



Course Specifications

Course Title:	Writing 1
Course Code:	ENG-3/213
Program:	Bachelor's Program in English
Department:	Department of English
College:	Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardha (Female Campus), Dayar (Female Campus), and Farasan (Female Campus)
Institution:	Jazan University

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A. Course Identification

1. Credit hours: 3
2. Course type a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 3/ Second Year
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	45	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (quizzes, assignments, worksheets)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

This a 3 credit hours course basically designed for the students of BA in English. This course expected to help develop the students' skill of writing. By studying this course, the students will be able to write grammatically correct sentences, different types of paragraphs etc. Above all, this course will develop their free-hand writing skill.

2. Course Main Objective

- Develop the students' writing skills in a graded manner
- Facilitate knowledge of grammar, vocabulary, spelling, and punctuation that are necessary for writing
- Explain the common errors in writing so that students identify and avoid them
- Enable students to edit mistakes in passages in order to hone their reviewing skills
- Initiate students into identifying parts of a paragraph and how to frame relevant sentences in accordance with each part.
- Elicit samples of descriptive writing from students

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding: Students will be able to	
1.1	Recall vocabulary that is essential for effective writing	K1
1.2	Identify common transition words and phrases in writing	K2
2	Skills : Students will be able to	
2.1	Modify a passage with respect to grammar, vocabulary, spelling, and punctuation.	S2
2.2	Distinguish between correct forms and errors in writing	S2
2.3	Develop a paragraph on any particular topic using a well-defined structure	S4
2.4	Design mind maps and graphic organizers to channelize one's ideas clearly	S4
3	Values: Students will be able to	
3.2	Develop a sense of academic ethics in writing assignments	V3

C. Course Content

No	List of Topics	Contact Hours
1	Chapter-1 (Education and Student Life) --- Using a Vocabulary Chart, Matching words to their definitions, discussing advantages of a large and small college Choosing the best topic sentence, Developing cohesion and clarity, Completing sentences, connecting sentences, Rewriting a paragraph with connecting words, Using transition words and phrases	3
2	Choosing the best topic sentence, Developing cohesion and clarity, Completing sentences, connecting sentences. Rewriting a paragraph with connecting words, Using transition words and phrases. Finding and correcting mistakes, Correcting overgeneralizations and Revising for content	6
3	Chapter-2 (City Life) Classifying sense details, Choosing a topic and listing details, Identifying descriptive words and phrases. Matching words to their definitions, Choosing the best topic sentence. Writing concluding sentences, Developing cohesion and clarity, Varying sentence structure. Quiz-1	3
4	Revising for content, Correcting comma splices, Editing for for Writing concluding sentences, Developing cohesion and clarity, Varying sentence structure, Revising for content, Correcting comma splices, Editing for form	3

5	Chapter-3 (Business and Money) Exploring ideas, Discussing a web page article, Building vocabulary, Using a Vocabulary chart, Writing opinion and reasons, Using graphic organizers, Analyzing the organization of a letter to the Editor	3
6	Developing cohesion and clarity, Using modals in sentence, Writing Examples, Supporting an opinion with predictions, Identifying Faulty reasoning, identifying and correcting spelling errors, correcting hyphenation errors, editing for form. Midterm examination	6
7	Unit-4 (Jobs and Professions) Using antonyms, Describing qualities and talents, analyzing a graphic organizer, limiting information Choosing the best topic sentence, Choosing the best concluding sentence, developing cohesion and clarity	3
8	Using correct form of verbs in various sentences, Completing a paragraph using correct form of verbs, Using demonstratives to unify a paragraph, Completing sentences with demonstratives, Use of prepositional phrases, Revising and editing, Correcting verb forms	3
9	Chapter-8 (Tastes and Preferences) Free writing to develop ideas, Using a comparison chart to organize ideas, analyzing the structure of an essay writing introductions and conclusions, revising for content transition words, and editing for form. Finding bases of comparison, categorizing nouns, analyzing word parts, using both and neither, using comparatives and superlatives, using while, in contrast, and on the other hand, using antonyms to generate new vocabulary, and analyzing word parts	6
10	Quiz-2/Assignment <i>Using the thesaurus. Developing the vocabulary in a semantic field. Analyzing the moral of the story. Evaluating the writer's decision.</i>	3
11	Supplementary materials/Revision	3
12	Revision and Makeup exams	3
Total		45

