources
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<p>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)</p> <ul style="list-style-type: none"> -Blackboard -Cisco Webex - AV -data show -Smart Board
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	

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

Council / Committee	
Reference No.	
Date	