



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:
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 112			
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 Two/ Second Year			
6. Pre-requisites for this course (if any): Writing - ENG 111			
7. Co-requisites for this course (if any): N/A			
8. Location if not on main campus: Main campus			
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="20%"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
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?

This course is designed to familiarize students with:

- Paragraph structure, the topic sentence, unity and coherence, simple and compound sentences and dependent clauses.
- the salient characteristics of the descriptive essay in terms of the use of adjectives, prepositional phrases, details in a sentence, similes and simile structure.
- the salient characteristics of the narrative essay in terms of sequence, subordinating conjunctions, the simple and continuous past tenses, past time clauses and simultaneous activities.

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)

This three-hour-credit course is an introductory one that seeks to familiarize undergraduate students at level 2 with the basic concepts of short essay writing. Most notably, it covers thoroughly 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 coherently related to the thesis statement, and a conclusion paragraph that concludes the main ideas of the essay. The two types of essays to be covered are the descriptive and the narrative. The course will try to highlight 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
Paragraph to short essay	5	15
Descriptive essays	5	15
Narrative essays	5	15

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45					
	Actual	45					
Credit	Planned						
	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.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge By the end of this course, students should be able:		
1.1	to describe the organization of short essays in terms of thesis statement, hook sentence, topic sentences, etc.	1- Class lectures 2- Class discussion	1- Quizzes/mid-term exam/final exam
1.2	to list effectively the main elements of short descriptive and narrative essays in line with their basic stylistic, grammatical and lexical features.	3- Assigning written works and reading texts	2- Written assignments
2.0	Cognitive Skills By the end of this course, students should be able:		
2.1	to write a well-organized descriptive short essay.	1- Class lectures 2- Class discussion	1- Quizzes/mid-term exam/final exam
2.2	to write a well-organized narrative short essay.	3- Assigning written works and reading texts	2- Written assignments
3.0	Interpersonal Skills & Responsibility By the end of this course, students should be able:		

3.1	to write effectively short descriptive and narrative essays on their own.	1- Class lectures 2- Class discussion 3- Assigning written works and reading texts	1- Quizzes/mid-term exam/final exam 2- Written assignments
3.2	To evaluate their mates' writings and show a certain level of capability to do so.		
4.0	Communication, Information Technology, Numerical By the end of this course, students should be able:		
4.1	To evaluate and criticize in class with their lecturer and mates a number of short essays according to the theoretical knowledge they acquired about short essay writing.	1- Class lectures 2- Class discussion 3- Assigning written works and reading texts	1- Quizzes/mid-term exam/final exam 2- Written assignments
4.2	To research on short essay writing by means of information and communication technology.		
5.0	Psychomotor Not Applicable		

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	5%
2	In-class assignments	Once a month	5%
3	Quizzes	2	10%
4	Mid-term exam	8	20%
5	Final exam	15	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 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.

EconMatters: Tips on Writing a Narrative Essay

Newstex Global Business Blogs, 12/2017

Constructing coherent ideas and using coherence devices in written descriptive essays. By Dewi Nopita.

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

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.)

Classrooms

2. Technology resources (AV, data show, Smart Board, software, etc.)

Smart Board

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Questionnaire submitted to students to evaluate teachers' performance.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Double marking

3. Processes for Improvement of Teaching

Reading about new methods of 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)

Periodic exchange and remarking of tests or a sample of assignments with staff

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Term reviewing of course effectiveness on the basis of students' results in the final exam.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

