



Course Specification

(Bachelor)

Course Title: Writing 1

Course Code: ENG121-3

Program: Bachelor's Program in English

Department: Department of Foreign Languages

College: College of Arts & Humanities Jazan (Male and Female Campus)

Institution: Jazan University

Version: 2024

Last Revision Date:



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A. General information about the course:

1. Course Identification

1. Credit hours: (3 hours per week)

3hrs.

2. Course type

A. University College Department Track Others

B. Required Elective

3. Level/year at which this course is offered: Level 1/ 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' writing skills. 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-handwriting skill.

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

NA.

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

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 the 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)



Percentage	Contact Hours	Mode of Instruction	No
100	45	Traditional classroom	1
		E-learning	2
		Hybrid	
		<ul style="list-style-type: none"> • Traditional classroom • E-learning 	3
		Distance learning	4

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

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

Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Knowledge and understanding				1.0
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. Unscramble the following letters to form meaningful words.	Lectures, group discussions, pair work, classroom activity	K1	Identify correct grammar, spelling, vocabulary and punctuation rules	1.1
				1.2



Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
				...
Skills				2.0
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	Lectures, group discussions, pair work, classroom activity	S1	Use appropriate grammar, vocabulary, spelling and different language forms in constructing sentences	2.1
Change the order of the words to write a correct sentence. Circle (or) underline the ten mistakes. Then rewrite the sentences correctly.	Lectures, group discussions, pair work, classroom activity	S2	Assess sentences for mistakes (grammar, vocabulary, spelling, punctuation, syntax)	2.2
Compose a paragraph on any one of the following topics OR Draft a paragraph on ONE of the following topics	Lectures, group discussions, pair work, classroom activity	S4	Draft paragraphs about one's own experiences	...2.3
Values, autonomy, and responsibility				3.0





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Complete the given task or activity in pair or groups (Group assignment)	Lectures, group discussions, pair work, classroom activity	V2	Display self-directed and collaborative learning in pairs or groups	3.1
Write a paragraph on your own experience (Home assignment)	Lectures, group discussions, pair work, classroom activity	V3	Foster a sense of academic ethics in writing assignments	3.2
				...

C. Course Content

Contact Hours	List of Topics	No
6	Unit-1 (SENTENCES) Grammar: word order in a sentence Vocabulary: common words with the sound of /a/ in cat Write about you and your family	1.
6	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	2.
6	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	3.
6	Unit -4 (NOUNS) Grammar: nouns Vocabulary: words with the sound of /e/ in bed Write about two cities in the same country. Quiz-1	4.
6	Unit -5 (PRONOUNS) Grammar: using pronouns in sentences Vocabulary: words with sound /u/ in cup Writing: write about the job of someone you know.	5.
7	Quize-2/ Assignment Using dictionary. Developing vocabulary in a semantic field. Drafting paragraphs on simple topics	6.
8	<i>Supplementary materials</i>	7.





45

Total

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10%	4	Quiz 1	1.
20%	9	Midterm	2.
10%	12	Assignment 1 (OR) Quiz 2	3.
60%	17	Final Exam	4.
100%		Total	

*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.</p> <p>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: and</p> <p>2. Academic 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)	the use of the projector or smart board will be an added advantage in this regard
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, Peer Reviewers	Quizzes, Exam, Feedback
Effectiveness of Students' assessment	Faculty, peers	Quizzes, Assignment, Exam
Quality of learning resources	Program Leaders, peer, students	Peer review, feedback, rubrics, Surveys.
The extent to which CLOs have been achieved	Faculty, peers, Program leaders	Quizzes, exam, feedback, surveys
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL/ COMMITTEE	DEPARTMENT COUNCIL (SESSION # 144607)
REFERENCE NO.	15036
DATE	26/12/2024

