



Course Specifications

Course Title:	WRITING 2
Course Code:	ENG-3/223
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: 3hrs			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: Level-4 / 2 nd year			
4. Pre-requisites for this course (if any): Writing-I / ENG-3/213			
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 (Assignments , worksheets and quizzes)	
	Total	45

B. Course Objectives and Learning Outcomes

1. Course Description

The course is a follow up of the earlier course Writing 1 wherein a student is taught how to write short paragraphs, join sentences, transform sentences into various structural forms. This course will help the students to know how to write various types of paragraphs, how to develop a short composition, how to start writing a paragraph, and how to conclude it.

2. Course Main Objective

This course enables the students to display the skill of writing various types of paragraphs and short compositions. They will be able to write freely about any topic. They will be able to write a title, a main idea sentence, develop a main idea, and how to conclude a paragraph.

3. Course Learning Outcomes

CLOs	Aligned PLOs
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CLOs		Aligned PLOs
1	Knowledge and Understanding: Students will be able to	
1.1	Identify different parts of a short composition, types of information, and types of sentences	K2
1.2	Label the topic and the comment from the main idea sentence	K1
2	Skills : Students will be able to	
2.1	Differentiate between main idea and supporting ideas	S2
2.2	Organize ideas using different strategies	S1
2.3	Edit passages for verb forms, subjects, spelling, punctuation, run-on-sentences, and stringy sentences	S2
2.4	Compose an effective topic sentence, relevant supporting ideas, and a concluding sentence in a composition	S4
3	Values: Students will be able to	
3.1	Develop a sense of academic ethics in writing assignments	V3

C. Course Content

No	List of Topics	Contact Hours
1	Chapter-1 Writing About a Person	10
2	Chapter-2 Narrating a Personal Experience	10
3	Chapter-3 Providing Examples	10
4	Chapter-4 Supplying Reasons	10
5	Chapter-5 Supporting with Parallel Points (Run-on-sentences, Stringy sentences: Pages 106 to 109)	5
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	Identify different parts of a short composition, types of information, and types of sentences	Lectures, group work, pair work, discussions, class room activities	Quiz, midterm, final, assignments, Question types: Rewrite sentences, MCQ, Match
1.2	Label the topic and the comment from the main idea sentence	Lectures, group work, pair work, discussions, class room activities	Assessment Methods: Quiz, midterm, final, assignments, Question types: Rewrite sentences, MCQ, Match, Write topic sentence,
2.0	Skills: Students will be able to		
2.1	Differentiate between main idea and supporting ideas	Lectures, group work, pair work, discussions,	Assessment Methods: Quiz,

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		class room activities	midterm, final, assignments, Question types: Rewrite sentences, MCQ, Match, Write topic sentence
2.2	Organize ideas using different strategies	Lectures, group work, pair work, discussions, class room activities	Assessment Methods: Quiz, midterm, final, assignments, Question types: Rewrite sentences, MCQ, Match, Write topic sentence
2.3	Edit passages for verb forms, subjects, spelling, punctuation, run-on-sentences, and stringy sentences	Lectures, group work, pair work, discussions, class room activities	Assessment Methods: Quiz, midterm, final, assignments, Question types: Rewrite sentences, MCQ, Match, Write topic sentence, Write a paragraph, Edit for errors
2.4	Compose an effective topic sentence, relevant supporting ideas, and a concluding sentence in a composition	Lectures, group work, pair work, discussions, class room activities	Assessment Methods: Quiz, midterm, final, assignments, Question types: Rewrite sentences, MCQ, Match, Write topic sentence, Write a paragraph
3.0	Values: Students will be able to		
3.1	Develop a sense of academic ethics in writing assignments	Lectures, group discussions, pair work, class room activity	An assignment that requires students to work on themselves and complete instead of just copying from any source.

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	Writers at Work (The Short Composition) by Ann O. Strauch
Essential References Materials	<p>1-Bailey, Stephen. Academic Writing: A Practical Guide for Students. London: Routledge, 2005. Crème, Phyllis, and Mary, R. Lea. Writing at University: A Guide for Students. Buckingham: Open UP, 2000. Goalty, Andrew.</p> <p>2-Critical Reading and Writing. London: Routledge, 2000. Hogue, Alice, and Ann Oshima. Introduction to Academic Writing. Essex: Pearson, 2006. Joseph, Albert, M. Put it in Writing. New York: McGraw-Hill, 1998.</p> <p>3-Schmitt, Diane, & Schmidt, Norbert. Focus on Vocabulary: Mastering the Academic Word List. London: Longman, 2005. Ed. New York: Academic Writing: A Handbook for International Students Bailey, Stephen. Routledge, 2006.</p>
Electronic Materials	<p>http://www.zapmeta.ws/ws?q=rules%20of%20paragraph%20writing&asid=ws_gc12_01&mt=b&nw=g&de=c&ap=1t2</p> <p>#4383 in Books > Reference > Foreign Language Study & Reference > Instruction #6419 in Books > Reference > English as a Second Language#11390 in Books > Reference > Dictionaries & Thesauruses > Foreign Language Dictionaries & Thesauruses</p>
Other Learning Materials	Supplementary Materials

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration)	A language lab is needed to enable students to improve their writing skills

Item	Resources
rooms/labs, etc.)	
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 Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Course Report, Student 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	