



المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

**ATTACHMENT 5.**

## **T6. COURSE SPECIFICATIONS (CS)**





## Course Specifications

|   |
|---|
| Institution: <b>Imam Muhammad Ibn Saud Islamic University</b> Date: <b>Oct. 13<sup>th</sup> 2019</b>            |
| College/Department : <b>College of Languages and Translation/ Department of English Language and Literature</b> |

### A. Course Identification and General Information

|   |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
|---|-------------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|--------------------------|------------------|----------------------|---------------|--------------------------|------------------|----------------------|-------------------|--------------------------|------------------|----------------------|----------|--------------------------|------------------|----------------------|
| 1. Course title and code: <b>Essay writing–ENG 211</b>  |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| 2. Credit hours: <b>2 hours</b>   |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| 3. Program(s) in which the course is offered.<br>(If general elective available in many programs indicate this rather than list programs)<br><b>BA in English Language and Literature</b>   |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| 4. Name of faculty member responsible for the course  |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| 5. Level/year at which this course is offered: <b>Level Three/ Second Year</b>  |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| 6. Pre-requisites for this course (if any): <b>Writing Skills – ENG 112</b>   |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| 7. Co-requisites for this course (if any):  |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| 8. Location if not on main campus: <b>Main Campus – Male Students</b><br><b>King Abdullah City for Female Students – Female Students</b>  |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| 9. Mode of Instruction (mark all that apply):   |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 40%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 30%;">What percentage?</td> <td style="width: 20%; text-align: center;"><input type="text" value="100%"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table> | a. traditional classroom            | <input checked="" type="checkbox"/> | What percentage?                  | <input type="text" value="100%"/> | b. blended (traditional and online) | <input type="checkbox"/> | What percentage? | <input type="text"/> | c. e-learning | <input type="checkbox"/> | What percentage? | <input type="text"/> | d. correspondence | <input type="checkbox"/> | What percentage? | <input type="text"/> | f. other | <input type="checkbox"/> | What percentage? | <input type="text"/> |
| a. traditional classroom  | <input checked="" type="checkbox"/> | What percentage?                    | <input type="text" value="100%"/> |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| b. blended (traditional and online)   | <input type="checkbox"/>            | What percentage?                    | <input type="text"/>              |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| c. e-learning   | <input type="checkbox"/>            | What percentage?                    | <input type="text"/>              |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| d. correspondence   | <input type="checkbox"/>            | What percentage?                    | <input type="text"/>              |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| f. other  | <input type="checkbox"/>            | What percentage?                    | <input type="text"/>              |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |
| Comments:   |                                     |                                     |                                   |                                   |                                     |                          |                  |                      |               |                          |                  |                      |                   |                          |                  |                      |          |                          |                  |                      |

## B Objectives

1. What is the main purpose for this course?

**This course is designed to familiarize students with:**

- **The main elements of the comparison-contrast essay in terms of comparison and contrast organization, with focus on comparison and contrast connectors and comparatives in essays and in sentences.**
- **The main elements of the opinion essay in terms of opinion organization, facts and opinions, and counter-argument refutation.**
- **The main elements of the cause-and-effect essay in terms of cause and effect organization and clustering information.**

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)

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

**This 2 hour-credit course aims at familiarizing undergraduate students in level 3 with the basic concepts of essay writing. Most importantly, it covers comprehensively 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 logically and plausibly related to the thesis statement, and a conclusion paragraph that concludes the main points of the essay. The three types of essays to be covered are the comparison-contrast, opinion, and the cause-and-effect essays. The course will clarify the basic stylistic, grammatical, and lexical features of each of these types.**

1. Topics to be Covered

| List of Topics                             | No. of Weeks | Contact hours |
|--|--------------|---------------|
| The comparison-contrast essay              | 5            | 15            |
| The opinion and the cause-and-effect essay | 5            | 15            |
| The cause-and-effect essay                 | 5            | 15            |
|  |              |               |
|  |              |               |



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

|               |         | Lecture | Tutorial | Laboratory/<br>Studio | Practical | Other: | Total |
|---------------|---------|---------|----------|-----------------------|-----------|--------|-------|
| Contact Hours | Planned | 45      |          |                       |           |        | 45    |
|               | Actual  | 45      |          |                       |           |        | 45    |
| Credit        | Planned | 2       |          |                       |           |        | 2     |
|               | Actual  | 2       |          |                       |           |        | 2     |

