ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University	Date: 07.10. 2019
College/Department: Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Essay Writing – ENG 316
2. Credit hours: Two Hours
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 ---
5. Level/year at which this course is offered: Level 6 / 3rd Year
6. Pre-requisites for this course (if any): Essay Writing – ENG 315
7. Co-requisites for this course (if any): None

8. Location if not on main campus:
   • Main Campus (male section)
   • King Abdullah City (Female Campus)

9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	80 %
b. blended (traditional and online)		What percentage?	
c. e-learning	√	What percentage?	20%
d. correspondence	-	What percentage?	-
f. other	-	What percentage?	-

Comments:

B Objectives

1. What is the main purpose for this course?

   The purpose of this writing course is to provide level 6 students with extensive practice in essay writing.

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)

Course Description:

This is an advanced writing course designed to consolidate students' knowledge of essays structure, organization, and function. The essays focus on argumentation, autobiographical narration, and classification. The units in the course will help students expand and support points of view at some length with subsidiary points, reasons and relevant examples. They can develop an argument systematically, giving appropriate emphasis to significant points, and presenting relevant supporting detail. They can give clear detailed descriptions of complex subjects and can usually write without consulting a dictionary. They can write so well that their language needs to be checked only if the text is an important one.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Unit Four: Argumentative Essays	5	10
Unit Five: Classification Essays	5	10
Unit Three: Reaction Essays	4	8
Revision	1	2
Final Exam	1	2

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	32					32 HRS
	Actual	32					2 HRS
Credit	Planed				2		
	Actual						

3. Additional private study/learning hours expected for students per week. **4 HRS**

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.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge** By the end of this course, the students should be able to:		
1.1	Write a six-paragraph argumentative essay including ideas and reasons.	1.Class lectures 2.In-class assignment 3.Pair work	Students write a creatively well-organized argumentative essay of six paragraphs consisting of 150 or more words having coherence and consistency.
1.2	Reproduce information through written language including appropriate grammar, connectors, vocabulary, sentences and paragraph cohesion, and a variety of sentence structures.		Students write a six cohesive paragraph essay of 150 words for each paragraph including three or four creative ideas, appropriate connectors and correct sentence structures.

2.0	**Cognitive Skills** By the end of this course, the students should be able to:		
2.1	Compose unifying themes (e.g., quotations, facts, examples, and excerpts organization: An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details).	1.Class lectures 2.Group work 3.Instructor's corrective input	1.Students write creatively well-organized classification essays of 150 words using creative three or four ideas using connectors showing addition and contrast. 2.Quiz
2.2	Develop control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).	1.Class discussion 2.In class assignments	1.Students write creatively- well-organized essay of 150 or more words for each paragraph, having coherence and consistency. They have appropriate texts about thesis, details, leads conclusions, and transitions. 2.Midterm exam
3.0	**Interpersonal Skills & Responsibility** By the end of this course, the students should be able to:		
3.1	Demonstrate relevant and effective ideas, information and arguments using an appropriate register, style and format.	1.Tutorial work 2. Peer correction	1.Students are asked to demonstrate four of each of these genres: opinions, arguments including appropriate register, style and format.
3.2	Judge their strengths and weaknesses as members of a team.	1.Group work 2.In-class assignments	1.Students' groups exchange their essays and demonstrate the points of strength and the points of weakness regarding ideas, parts of speech, number of words in each paragraph, cohesion, appropriateness of topic sentence, supporting sentences and concluding sentence.
4.0	**Communication, Information Technology, Numerical** By the end of this course, the students should be able to:		
4.1	Interpret ideas in writing skillfully and easily with the lecturer and peers adopting	1.Presentations 2.Classroom	1.Students are asked to interpret three of each of these genres: argumentative, classification and

	rhetorically correct forms that could exactly express a certain rhetorical mode of writing.	discussion 3.Group work	reaction essay genres orally and in writing which in turn interpret a specific rhetorical mode of writing. 2.Exams & Quizzes.
4.2	Research information and communications technology in investigating into writing rhetorical modes related issues comprehensively.	1.Computer Lab Assignments	1.Students are asked to research information on the Internet and evaluate written rhetorical modes through a plagiarism program.
5.0	**Psychomotor**		
5.1	Not required for humanities Specialization		
5.2	Not required for humanities Specialization		

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Mid-term Exam	8th week	20%
2	Quiz 1 Quiz 2 Quiz 3	4th, 7th, & 10th weeks	10%
3	Assignments	---	10%
4	Final Exam	End of the Semester	60%

D. Student Academic Counseling and Support

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 office work per week
    -     Advisory sessions by appointment

E Learning Resources

1. List Required Textbooks Liss, R. and Davis, J. (2012) *Effective Academic Writing* 3, 2nd ed., Oxford University Press.

2. List Essential References Materials (Journals, Reports, etc.)
 	
   - Gilbert, J. & Colonna, M. (2006) *Reason To Write*. Oxford University Press.
   - Hogue, Ann (1996) *First Steps in Academic Writing*, Addison-Wesley Publishing
     Company, Inc., London.
   - Smalley, R.L. , Ruetten, M. K. , & Kozyrev J.R. (2000). *Refining Composition Skills: Rhetoric and Grammar* (5th ed.). Boston: Heinle & Heinle Publishers.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing, https://bowvalleycollege.libguides.com/essays www.paragraphpunch.com
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. *turnitin.com* to check for plagiarism

F. Facilities Required

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. Technology resources (AV, data show, Smart Board, software, etc.) -A computer. -A data Show
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G Course Evaluation and Improvement Processes

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
 	
      -   Class visits
      -   Peer observations

3. Processes for Improvement of Teaching
 	
      -   Writing labs should be established to assist students in developing composition skills
      -   More classroom practice is needed
      -   Smaller group size

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)
 	
      -   Identify rubrics for each students' activity or assignment
      -   Check marking of a sample of examination papers either by a resident or visiting faculty member
      -   Arrange with another institution to have two common test items included on an exam and compare marks given

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   - Course specification to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and programme reviews.

Name of Course Instructor:

Signature: _____ Date Specification Completed:

Program Coordinator: _____

Signature: _____ Date Received: _____