



# Course Specification

(Bachelor)

Course Title: Academic Writing for Engineers

Course Code: ENG 104

Program: English Language Program

Department: NA

College: English Language Program

Institution: Princess Nourah bint Abdulrahman University

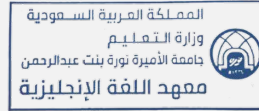
Version: Third version

Last Revision Date:



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المملكة العربية السعودية  
وزارة التعليم  
جامعة الأميرة نورة بنت عبد الرحمن  
معهد اللغة الإنجليزية



## A. General information about the course:

### 1. Course Identification

#### 1. Credit hours:

3 hours

#### 2. Course type

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

#### 3. Level/year at which this course is offered: Level 3 (2023-2024)

#### 4. Course general Description:

This course builds on students' previously accumulated knowledge. It is intended to focus on equipping students with the required skills for academic writing within the context of the key fields of engineering. This includes, and is not limited to the styles, conventions, form, language, and processes involved in producing field-focused academic writing, technical reports, and research review reports relying on appropriate graphical support. Furthermore, it will develop students' skills in writing standard short-form business letters, memos and emails for communication in professional life. Finally, it supports the learner's development of oral presentation skills as well as making informed judgments regarding sources of information and research.

The entry level for this course is upper CEFR B1 English level and students are expected to exit the course at B2 level.

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

ENG 102-2

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

NA

#### 7. Course Main Objective(s):

The main purpose of this course is to provide students with the key knowledge, skills to develop their competencies in academic writing, oral presentation, technical reports, professional communication, and initial research review within the context of major engineering topics and disciplines.

### 2. Teaching mode



No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	60	100%
2.	E-learning		NA
3.	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		NA
4.	Distance learning		NA

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	NA
3.	Field	NA
4.	Tutorial	NA
5.	Others (Practical classroom aspects/projects/tasks)	30
<b>Total</b>		<b>60</b>

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

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Describe the main components, language, and stylistic conventions of technical, business, and academic writing genres.		Group Work Discussion Active Learning Problem Solving	Open and Closed items/Exams 20
<b>2.0</b>	<b>Skills</b>			
2.1	Apply writing strategies in short academic writing, business communications, technical reports		Individual/Group activities Discussions Problem solving Guided discovery Research activities	Research reports Technical reports Presentations





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	within the field of engineering using tailored language, visuals, and logic to navigate diverse formats with clarity and confidence.		<b>Lecture</b>	<b>Assignments and activities 10</b>
<b>2.3</b>	Critique in writing positions and claims of others related to the field of engineering.		<b>Collaborative work Group activities Problem Solving Cooperative learning</b>	<b>Reports Open-Closed items 20</b>
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
<b>3.1</b>	Promote learners' autonomy while interacting with intended audience using appropriate verbal, vocal and non-verbal techniques in delivery.		<b>Scenarios Discussion Groups Note-taking activities Presentation activities</b>	<b>Reports Presentations Open-Closed items 15</b>

### C. Course Content

No	List of Topics	Contact Hours
1.	Intro to the Course/Review/BB Orientation	4 (2L+2P)
2.	Writing Effective Paragraphs	4 (2L+2P)
3.	Business Letters / Memos	4 (2L+2P)
4.	Writing Formal / Informal Emails	4 (2L+2P)
5.	Argumentative Writing (Paragraphs)	6 (3L+3P)
6.	Brief Reports	10(5L+5P)
7.	Compare and Contrast Essay	6 (3L+3P)
8.	Technical Writing (Lab Report/Recommendations/Instruction Sets)	8 (4L+ 4P)
9.	Research Review Reports (Structure of and Collecting Data)	8 (4L+ 4P)
10.	Oral Presentation	6 (3L+3P)
<b>Total</b>		<b>60</b>





## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Writing Assignments: Formal Email	4	5%
2.	Writing Assignments: Cover Letter	5	5%
3.	Technical Report	10	10%
4.	**Midterm Exam	8	15%
4.	Brief Research Report	11	15%
5.	Oral presentations	12	10%
6.	***Final Exam	17	40%

\*\* Midterm Exam includes two sections; Argumentative Paragraph (10%) and Language, convention, and style (5%)

