

ATTACHMENT5.

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

T6. Course Specifications (CS)

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

Course Specifications

Institution: Preparatory Year	Date: 1/5/2016
College/Department	

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:
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: Preparatory Year for Boys, Najran University Main Campus.

9. Mode of Instruction (mark all that apply)

- | | | |
|-------------------------------------|------------------|----|
| a. traditional classroom | What percentage? | |
| b. blended (traditional and online) | What percentage? | 90 |
| c. e-learning | What percentage? | 10 |
| d. correspondence | What percentage? | |
| F. other | What percentage? | |

Comments:

BOjectives

<p>1. What is the main purpose for this course?</p> <p>The aim of this course is to adapt the students with basics of English language writing components through a gradual and step-by-step approach. At the end of the course students will be able :</p> <ul style="list-style-type: none"> • To compose grammatically correct sentences. • To use different types pre strategies before composing a paragraph. • To write simple paragraph with effective topic sentence. • To support topic sentence with supporting details. • To instill writing habits within themselves. • To form different types of sentence structures independently
<p>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)</p> <p>The course is designed to introduce learners into basic writing skills which will prepare them for academic writings as well as an adept user of English language. Ss will be encouraged to explore different writing sources from online//]IT sources.</p>

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

Course Description:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Part1/ Unit 1	2	4

Part 1/Unit 2	2	4
Part 1/ Unit 3	2	4

Part 2/ Unit 1	2	4
Part 2/ Unit 2	2	4
Part 2/ Unit 3	2	4
Part 3/ Unit 1	2	4
Part 3/ Unit 2	2	4
Part 3/ Unit 3	2	4
Part 3/ Unit 4	2	4

2. Course components (total contact hours and credits persemester):						
	Lecture	Tutorial	Laboratory orStudio	Practical	Other:	Total
Contact Hours	56	-	-	-	-	56
Credit	2	-	-	-	-	2

3. Additional private study/learning hours expected for students perweek.	10
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and TeachingStrategy
On the table below are the five NQF Learning Domains, numbered in the leftcolumn. 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 eachdomain.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Students will be able to compose variety of sentences for academic purpose.	Lectures, tutorials and assignments.Pair work, group work and individual writing tasks.	First Midterm, Second Midterm, Final exam
1.2	To reinforce and consolidate elementary skills of writing by practicing different types of sentence formation.	Lectures, tutorials and assignments.Pair work, group work and individual writing tasks.	First Midterm, Second Midterm, Final exam

2.0	Cognitive Skills:		
2.1	The course is intended to develop deductive and analytic skills among students needed to form sentences and the students will be competent to : <ul style="list-style-type: none"> ❖ Recognize and form effective topic sentences for paragraph writing. ❖ Distinguish among topic sentence, concluding sentence and supporting details. 	Lectures, tutorials and assignments. Pair work, group work and individual writing tasks.	First Midterm, Second Midterm, Final exam
3.0	Interpersonal Skills & Responsibility		
3.1	NA		
4.0	Communication skills		
	Students will be able to: 1. Compose descriptive and narrative paragraphs. 2. Communicate through various write-ups (paragraphs, dairy-entry, blogs, e-mails etc.)	Lectures, tutorials and assignments.Pair work, group work and individual writing tasks.	First Midterm, Second Midterm, Final exam
5.0	Psychomotor skills		
	NA		

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.1	1.2		2.1		3.2		4.1	
1.1									
2.1									

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	FMT	6	25%
2	SMT	12	25%
3	Final Exam	18	50%

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.)
Handout

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc.)
Websites

4. List Electronic Materials, Web Sites, Face book, Twitter, etc.
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/>

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

self study material and external material

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.)

Yes

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

Yes

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

Yes (BlackBoard)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class
2. End of term evaluation of course by students (to be collected by the department)
3. End-of-term debriefing in class of students and teachers regarding what went well and what could have gone better
4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated

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

1. Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.
2. Class observation by a supervisor or a senior faculty member

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 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, filtering and teacher filtering

External: The department intense to compare students achievements / performance against those of department 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 Instructor: Mohammad Khair Alhourani

Signature: _____

Date Report Completed: 1/5/2016

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____

Date Received: _____