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: Students will be able to		
1.1	Recall vocabulary that is essential for effective writing	Lectures, group discussions, pair work, class room activities	Type of Assessment: Quiz, Midterm, Worksheets, Final Exam Nature of Question: Matching words to their meanings, MCQs, Match words and their antonyms
1.2	Identify common transition words and phrases in writing	Lectures, group discussions, pair work, class room	Type of Assessment: Quiz, Midterm,

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		activities	Worksheets, Final Exam Nature of Questions: MCQ, Fill in the blanks with transition words, Identify or underline the transition words in the given passage, correct the transition words in the given passage
2.0	Skills: Students will be able to		
2.1	Modify a passage with respect to grammar, vocabulary, spelling, and punctuation.	Lectures, group discussions, pair work, class room activities	Type of Assessment: Quiz, Midterm, Worksheets, Final Exam Nature of Questions: Edit the following passage, Revise the following passage, Correct the punctuation errors in the following passage
2.2	Distinguish between correct forms and errors in writing	Lectures, group discussions, pair work, class room activities	Type of Assessment: Quiz, Midterm, Worksheets, Final Exam Nature of Questions: Correct the overgeneralizations, Which of the following words has the right spelling? Rewrite the sentences by removing the comma splices, Classify the reasoning errors in the following sentences
2.4	Develop a paragraph on any particular topic using a well-defined structure	Lectures, group discussions, pair work, class room activities	Type of Assessment: Quiz, Midterm, Worksheets, Final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			Nature of Questions: Write a paragraph on any one of the following topics, Draft a paragraph on ONE of the following topics
2.5	Design mind maps and graphic organizers to channelize one's ideas clearly	Lectures, group discussions, pair work, class room activities	Type of Assessment: Quiz, Midterm, Worksheets, Final Exam Nature of Questions: Design a mind map for the following topic, Create a graphic organizer for any ONE of the following topics
3.0	Values: Students will be able to		
3.2	Develop a sense of academic ethics in writing assignments	Lectures, group discussions, class room activities	Assessment Method: Assignment

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	4-6	10
2	Midterm	7-10	20
3	Assignment 1 (OR) Quiz 2	11-15	10
4	Final Exam	16	60
5	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 :

Arrangements are made for availability of faculty and teaching staff for individual student consultations and academic advice. Students are assigned an academic counselor who offers guidance to the students in academic matters. Further, teachers are allotted 10 office hours every week to cater to the academic needs of students.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<i>Interactions 2 Writing</i> by Cheryl Pavlik, Margaret Keenan Segal
Essential References Materials	Supplementary Materials
Electronic Materials	https://www.time4learning.com/teaching-writing.shtml
Other Learning Materials	<p>Bailey, Stephen. <i>Academic Writing: A Practical Guide for Students</i>. London: Routledge, 2005.</p> <p>Crème, Phyllis, and Mary, R. Lea. <i>Writing at University: A Guide for Students</i>. Buckingham: Course Specifications, Ramadan 1438H, June 2017. Page 7</p> <p>Open UP, 2000. Goalty, Andrew.</p> <p><i>An Introductory Course Book: Critical Reading and Writing</i>. London: Routledge, 2000.</p> <p>Hogue, Alice, and Ann Oshima. <i>Introduction to Academic Writing</i>. Essex: Pearson, 2006.</p> <p>Joseph, Albert, M. <i>Put it in Writing</i>. New York: McGraw-Hill, 1998.</p> <p>Schmitt, Diane, & Schmidt, Norbert. <i>Focus on Vocabulary: Mastering the Academic Word List</i>. London: Longman, 2005. Ed. New York: nd. 2</p> <p><i>Academic Writing: A Handbook for International Students</i> Bailey, Stephen. Routledge, 2006.</p>

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	A language lab is needed to enable students to improve their writing skills
Technology Resources (AV, data show, Smart Board, software, etc.)	The use of the projector or smart board will be an added advantage in this regard
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Internet facility in the class rooms, Books related to English Department in the library,

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment, Student Evaluation
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet
Quality of Learning	Course Teaching, Teaching	Course Report, Student

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Resources	and Learning Unit, Program Leaders, Students	Evaluation

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	
Reference No.	
Date	