



ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Course Code :	151 ENG-2
Course Title :	Technical & Professional Writing
Program :	Preparatory Year
Credits :	2
Contact Hours:	6

Course Specifications

Institution: Najran University	Date: 5/5/1439
College/Department : PYP / English	

A. Course Identification and General Information

1. Course title and code: 151 ENG-2 Technical and Professional Writing			
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) Preparatory Year Program			
4. Name of faculty member responsible for the course: Course Team			
5. Level/year at which this course is offered: Level 2			
6. Pre-requisites for this course (if any): NA			
7. Co-requisites for this course (if any): NA			
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"/> yes	What percentage?	<input type="checkbox"/> 90
c. e-learning	<input type="checkbox"/> yes	What percentage?	<input type="checkbox"/> 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?

To introduce students with professional and technical writing and ameliorate the standard of their writing skill.

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)

New material is periodically developed and included in the book based on students' feedback.

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

Course Description:

The course introduces students with the technical and professional standards of writing and prepares them for the writing tasks they may face during their professional education and career. The course brushes up students' previous knowledge and then advances their paragraph skills. From there, the course teaches students all necessary forms of professional and technical writing while enhancing their vocabulary. The vocabulary is an important part of students' target skills in this course.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to Technical and Professional Writing	1	6
Mechanics of Writing	2	12
Paragraph Writing	2	12
Paraphrase, Note-Making, Summary	2	12
Forms of Professional Writing	2	12
Writing Project	1	6
ESP Vocabulary	3	18
Review of Technical and Professional skills	1	6

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

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
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Contact Hours	Planned	84					84
	Actual						
Credit	Planned	2					2
	Actual						

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

10

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 identify different mechanics of formal compositions.	An emphasis will be placed on completing written tasks in the classroom and through home assignments Individual, group, and whole class work and discussion will be used in conjunction with formal instruction.	First Midterm Exam Second Midterm Exam, Final Exam
1.2	The students will be able to recognize different types of sentences.	An emphasis will be placed on completing written	First Midterm Exam Second Midterm Exam, Final Exam

		tasks in the classroom and through home assignments Individual, group, and whole class work and discussion will be used in conjunction with formal instruction.	
2.0	Cognitive Skills		
2.1	The students will be able to recognize different terms and different forms of writing.	Completion of different tasks using these skills in classroom practice and home assignments in conjunction with formal instruction.	First Midterm Exam Second Midterm Exam, Final Exam
2.2	The students will be able to write notes and summaries	Completion of different tasks using these skills in classroom practice and home assignments in conjunction with formal instruction.	First Midterm Exam Second Midterm Exam, Final Exam
3.0	Interpersonal Skills & Responsibility		
3.1		N/A	
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	The students will be able to use formal writing through electronic media and in real life scenarios.	Through in class lectures and written assignments, students will develop the necessary skills to perform at home assignments.	First Midterm Exam Second Midterm Exam, Final Exam.
4.2			
5.0	Psychomotor		
5.1		N/A	
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	First Mid-term exam	6	25 marks

2	Second Mid-term exam	11	25 marks
3	Final exam	16	50 marks

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)

10 Office hours per week

E. Learning Resources

1. List Required Textbooks

Adapted and indigenous material prepared by the faculty 151- TPW

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

Class lecture notes, a bi-lingual dictionary, and leaflets for sample material and activities

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

www.lms.nu.edu.sa/

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

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
Course evaluation, Edugate Evaluation survey
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
Course orientation and workshop, Occasional visits by course coordinator, Peer observation
3. Processes for Improvement of Teaching
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 9. feedback
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 < Teacher filtering < Students' feedback

External: : The department intends to compare the students' achievement with the Arts and Sciences College students of the same level.

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

Surveys at various levels during and after the course

Name of Course Instructor: Adnan Zia Ul Hakeem

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

Program Coordinator: Dr. M. Nazim

Signature:

Coordinator



Dr. M. Nazim

Date Received: _____