اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Writing 1
Course Code:	ENG 110
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

Table of Contents

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 1 /First year

4. Pre-requisites for this course (if any)**:**
None

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	18
2	Laboratory/Studio	
3	Tutorial	12
4	**Others** (Practical work, Tests)	15
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This 3-hour-credit course aims at introducing students to **paragraph writing**. During the course, students will practice writing **process, descriptive, opinion and narrative paragraphs**. They will be familiarized with the rhetorical, lexical and grammatical features characterizing each paragraph type. The course will also enhance students' awareness of paragraph planning and revising 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 paragraph writing tasks. The learning and teaching methods used in the course include teacher presentation, classroom discussion, textbook-based activities, writing error analysis and peer error correction activities. Students' paragraph writing performance will be assessed through the mid- term test and final-term exam, along with a number of paragraphs they have to submit regularly during the course.

2. Course Main Objective

The main objective of this course is to develop students written expression of thought and provide them with the tools to compose different kinds of effective coherent paragraphs.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding** *At the end of the course, the student is expected to be able to:*	
1.1	Recognize writing basics: the sentence structure and paragraph structure.	**K 1**
1.2	Outline the types and concepts of the targeted writing elements	**K 2**
1.3	Write the topic sentence, the supporting sentences and the concluding sentence.	**K 3**
2	**Skills:** *At the end of the course, the student is expected to be able to:*	
2.1	Interpret techniques of writing paragraphs that include the rhetorical, lexical and grammatical features characterizing each paragraph type effectively	**S 1**
2.2	Analyze different paragraph types in the context in which they have been written.	**S 2**
2.3	Write well-organized process, descriptive, narrative and opinion paragraphs that consist of correct meaningful sentences and include a topic sentence, supporting sentences and a concluding sentence.	**S 5**
3	**Values:** *At the end of the course, the student is expected to be able to:*	
3.1	Demonstrate the willingness to learn and take challenges independently.	**V 1**
3.2	Work effectively on individual tasks, and collaboratively within groups.	**V 2**

C. Course Content

No	List of Topics	Contact Hours
1	Introduction: introducing paragraphs	3
2	Process paragraphs	3
3	Descriptive paragraphs	3
4	Opinion paragraphs	3
5	Narrative paragraphs	3
6	Paragraphs in an Essay: Putting All Together	3
7	Tutorials	12
8	Practical work	12
9	Tests (Midterms, Quizzes)	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 writing basics: the sentence structure and paragraph structure.	1. Instructor's slideshow 2. classroom discussion 3. classwork 4. tutorials 5.textbook-based activities	1. Assignments 2.Portofolio/Journal 3.Writing Evaluation rubric 4. Midterm Test 5. Final Test
1.2	Outline the types and concepts of the targeted writing elements		
1.3	Write the topic sentence, the supporting sentences and the concluding sentence.		
2.0	**Skills**		
2.1	Interpret techniques of writing paragraphs that include the rhetorical, lexical and grammatical features characterizing each paragraph type effectively	1. Instructor's slideshow 2. classroom discussion 3. Tutorials 4. writing error analysis 5. peer error correction activities. 4. classwork 5. brainstorm	1. Assignments 2. Portfolio/Journal 3. Writing Evaluation rubric 4. Midterm Test: 5. Final Test:
2.2	Analyze different paragraph types in the context in which they have been written.		
2.3	Write a well-organized process, descriptive, narrative and opinion paragraphs that consist of correct meaningful sentences and include a topic sentence, supporting sentences and a concluding sentence.		
3.0	**Values**		
3.1	Demonstrate the willingness to learn and take challenges independently.	1. classroom discussion 2. classwork 3. peer work 4. group work	1. Assignments 2. Student Performance 3. Portfolio/Journal 4. Observation 5. Peer reviews
3.2	Work effectively on individual tasks, and collaboratively within 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 **D1** Assessment methods).	Throughout the semester	30% or 20%
3	Final Exam	16 &17	40%
4		**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	Folse, K.; Muchmore-Vokoun, A., & Solomon, E. (**2019**). Great Writing 2: Great Paragraphs. (**Fifth Edition**). Cengage Learning, Inc. (**Units 6, 7, 8, 9 & 10).**
Essential References Materials	*Interactions 2 Writing*, 4th – Middle East Edition By Cherly Pavlik and Margaret Keenan Segal, McGraw – Hill (2004). *Mosaic 2 Writing*, 4th - Edition By Laurie Blass and Meredith Pike-Baky, McGraw – Hill (2002). *Writing Good Sentences*, Revised Ed. By Claude W. Faulkner, Charles Scribner's Sons, New York (1981). *Longman Academic Writing Series 3: Paragraph to Essays, with Essential Online Resources*. By Alice Oshima *Along These Lines: Writing Paragraphs and Essays* 6th Ed. By John Sheridan Biays and Carol Wershoven, Princtice Hall Inc./A Division of Pearson Education (2011).
Electronic Materials	NGL.Cengage.com/GW2 http://www.paragraphpunch.com
Other Learning Materials	

2. Facilities Required

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

Item	Resources
	to multiple **Microsoft Office 365** applications such as OneDrive, Teams, SharePoint, Kaizala …etc. • Blackboard • Cisco Webex • AV • Data show
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
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	