\*\*\* Final Exam includes two sections; Compare and Contract Essay (25%) and Language, convention, and style (15%).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	Mazyad, Suleiman Saleem. (2011) Technical Report Writing Skills, Riyadh, QEH Publishing
Supportive References	Philip A. Laplante. Technical Writing: A Practical Guide for Engineers and Scientists (What Every Engineer Should Know)
Electronic Materials	<ol style="list-style-type: none"> <li>AH Basson &amp; TW von Backström, <b>Guide for Writing Technical Reports For Final Year Projects and Postgraduate Studies in Engineering</b>, Department of Mechanical and Mechatronic Engineering, Stellenbosch University, Third Edition 2007 <a href="https://www.mecheng.sun.ac.za/media/sites/10/20170208-Skryfgids_5_OE.pdf">https://www.mecheng.sun.ac.za/media/sites/10/20170208-Skryfgids_5_OE.pdf</a></li> <li>Dr Helen Prance, <b>Guide to Technical Report Writing</b>, School of Engineering and Design The University of Sussex. <a href="http://www.sussex.ac.uk/ei/internal/forstudents/engineeringdesign/studyguides/techreportwriting">http://www.sussex.ac.uk/ei/internal/forstudents/engineeringdesign/studyguides/techreportwriting</a></li> <li><b>Writing@CSU Writing Guide, Engineering Technical Reports</b> downloaded from the Writing@CSU Web Site at Colorado State University on August 31, 2019 at <a href="https://writing.colostate.edu/guides/guide.cfm">https://writing.colostate.edu/guides/guide.cfm</a></li> </ol>





	<p><a href="http://www.sussex.ac.uk/ei/internal/forstudents/engineeringdesign/studyguides/techreportwriting">http://www.sussex.ac.uk/ei/internal/forstudents/engineeringdesign/studyguides/techreportwriting</a></p> <p>4. <b>Short Reports - Engineering Communication Program:</b> This document was compiled from the following sources: Rensselaer Polytechnic Institute Writing Centre, Handouts; Cecilia Mavrow, Writing in Engineering; Sharon J. Gerson and Steven M. Gerson, Technical Writing: Process and Product.</p> <p><a href="https://ecp.engineering.utoronto.ca/resources/online-handbook/types-of-documents/short-report">https://ecp.engineering.utoronto.ca/resources/online-handbook/types-of-documents/short-report</a></p>
<b>Other Learning Materials</b>	<p>Beer, David F. (2013). A Guide to Writing as an Engineer (4th ed.). Blackwell, John. (2011). A Scientific Approach to Scientific Writing.</p> <p>Yang, Jen Tsi. (1995). An Outline of Scientific Writing: For researches with English as a Foreign Language.</p>

## 2. Required Facilities and equipment

Items	Resources
<p><b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	<p>Medium- sized classrooms with capacity for 35 students furnished with desks and chairs. One or more whiteboard, an integrated sound system, proper lighting system, and a proper air conditioning system.</p>
<p><b>Technology equipment</b> (projector, smart board, software)</p>	<p>PC/ Laptop, Data show, Smart boards, Internet Connection</p>
<p><b>Other equipment</b> (depending on the nature of the specialty)</p>	<p>NA</p>

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
<p><b>Effectiveness of teaching</b></p>	<p>Students, faculty, and department leaders</p>	<p>Surveys Recommendations Questionnaires from the Deanship of Quality and Academic Accreditation Analyzing students' assignments and exam papers Reflection journals Course Report</p>





Assessment Areas/Issues	Assessor	Assessment Methods
<b>Effectiveness of Students' assessment</b>	Faculty and department leaders	Reciprocal tasks Reviewing samples of students' works, assignments and exam papers
<b>Quality of learning resources</b>	Faculty members and program leaders: Program advisory committee:	Surveys and focus groups. Reviewing and examining the documents of the course quality.
<b>The extent to which CLOs have been achieved</b>	Students, faculty, and department leaders	Survey Course Reports Course Portfolio
Other		

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

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

COUNCIL /COMMITTEE	CURRICULUM UNIT
REFERENCE NO.	
DATE	

