



Course Specifications

Course Title:	Essay Writing I
Course Code:	ENG 216
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:
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 3/ 2 nd year
4. Pre-requisites for this course (if any): ENG 116
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	12
4	Others (workshop, tests)	3
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This 3-hour-credit course aims at introducing students to the **researched essay writing (i.e., 4-paragraph essay writing)**. The course starts with familiarizing students with the organization of the researched essay, and students will mainly practice writing **comparison-contrast, and cause-effect 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 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 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' 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 a good four-five paragraph essay that expresses an idea, the development of the idea, and a conclusion.

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, the main characteristics, and the structure of 4-5 paragraph essays of each studied essay type.	K1
1.2	Outline the main characteristics of comparison-contrast and cause -effect essays. according to their basic stylistic, grammatical and lexical features.	K2
1.3	Describe the different types of resources that are used to collect information.	K3
2	Skills: <i>By the end of this course, students should be able to:</i>	
2.1	Interpret in essays audience expectations and the textual conventions including appropriate register, style, and format.	S2
2.2	Compose a five-paragraph essay using the numerous rhetorical modes such as comparison-contrast essays, and cause -effect essays.	S4
2.3	Explain how to correctly cite sources using standard documentation style.	S 5
3	Values: <i>By the end of this course, students should be able to:</i>	
3.1	Demonstrate a willingness and ability to work independently on assigned writing tasks.	V1
3.2	Demonstrate their ability to work effectively in teams and use feedback from their instructors and peers to improve their writing.	V2
3.3	Demonstrate honesty and integrity in all assigned works.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction	1
2	Unit One: The Researched Essay	14
3	Unit Two: Comparison- Contrast Essays	14
4	Unit Three: Cause-and-Effect Essays	14
5	Writing Workshop	2
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, the main characteristics, and the structure of 4-5 paragraph essays of each studied essay type.	-Lecturing -Presentation -Class Discussion	-Writing essay -Peer/group discussion
1.2	Describe the different types of resources that are used to collect information.	-Problem-solving sessions -Class discussion	-editing

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.0	Skills		
2.1	Interpret in essays audience expectations and the textual conventions including appropriate register, style, and format.	-Lecturing -Presentation -Practical Lessons -Problem-solving sessions -Class discussion -Workshops	-Writing essay -Collaborative writing (Peer- group) -Portfolio -editing -Peer and group discussion -Response report -Research (include sources citations, summarization and paraphrasing)
2.2	Compose a five-paragraph essay using the numerous rhetorical modes such as comparison-contrast essays, and cause - effect essays.		
2.3	Explain how to correctly cite sources using standard documentation style.		
3.0	Values		
3.1	Demonstrate a willingness and ability to work independently on assigned writing tasks.	-Problem-solving sessions -Peer-reviews -Presentation -Tutorial -using SafeAssign	-Peer and group discussion -Peer evaluation -Editing -Self-evaluation -Portfolio -Writing essay
3.2	Demonstrate an ability to work effectively in teams and use feedback from their instructors and peers to improve their writing.		
3.3	Demonstrate honesty and integrity in all assigned works.		

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 %
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., & Davis, J. (2012). Effective Academic Writing 3: The Researched Essay (Second edition). Oxford: Oxford University Press. (First 3 units- i.e., units 1, 2 & 3)
Essential References Materials	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.
Electronic Materials	https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing , https://bowvalleycollege.libguides.com/essays www.paragraphpunch.com
Other Learning Materials	Online Discussion on Blackboard SafeAssign to detect Plagiarism Wiki or Google doc for collaborative writing

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom
Technology Resources (AV, data show, Smart Board, software, etc.)	Projector
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	University official online applications and platforms

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	