

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Code : **141 ENG-2**
Course Title : **Writing**
Program : **Preparatory Year**
Credits : **2**
Contact Hours: **4**

Course Specifications

Institution: Najran University	Date: 5/5/1439
College/Department : Preparatory Year	

A. Course Identification and General Information

1. Course title and code: 141- ENG-2 Writing Skills			
2. Credit hours: 2			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Course Team			
5. Level/year at which this course is offered: Preparatory Year – Level - 1			
6. Pre-requisites for this course (if any): Nil			
7. Co-requisites for this course (if any): Nil			
8. Location if not on main campus: NA			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text" value="90"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text" value="10"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

The aim of this course is to develop students' writing skills for a variety of purposes.

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)

The course is designed to introduce learners into basic writing skills which will prepare them for social and academic writings as well as focusing on students' fluency and language use. Students will be encouraged to explore different writing skills from different sources such as online IT sources (websites, YouTube etc). Students can also benefit from the e-learning materials uploaded on the blackboard system, remedial classes, and from the virtual classes as well.

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

Course Description:

Writing involves conscious effort and many different skills. As this course is offered to the Level – 1 students of the preparatory year, it is designed to introduce students to the basics of English-language writing components through a gradual or step-by-step approach. Students are expected to form compound and complex sentences and to compose short passages. Moreover, they will be taught how to compose simple paragraphs with an emphasis on the writing process, using pre-writing, topic sentences, supporting sentences, cohesion, editing and drafts.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Part1/ Unit 1 Sentence Basics	2	4
Part 1/Unit 2 Adding Information to Sentences	2	4
Part 1/ Unit 3 Simple and Compound Sentences	2	4
Part 2/ Unit 1 Friendly Letters and Postcards	2	4
Part 2/ Unit 2 Emails and Blogs	2	4
Part 2/ Unit 3 Journals	2	4
Part 3/ Unit 1 Paragraph Basics and Topic Sentences	2	4
Part 3/ Unit 2 Supporting and Concluding Sentences	2	4

Part 3/ Unit 3 Listing Paragraph		2	4				
Part 3/ Unit 4 Writing Instructions		2	4				
2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	56	-	-	-		56
	Actual						
Credit	Planned	2	-	-	-		56
	Actual						

3. Additional private study/learning hours expected for students per week.	10
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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 And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	- Students will be able to recognize the proper format of social, personal and academic writings.	Lectures and assignments. Pair work, group work and individual writing tasks.	First Midterm, Second Midterm, Final exam
1.2	- Students will be able to write correct punctuation, capitalization, contraction and abbreviation appropriately in a given text.	Lectures, tutorials and assignments. Pair work, group work and individual writing tasks.	First Midterm, Second Midterm, Final exam
2.0	Cognitive Skills		
2.1	Students will be able to differentiate between simple, and compound sentences.	Lectures and assignments. Pair work, group	First Midterm, Second Midterm, Final exam

		work and individual writing tasks.	
2.2	Students will be able to write friendly letters, postcards and emails.	Lectures and assignments. Pair work, group work and individual writing tasks.	First Midterm, Second Midterm, Final exam
3.0	Interpersonal Skills & Responsibility		
3.1	NA		
3.2	NA		
4.0	Communication, Information Technology, Numerical		
4.1	Students will be able to express their ideas and thoughts using appropriate vocabulary and structures for academic and social writings.	Lectures and assignments. Pair work, group work and individual writing tasks.	First Midterm, Second Midterm, Final exam Continuous assessment (zero credit)
4.2	Students will be able to demonstrate their communication skills through writing. (Blogs and journal writing etc)	Lectures and assignments. Pair work, group work and individual writing tasks.	First Midterm, Second Midterm, Final exam
5.0	Psychomotor		
5.1	NA		
5.2	NA		

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	First Mid-term exam	6	25 marks
2	Second Mid-term exam	11	25 marks
3	Final exam	16	50 marks
4			
5			
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)

Office Hours (10 hrs/week)

E. Learning Resources

1. List Required Textbooks : Writing Power 1: by: Karen Blanchard /Pearson Education, Inc. 2013 Writing Skills

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

Book Dictionary

Smart Online and Offline Dictionaries

Teacher's manual

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

<http://www.english.com/General-English,8.html>

<http://www.kingsmore.co.uk/general-english.html>

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

Blackboard

www.mhhe.com/interactionsmosaic

Websites include:

- Writing Den

http://www2.actden.com/writ_den/index.htm

- ABC's of the Writing Process

<http://www.angelfire.com/wi/writingprocess/>

- Writing Process Websites

- English Works!

<http://depts.gallaudet.edu/englishworks/>

- LEO: Literacy Education Online
<http://leo.stcloudstate.edu/index.html>
- Online Writing Lab
<http://owl.english.purdue.edu/handouts/>

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 equipped with projectors.
2. Technology resources (AV, data show, Smart Board, software, etc.)
Computer labs with Internet facilities
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
(BlackBoard– smart board)

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Student survey/ Questionnaires
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Course orientation and workshop Visits by course coordinator Peer observation
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development workshops and conferences. 6. Keep up to date with pedagogical theory and practice. 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results 8. Peer Observation

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)

Internal: Marking, rechecking, filtering and teacher filtering

External: The department compares students achievements / performance against those of departments of Arts and Science.

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

1. External and internal review process

2. Bi-annual meetings of faculty members to discuss improvement

3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Name of Course Instructor: __Umar Musah__

Signature: _____ Date Specification Completed: **5/5/1439**

Program Coordinator: _____

Signature:

Coordinator



Dr. M. Nazim

Date Received: _____