|  |  |
| --- | --- |
| **Course Title:** | **English Writing Skills** |
| **Course Code:** | **413 جدار-3** |
| **Program:** | **Office Administration Diploma** |
| **Department:** | **Office Administration** |
| **College:** | **Deanship of Community Service & Continuing Education** |
| **Institution:** | **Jazan University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **First Level** | | | | |
| **4. Pre-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 56 | 100% |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 56 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | **56** |

# 

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description |
| This is a three-credit hour course designed to focus on teaching the basic writing skills, the basic structures of English sentence, sentence patterns, writing topic sentences and supporting details and teaching the mechanisms of writing. This course aims at introducing students to paragraph writing. During the course, students will practice writing process, descriptive, opinion and narrative paragraphs. They will be familiarized with the rhetorical, lexical and grammatical features characterizing each paragraph type. The course will also enhance students’ awareness of paragraph planning and revising strategies, and of the proper use of punctuation marks.  ***Benchmark:***  CEFR Level A1 & SAQF\* Level 6  \****Common European Framework of Reference for Languages*** ***\*Saudi Arabian Qualifications Framewor****k* |
| 2. Course Main Objective |
| This course aims at getting students understand paragraph writing process, reviewing grammar and sentence patterns, sharpening students' writing skills and training them to write clearly, coherently and cohesively. It helps students show their understanding of the rhetorical, lexical and grammatical features characterizing each paragraph type. Students will be able to correct writing errors and edit paragraphs and show their interpersonal skills when asked to participate in group discussion and writing activities. |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Recognize writing basics: the sentence structure and paragraph structure. |  |
| 1.2 | Demonstrate rhetorical, lexical and grammatical features characterizing each paragraph type effectively. |
| 1.3 | Write a well-organized process, descriptive, narrative and opinion paragraphs. |
| **2** | **Skills:** |  |
| 2.1 | Interpret techniques of writing paragraphs through reading practices. |  |
| 2.2 | Reproduce the types and concepts of the targeted writing elements using academic learning strategies. |
| 2.3 | Recall words and phrases of the context in written assignments with effective practice. |
| **3** | **Values:** |  |
| 3.1 | Enhance self-reflection and group participation through statements that are logical, well supported, and consistent. |  |
| 3.2 | Demonstrate professional code of conduct and ethical values in spoken and written communication. |
| 3.3 | Exhibit professional integrity, ethical leadership, and effective collaboration skills. |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Stories of Success | 8 |
| 2 | Spaces that Work | 8 |
| 3 | Never too Old | 8 |
| 4 | Places to Go Near and Far | 8 |
| 5 | Teenagers | 8 |
| 6 | Recipe for Friendship | 8 |
| 7 | Mamas and Papas | 8 |
| **Total** | | 56 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Recognize writing basics: the sentence structure and paragraph structure. | Brain storming  Task based activities  Record important information-note taking | Oral presentation  Quiz  Worksheets  Exams |
| 1.2 | Demonstrate rhetorical, lexical and grammatical features characterizing each paragraph type effectively. | Question and Answer method, Task based,  Brainstorming.  Grammar rules and practice. | Classroom activities Quiz  Assignments |
| 1.3 | Write a well-organized process, descriptive, narrative and opinion paragraphs. | Question and answer method.  Instructions  Identify highlighted words  Demonstration | Classroom activities Quiz  Slip-Test  Exams |
| **2.0** | **Skills** | | |
| 2.1 | Interpret techniques of writing paragraphs through reading practices. | Brain storming  Question and Answer method  Grammar rules and practice. | Oral presentation  Activities  Assessment- oral |
| 2.2 | Reproduce the types and concepts of the targeted writing elements using academic learning strategies. | Instructions  Role play  Listen and Talk activity | Classroom activities Quiz  Slip-Test  Exams |
| 2.3 | Recall words and phrases of the context in written assignments with effective practice. | Instructions  Role play  Listen and Talk activity | Oral presentation |
| **3.0** | **Values** | | |
| 3.1 | Enhance self-reflection and group participation through statements that are logical, well supported, and consistent. | Instruction and  Guidance to learn and practice healthy attitudes and behavior | Assessment  Activities |
| 3.2 | Demonstrate professional code of conduct and ethical values in spoken and written communication. | Guidance-Teamwork and individual responsibility | Assessment  Quizzes- pair work |
| 3.3 | Exhibit professional integrity, ethical leadership, and effective collaboration skills. | Guidance – Instruction  Ethical standard behavior | Group-work Participation grades |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Attendance + Participation + Assignments | Throughout the semester | 30% |
| **2** | Mid-term exam | 8 | 20% |
| **3** | Final exam | 15 | 50% |
| **4** | **Total** |  | **100%** |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:** |
| Students can meet faculty members for consultation and advice during their office hours. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | **Tapestry-Writing 1,** **Pike-Baky, M. (2007)**  Thomson Heinle, Middle East Edition. (**Unit 1-7)**  -Specially edited for use in Arab and Islamic cultures.  -Prepares students to become successful, independent learners  -Engaging writing selections and motivating activities.  -Language Learning Strategies  -Academic Power Strategies and the interactive web site. |
| **Essential References Materials** | Cain, J. (2002). Eye on Editing1: Developing Editing Skills for Writing. New York: Longman, White Plains. |
| **Electronic Materials** | <http://tapestry.heinle.com> |
| **Other Learning Materials** |  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Spacious classroom |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Board * Speakers (for audio) * Audio player and recorder * OHP |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Whiteboard of good quality (to be used as a screen for playing videos as well) * Whiteboard markers |

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# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of teaching | Students and Faculty | Direct & Indirect |
| Effectiveness of evaluation | Students and Faculty | Direct & Indirect |
| Extent of achievement of course learning outcomes | Peer Reviewers | Indirect |
| Quality of learning resources | Students and Faculty | Direct & Indirect |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Quality Assurance & Accreditation Unit, English Language Institute |
| **Reference No.** | JU/ELI/QAU/CS/DCSCE/413 |
| **Date** | 20/11/2020 |