



Course Specification

(Bachelor)

Course Title: **writing 1**

Course Code: **ENG 121**

Program: **Bachelor's Program in English**

Department: **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**

Version: *Course Specification Version Number*

Last Revision Date: *Pick Revision Date.*



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A. General information about the course:

1. Course Identification

1. Credit hours: (3 hours per week)

2. Course type

A. ☐University ☐College ☐Department ☐Track ☐Others
B. ☐Required ☐Elective

3. Level/year at which this course is offered: (: level 2 /First Year)

4. Course general Description:

This is a 3 credit hours course basically designed for the students of BA in English. This course is 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

5. Pre-requirements for this course (if any):

None

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

The main objective of this course is to

Develop students' writing skills in a graded way 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 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.





2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	33	100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	33
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		33

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify correct grammar, spelling, vocabulary and punctuation rules	K1	Lectures, group discussions, pair work, class room activity	Which is the right spelling? Identify the right spelling. Fill in the gaps with missing letters; Match the pictures with the words in the box below.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				Unscramble the following letters to form meaningful words.
1.2				
...				
2.0	Skills			
2.1	Use appropriate grammar, vocabulary, spelling and different language forms in constructing sentences	S1	Lectures, group discussions, pair work, class room activity	Complete the sentences using the words in the box below. Make changes in the following paragraph. Write two sentences with the same descriptive adjective. Combine two sentences into a single sentence
2.2	Assess sentences for mistakes (grammar, vocabulary, spelling, punctuation, syntax)	S2	Lectures, group discussions, pair work, class room activity	Change the order of the words to write a correct sentence. Circle (or) underline the ten mistakes. Then rewrite the sentences correctly.
...2.3	Draft paragraphs about one's own experiences	S4	Lectures, group discussions, pair work, class room activity	Compose a paragraph on any one of the following topics OR Draft a paragraph on ONE of the following topics
3.0	Values, autonomy, and responsibility			
3.1	Display self-directed and collaborative learning in pairs or groups	V2	Lectures, group discussions, pair work, class room activity	Complete the given task or activity in pair or groups (Group assignment)





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.2	Foster a sense of academic ethics in writing assignments	V3	Lectures, group discussions, pair work, class room activity	Write a paragraph on your own experience (Home assignment)
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Unit-1 (SENTENCES) Grammar: word order in a sentence Vocabulary: common words with the sound of /a/ in cat Writing: write about you and your family	4
2.	Unit -2(SIMPLE PRESENT TENSE OF be) Grammar : simple present tense of 'be' Vocabulary: words with the sound of /e/ in bed Writing: write about your classmates or your friends	4
3.	Unit -3(SIMPLE PRESENT TENSE) Grammar : simple present tense Vocabulary: words with the sound of /i/ in fish Writing: write about things that people usually do	4
4.	Unit -4 (NOUNS) Grammar : nouns Vocabulary: words with the sound of /e/ in bed Writing: write about two cities in the same country. Quiz-1	4
5.	Unit -5 (PRONOUNS) Grammar :using pronouns in sentences Vocabulary :words with sound /u/ in cup Writing: write about the job of someone you know.	4
6.	Quize-2/ Assignment Using dictionary. Developing the vocabulary in a semantic field. Drafting paragraphs on simple topics	4
7.	Supplementary materials	4
8.	Revision and Makeup exam	5
Total		33



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	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	13	60
	Total		100

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Great Writing foundation by Keith S. Folse
Supportive References	Supplementary Materials
Electronic Materials	https://www.time4learning.com/teaching-writing.shtm
Other Learning Materials	<p>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: Course Specifications, Ramadan 1438H, June 2017. Page 7 Open UP, 2000. Goalty, Andrew. An Introductory Course Book: 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. Schmitt, Diane, & Schmidt, Norbert. Focus on Vocabulary: Mastering the Academic Word List. London: Longman, 2005. Ed. New York: nd. 2Academic Writing: A Handbook for International Students Bailey, Stephen. Routledge, 2006.</p>

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	A writing lab is needed to enable students to improve their writing skills
Technology equipment (projector, smart board, software)	he use of the projector or smart board will be an added advantage in this regard



Items	Resources
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching		
Effectiveness of Students assessment		
Quality of learning resources		
The extent to which CLOs have been achieved		
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

