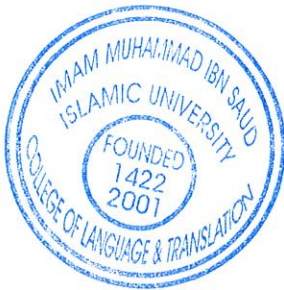




المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Imam Muhammad Ibn Saud Islamic University	Date: Nov, 2017
College/Department : College of Languages and Translation / Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Writing Skills - ENG 111			
2. Credit hours: 3 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, Literature and Translation			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: Level: 1 -Year: 1 st year			
6. Pre-requisites for this course (if any): None			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Main campus for male students / Girls' Section for female students			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
Comments: Course taught in regular classrooms with a direct contact with students accompanied, if possible, by some online and smartphone apps if the teacher is able to do that.			

B. Objectives

1. What is the main purpose for this course?

The main purpose of the course is to promote students' effectiveness in writing. It also helps improve upper level English writing skills including paragraph composition and essay writing. It is meant to enhance students' ability to use the language and grammar in a more complex fashion. Furthermore, it helps improve students' ability to write a variety of text types and to produce both coherent and cohesive written works.

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)

- Integrating smartphone technology and digital applications related to practical training on writing.
- Integrating related websites and YouTube channels related to practical training on writing.
- Keeping up with the new publications in the field.
- Updating the content of the course in light of recent research and recently published textbooks.

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

Course Description:

This three-hour-credit course introduces level 1 undergraduate students to the basic concepts of paragraph writing, topic sentences, unity and coherence. It gives practice in producing ordered and developed paragraphs that would meet practical needs. It gives practice in basic grammar, vocabulary, and spelling, while all levels feature clear explanations, student writing models, and meaningful practice opportunities. The course includes material and exercises for the students. The course refers the teacher and students to a complementary website where there is an online workbook with additional material and exercises. The course also includes Classroom Presentation Tool CD-ROM and Assessment CD-ROM with Exam View.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction	1	2
Unit 6: Definition Paragraphs	2 +3	2
Unit 7: Process Paragraphs	4 +5	5
Mid-term Exam	5	1

Unit 8: Descriptive Paragraphs	6 + 7	6
Unit 9: Opinion Paragraphs	8 + 9	6
Unit 10: Narrative Paragraphs	10 + 11	6
Unit 11: Paragraphs in an Essay: Putting All Together	12 + 13 + 14	9
Revision	15	3
Final Exam	16	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	43					43
	Actual						
Credit	Planned	2					2
	Actual						

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

3

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.)

Cod e #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge Students at the end of the course should be able to:		
1.1	label and describe writing elements, sentence structure and a paragraph.	Class lectures Class discussion Presentations	Quizzes and Assignments
1.2	recognize the topic sentence, the supporting sentences and the concluding sentence.		

1.3	write a well-organized paragraph consisting of correct meaningful sentences including a topic sentence, supporting sentences and a concluding sentence.	In-class assignment Pair work or Group work	Mid-term Exam Final Exam
2.0	Cognitive Skills Students at the end of the course should be able to:		
2.1	Interpret techniques of writing paragraphs.	Class lectures	
2.2	Interpret grammatical rules and transitional expressions effectively.	Class discussion Presentations	Exams & Quizzes Assignments
3.0	Interpersonal Skills & Responsibility Students at the end of the course should be able to:		
3.1	demonstrate willingness and ability to work independently and in teams	Pair work Group work	Observation
3.2	show leadership characteristics.		
4.0	Communication, Information Technology, Numerical Students at the end of the course should be able to:		
4.1	evaluate written paragraphs skillfully with the lecturer and peers including the writing elements, sentence structure, and paragraph structure.	Class lectures Class discussion Presentations	Observation Presentations
4.2	research writing skills issues through information and communication technology.	Pair work Group work	Class discussion and Take-home assignments
5.0	Psychomotor N/A		

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	Class participation	1 st -14 th	10%
2	Midterm	5 th	10%
3	Presentation	5 th -13 th	10%
4	Assignment	10 th	10%
5	Final	15 th	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)
3 hours a week.

E Learning Resources

<p>1. List Required Textbooks Great Writing: Great Paragraphs (part 2), 4th –Edition By Keith S. Folse, April Muchmore-Vokoun & Elena Vestri Solomon - Cengage Learning, Inc (2014).</p>
<p>2. List Essential References Materials (Journals, Reports, etc.) 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). 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).</p>
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. NGL.Cengage.com/GW2</p>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. Classroom Presentation Tool CD-ROM Assessment CD-ROM with ExamView</p>

F. Facilities Required

<p>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.)</p>
<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Lecture rooms.</p>
<p>2. Technology resources (AV, data show, Smart Board, software, etc.) A class computer. Data Show Projector</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None</p>

G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching -Formal, anonymous course evaluations by students at the end of course -In addition to informal student feedback throughout the semester.</p>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p>

- In class Peer Review to give support and disseminate good practice.
<p>3. Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> - 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.
<p>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)</p> <ul style="list-style-type: none"> - Identify rubrics for each students' activity or assignment - Checking grading of a sample of examination papers either by a resident or visiting faculty member
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Course specifications will be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.</p>

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

