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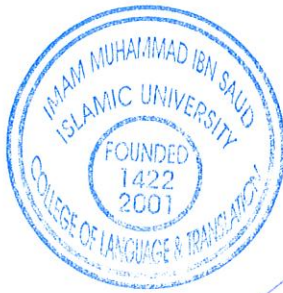
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

Course Specifications

Institution: **Al-Imam Muhammad Ibn Saud Islamic University**	Date: **Jan. 20th 2019**

Institution: **Al-Imam Muhammad Ibn Saud Islamic University**   Date: **Jan. 20th 2019**

College/Department: **College of Languages and Translation / Department of English Language and Literature**

A. Course Identification and General Information

1. Course title and code: **Essay Writing - ENG214**

2. Credit hours: **2 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 4/ 2nd Year**

6. Pre-requisites for this course (if any): **Essay Writing - ENG211**

7. Co-requisites for this course (if any):

8. Location if not on main campus: **Main Campus – Male Students**
King Abdullah City for Female Students – Female Students

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 develop level 4 students' writing skills through the writing process to create focused, fully developed and well-organized essays. The course focuses on writing for different purposes, sentence variety, and emerging mastery of mechanics in the context of essays. Essays will incorporate outside sources as well as personal experience. Students will gain practice writing on more sophisticated formal essays in different academic modes (i.e. researched essays, comparison-contrast essays, and cause and effect essays) as well as more practice revising and editing their own, and others' writing. Students are exposed to various aspects of stylistics that are associated with the assigned rhetorical modes.

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 two-hour credit writing course introduces level 5 students to a higher level of academic writing and topics. The course focuses on higher level of critical thinking skills of collecting and evaluating information from a variety of resources. The course aims at familiarizing students with salient characteristics of researched essays in terms of its organization, unity and coherence, the use of main clause and dependent clauses, run on sentences, fragments and verb tense consistency. It also reviews the main features of comparison essays in terms of their organization, the use of prepositional phrases, restrictive and nonrestrictive relative clauses. Students will learn about the main features of cause and effect essays; mainly their organization, the use of collocations, cause-effect sentences connectors, and real and unreal conditionals.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction	1	2
Unit One: The Researched Essay	3	6
Unit Two: Comparison- Contrast Essays	3	6
Unit Three: Cause-and-Effect Essays	3	6
Writing Workshop	1	2

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

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

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

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 the course students should be able to:		
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 Blackboard and in Class Participation
1.2	state the main characteristics of researched, comparison, and cause-effect essays according to their basic stylistic, grammatical and lexical	Lectures Class discussion Presentations	Quizzes Assignments Blackboard and in

	features		Class Participation
1.3	describe the different types of resources that are used to collect information	Lectures Class discussion Presentations	Quizzes Assignments Blackboard and in Class Participation
1.4	label different standard documentation styles (APA, MLA)	Lectures Class discussion Presentations	Quizzes Assignments Blackboard and in Class Participation
2.0	**Cognitive Skills** **By the end of the course students should be able to:**		
2.1	compose a five-paragraph essay using the numerous rhetorical modes such as comparison-contrast essays, and cause -effect essays	lectures Class discussion	Mid-term Exam Final Exam Quizzes Take home assignments In-class activity
2.2	critically evaluate the organization of a number of essays based on all studied rhetorical modes of writing aptly	lectures Class discussion	Mid-term Exam Final Exam Quizzes Take home assignments In-class activity
2.3	develop an awareness of audience expectations and textual conventions including appropriate register, style, and format	lectures Class discussion	Mid-term Exam Final Exam Quizzes Take home assignments In-class activity
2.4	explain how to correctly cite sources using standard documentation style	lectures Class discussion	Mid-term Exam Final Exam Quizzes Take home assignments In-class activity
2.5	explain how to paraphrase other writers' ideas properly to avoid plagiarism	lectures Class discussion	Mid-term Exam Final Exam Quizzes Take home assignments In-class activity
3.0	**Interpersonal Skills & Responsibility** **By the end of the course, students should be able to:**		
3.1	demonstrate willingness and ability to work independently and in teams	Pair /Group work Peer evaluation	Observation Peer evaluation
3.2	use assessment forms to evaluate their own and their peers' writing demonstrating a certain level of ethically driven approach and behavior	Pair /Group work Peer evaluation	Observation Peer evaluation
3.3	demonstrate their ability to use feedback from	Pair /Group work	Observation

	their peers to improve their writing	Peer evaluation	Peer evaluation
3.4	demonstrate honesty and integrity in all assigned works	Presentation	Blackboard "*SafeAssign*"
4.0	**Communication, Information Technology, Numerical** **By the end of the course students should be able to:**		
4.1	assess in class with their lecturer and classmates sample essays adopting rhetorically correct forms	Pair/group work Blackboard Discussion Online research	Presentations Web-based assignment Class discussion
4.2	demonstrate the ability to participate effectively on blackboard discussions	Pair/group work Blackboard Discussion Online research	Presentations Web-based assignment Class discussion
4.3	research writing issues related to short essays and the two studied rhetorical modes; descriptive & narrative	Pair/group work Blackboard Discussion Online research	Presentations Web-based assignment Class discussion
4.4	research various online resources to support their selected writing topic	Pair/group work Blackboard Discussion Online research	Presentations Web-based assignment Class discussion
4.5	demonstrate the ability to use plagiarism software that checks and detects plagiarized work to help them properly cite others' ideas	Pair/group work Blackboard Discussion Online research	Presentations Web-based assignment Class discussion
5.0	**Psychomotor** **NA**		
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	Group and pair work (in class activities)	weekly	5%
2	Midterm	8th	15%
3	Quiz	5th	5%
4	Three Written Assignments	throughout the semester	15%
5	Final Exam	end of the semester	60%
6			
7			
8			

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 office hours a week

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.**

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.

Online discussion on Blackboard
SafeAssign *on blackboard* 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

- **Training sessions and workshops to facilitate the exchange of experiences amongst faculty members.**
- **Holding regular meetings between course conveners and instructors to address problems of the course.**
- **Discussing challenges in the classroom with colleagues and admin staff.**
- **Attending professional development conferences.**
- **Keeping up to date with pedagogical theory and practice.**
- **On-going review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.**

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: _____