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

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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<br>And Course Learning Outcomes   | Course Teaching Strategies | Course Assessment Methods                          |
|------------|--|----------------------------|--|
| <b>1.0</b> | <b>Knowledge</b><br>By the end of this course, students should be able to:   |                            |  |
| 1.1        | define the organization of short essays in terms of thesis statement, hook sentence, topic sentences, etc.   | Class lectures             | Quizzes/mid-term exam/final term exam              |
| 1.2        | list the main features of comparison-contrast, opinion, and cause-and-effect essays according to their basic stylistic, grammatical and lexical features | Class lectures             | Quizzes/mid-term exam/final term exam              |
| <b>2.0</b> | <b>Cognitive Skills</b><br>By the end of this course students should be able to:   |                            |  |
| 2.1        | write well-organized essays including comparison-contrast, opinion, and cause-and-effect essays  | Class lectures             | Assignments/Quizzes /mid-term exam/final term exam |
| 2.2        | differentiate between the construction of comparison-contrast, opinion and cause-and-effect essays   | Class lectures             | Quizzes/mid-term exam/final term exam              |
| <b>3.0</b> | <b>Interpersonal Skills &amp; Responsibility</b><br>By the end of this course students will be able to:  |                            |  |
| 3.1        | analyze comparison-contrast, opinion and cause-and-  | Class lectures             | Quizzes/mid-term                                   |



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|            |  |                |                                |
|------------|--|----------------|--------------------------------|
|            | effect essays in terms of their distinct features  |                | exam/final term exam           |
| 3.2        | evaluate their classmates' work with regard to the three essay types studied   | Class lectures | Peer review                    |
| <b>4.0</b> | <b>Communication, Information Technology, Numerical</b><br><b>By the end of the course students will be able to:</b>               |                |                                |
| 4.1        | criticize, in class with their lecturer and mates, sample essays with regard to what they have learnt in class about essay writing | Class lectures | Class discussions/ assignments |
| 4.2        | research essay writing through the use of information and communication technology   | Class lectures | Assignments                    |
| <b>5.0</b> | <b>Psychomotor</b><br><b>NA</b>  |                |                                |
| 5.1        |  |                |                                |
| 5.2        |  |                |                                |

#### 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 | Home assignments  | weekly  | 10%                            |
| 2 | In-class assignments  | Once a month  | 10%                            |
| 3 | Quizzes   | 2 quizzes   | 10%                            |
| 4 | Mid-term exam   | Mid semester (around 7 <sup>th</sup> or 8 <sup>th</sup> week) | 10%                            |
| 5 | Final exam  | End of the semester   | 60%                            |
| 6 |   |   |                                |



#### 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)

**At least 2 office hours per week**

#### E Learning Resources

1. List Required Textbooks

**Savage, Alice and Mayer, Patricia (2012) Effective Academic Writing 2. New York: Oxford University Press.**

2. List Essential References Materials (Journals, Reports, etc.)

- **Bailey. S. 2015. Academic Writing : A Handbook for International Students. London and New York: Routledge.**
- **Murray, N. 2012. Writing Essays in English Language and Linguistics, Cambridge University Press.**
- **Creme, P. and M. Lea. 2008. Writing at University: A guide for students. Open University Press.**

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- **Essay Writing Skills: Essential Techniques to Gain Top Marks by Jacqueline Connelly; Patrick Forsyth**
- **English Essay Writing Skills at Fifth Grade Students of KAMPUNG BARU... by Nanda Nadya Narulita Edy Poernomo**

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

## F. Facilities Required

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| 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.)   |
| <b>Classrooms</b>   |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)  |
| <b>Smart Board</b>  |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   |

## G Course Evaluation and Improvement Processes

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   |
| <b>Questionnaire submitted to students to evaluate teachers' performance.</b>   |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department   |
| <b>Double marking</b>   |
| 3. Processes for Improvement of Teaching  |
| <b>Reading about new methods of teaching</b>  |
| 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) |
| <b>periodic exchange and remarking of tests or a sample of assignments with staff</b>   |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   |
| <b>Term reviewing of course effectiveness on the basis of students' results in the final exam.</b>  |

Name of Course Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Specification Completed: \_\_\_\_\_

Program Coordinator: \_\_\_\_\_



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Signature: \_\_\_\_\_

Date Received: \_\_\_\_\_

