



Course Specification

(Bachelor)

Course Title: **Writing- 3**

Course Code: **ENG283-3**

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:

Table of Contents

A. General information about the course:..... 3



B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods.....	4
C. Course Content.....	6
D. Students Assessment Activities.....	6
E. Learning Resources and Facilities.....	7
F. Assessment of Course Quality.....	7
G. Specification Approval.....	8



A. General information about the course:

1. Course Identification

1. Credit hours:

3 hrs.

2. Course type

A. University College Department Track Others

B. Required Elective

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

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

ENG122-3 Writing 2.

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. 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 enables 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 elicited samples of descriptive writing.

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





Percentage	Contact Hours	Mode of Instruction	No
		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
Multiple choice questions	Lectures' presentation	K1	Define basic concepts related to writing	1.1
Matching questions	Collaborative learning			
Fill in the blanks	Explanations			
True / False	Group discussions Pair work			
				1.2
				...
Skills				2.0
Multiple choice questions	Lectures' presentation	S1	Use different grammatical structures in writing	2.1
Matching questions	Collaborative learning			
Fill in the blanks	Explanations			
True / False	Group discussions Pair work			
Short questions				





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Multiple choice questions Matching questions Fill in the blanks True / False Short / Long questions	Lectures' presentation Collaborative learning Explanations Group discussions Pair work	S2	Differentiate between tenses and sentence types in writing	2.2
Multiple choice questions Matching questions Fill in the blanks True / False Short / Long questions	Lectures' presentation Collaborative learning Explanations Group discussions Pair work	S2	Assess sentences and paragraphs for errors in grammar, vocabulary, spelling and fragments	2.3
Multiple choice questions Matching questions Fill in the blanks True / False Short / Long questions	Lectures' presentation Collaborative learning Explanations Group discussions Pair work	S4	Compose grammatically correct sentences and paragraphs using all types of sentences	2.4
Values, autonomy, and responsibility				3.0
Short/Long	Problem- based learning	V2	Display self-directed and collaborative learning in pairs or	3.1





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
questions	Explanations		groups	
Writing paragraphs	Group discussions Pair work			
Writing paragraphs	Problem-based learning Explanations Group discussions Pair work	V3	Develop a sense of academic ethics in writing assignments	3.2
				...

C. Course Content

Contact Hours	List of Topics	No
12	Unit 5: Writing about the Future	1.
11	Unit 6: Sentence Variety	2.
11	Unit 7: Reader Response	3.
11	Unit 8: Putting It Together	4.
45	Total	

D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10	4	Quiz	1.
20	9	Midterm	2.
10	12	Assignment 1 (OR) Quiz 2	3.
60	17	Final Exam	4.
100%		Total	5.

*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 1, Folse, Keith S, April Muchmore-Vokoun, and Elena Vestri. . Fifth Edition. UK, US, Mexico: National Geographic Learning, 2019.
Supportive References	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. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	A language 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)	Internet facility in the classrooms,

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment, Student Evaluation
Effectiveness of Students' assessment	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet
Quality of learning resources	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet
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

