اعتماد
NCAAA

T4
2020

Course Specifications

Course Title:	**WRITING-3**
Course Code:	**ENG-3/ 283**
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**

Table of Contents

A. Course Identification

1. Credit hours: 3 hrs	

2. Course type

a. University ☐   College ☐   Department ☑   Others ☐

b. Required ☑   Elective ☐

3. Level/year at which this course is offered: Level 3/ Second Year

4. Pre-requisites for this course (if any)**:** Writing-2(122)

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, exams and Self Learning**)	
	Total	**45**

B. Course Objectives and Learning Outcomes

1. Course Description

This is a 3 credit hours course basically designed for the students of BA in English. This course expected to help develop the students' skills in 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

The main objective of this course is to develop students' writing skills in a graded way.
It will also facilitate the knowledge of grammar, vocabulary, spelling, and punctuation that are necessary for writing. The students will be able to explain the common errors in writing so that students identify and avoid them in their writings. It enable students to edit mistakes in passages to hone their reviewing skills. Students will initiate into identifying parts of a paragraph and how to frame relevant sentences in accordance with each part. Students will show elicit samples of descriptive writing.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding: Students will be able to**	
1.1	Define basic concepts related to writing	**K1**
2	**Skills : Students will be able to**	
2.1	Use different grammatical structures in writing	**S1**
2.2	Differentiate between tenses and sentence types in writing	**S2**
2.3	Assess sentences and paragraphs for errors in grammar, vocabulary, spelling and fragments	**S2**
2.4	Compose grammatically correct sentences and paragraphs using all types of sentences	**S4**
3	**Values: Students will be able to**	
3.1	Display self-directed and collaborative learning in pairs or groups	**V2**
3.2	Develop a sense of academic ethics in writing assignments	**V3**

C. Course Content

No	List of Topics	Contact Hours
1	Unit 5: Writing about the Future	9
2	Unit 6: Sentence Variety	9
3	Unit 7: Reader Response	9
4	Unit 8: Putting It Together	9
5	Quiz, Midterm and Make Up Exam	3
6	Revision	6
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**		
1.1	Define basic concepts related to writing	Lectures' presentation Collaborative learning Explanations Group discussions Pair work	Multiple choice questions Matching questions Fill in the blanks True / False

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.0	**Skills**		
2.1	Use different grammatical structures in writing	Lectures' presentation Collaborative learning Explanations Group discussions Pair work	Multiple choice questions Matching questions Fill in the blanks True / False Short questions
2.2	Differentiate between tenses and sentence types in writing	Lectures' presentation Collaborative learning Explanations Group discussions Pair work	Multiple choice questions Matching questions Fill in the blanks True / False Short / Long questions
2.3	Assess sentences and paragraphs for errors in grammar, vocabulary, spelling and fragments	Lectures' presentation Collaborative learning Explanations Group discussions Pair work	Multiple choice questions Matching questions Fill in the blanks True / False Short / Long questions
2.4	Draft grammatically correct sentences and paragraphs using all types of sentences	Lectures' presentation Collaborative learning Explanations Group discussions Pair work	Multiple choice questions Matching questions Fill in the blanks True / False Short / Long questions
3.0	**Values**		
3.1	Display self-directed and collaborative learning in pairs or groups	Problem based learning Explanations Group discussions Pair work	Short / Long questions Writing paragraphs
3.2	Develop a sense of academic ethics in writing assignments	Problem based learning Explanations Group discussions Pair work	Writing paragraphs

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	4-6	10
2	Midterm	5-9	20
3	Assignment 1 (OR) Quiz 2	5-10	10
4	Final Exam	16	60

Course Specifications

#	Assessment task*	Week Due	Percentage of Total Assessment Score
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	*Great Writing 1*, Folse, Keith S, April Muchmore-Vokoun, and Elena Vestri. . Fifth Edition. UK, US, Mexico: National Geographic Learning, 2019.
Essential References Materials	Supplementary Materials
Electronic Materials	https://www.time4learning.com/teaching-writing.shtml
Other Learning Materials	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. Goalty, Andrew. An Introductory Course Book: Critical Reading and Writing. London: Routledge,2000.

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

Evaluation Areas/Issues	Evaluators	Evaluation Methods
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	Department Council (session # 2101)
Reference No.	43/54/25644
Date	29/09/21