



Course Specifications

Course Title:	English Writing
Course Code:	LING 122
Program:	Applied Linguistics
Department:	Applied Linguistics
College:	College of Languages
Institution:	Princess Nourah bint Abdulrahman University



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A. Course Identification

1. Credit hours: 4
2. Course type
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 1
4. Pre-requisites for this course (if any): None.
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	4	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	40

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	40

B. Course Objectives and Learning Outcomes

<p>1. Course Description This course focuses on teaching how to write different types of essays.</p>
<p>2. Course Main Objective</p> <p>1. What is the main purpose for this course? This course will enable students to: Write different types of essays: process , causes and effects , compare and contrast , and argumentative</p> <ul style="list-style-type: none"> • Use academic (MLA) guidelines <p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>Revision of course contents and objectives based on course reports and in light of new research findings.</p> <ul style="list-style-type: none"> •Make use of web-based materials.



3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Define various types of essays for different purposes.	K1
2	Skills :	
2.1	Analyze various texts in relation to target audiences	S4
2.2	Compose different types of essays.	S2
2.3	Justify their ideas to others using clearly stated-statements in well-organized arguments and peer-review others work.	S6
3	Values:	
3.1	Demonstrate their ability effectively to work in a team	V1
3.2	Respond positively to supervisor's guidance and criticism	V3
3.3	Demonstrate good decision making and time management skills.	V4

C. Course Content

No	List of Topics	Contact Hours
1	Course orientation -Course content and evaluation methods. Rules and regulations for expected conduct – General Introduction to the course.	4
2	Chapter 4 (From Paragraph to Essay) Topic sentences Thesis statements Introduction techniques Body, conclusion and Transition signals Conclusion and outline - Exercises	4
3	Chapter 5 (Process Essay) Essay features - Example essay	4
4	Chapter 5 (Process Essay) Essay features - Example essay	4
5	Chapter 6 (Cause and Effect Essay) essay features example essay - exercise	4
6	Chapter 6 (Cause and Effect Essay) essay features example essay - exercise	4
7	Chapter 7 (Comparison and Contrast Essay) Essay features Example essay - exercise	4
8	Chapter 7 (Comparison and Contrast Essay)	4



	Essay features Example essay - exercise	
9	Chapter 8 (Argumentative Essay) essay features example essay exercise	4
10	Chapter 8 (Argumentative Essay) essay features example essay exercise Final Revision	4
Total		40

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 various types of essays for different purposes.	<ul style="list-style-type: none"> ❖ Using Learner-centered instruction that includes task based instruction by practicing the exercises of the students' book , mind mapping, scaffolding, activating prior knowledge, self, peer, and instructor's editing. ❖ Communicative Language Teaching (CLT) i.e.: A-Group work B-Collaborative problem solving and research. C- Use of authentic materials, debates and projects. 	<ul style="list-style-type: none"> Objective questions in midterm and final exams. In-class assessment of student writing by teacher. Assessment of first drafts in sections rather than whole pieces. Individual feedback is given by the instructor based on the students' progress.
2.0	Skills		
2.1	Analyze various texts in relation to target audiences	<ul style="list-style-type: none"> ❖ Using Learner-centered instruction that includes task accompanying, mind mapping, scaffolding, activating prior knowledge, self, peer, and instructor's editing. ❖ Communicative Language Teaching (CLT) i.e.: A-Group work B-Collaborative problem solving and research. C-Writing for a purpose. D- Use of authentic materials, debates and projects. 	<ul style="list-style-type: none"> ❖ In-class assessment of student writing by teacher. ❖ Assessment of first drafts in sections rather than whole pieces. ❖ Individual feedback is given by the instructor based on the students' progress. Mid-terms, exercises and final exam



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Planning, and drafting during class time and review peer's drafts.	
2.2	Compose different types of essays.	<ul style="list-style-type: none"> ❖ Using Learner-centered instruction that includes process writing, mind mapping, scaffolding, activating prior knowledge, self, peer, and instructor's editing. ❖ Communicative Language Teaching (CLT) i.e.: A-Group work B-Collaborative problem solving and research. C-Writing for a purpose. D- Use of authentic materials, debates and projects. E- Planning, and drafting during class time and review peer's drafts. 	<ul style="list-style-type: none"> ❖ In-class assessment of student writing by teacher. ❖ Assessment of first drafts in sections rather than whole pieces. ❖ Individual feedback is given by the instructor based on the students' progress. Mid-terms, exercises and final exam
2.3	Justify their ideas to others using clearly stated-statements in well-organized arguments and peer-review others work.	<ul style="list-style-type: none"> ❖ Communicative Language Teaching (CLT) i.e.: A-Group work B-Collaborative problem solving and research. C- Use of authentic materials, debates and projects. 	<ul style="list-style-type: none"> ❖ Individual feedback is given by the instructor based on the students' progress.
3.0	Values		
3.1	Demonstrate their ability effectively to work in a team	<ul style="list-style-type: none"> ❖ Communicative Language Teaching (CLT) i.e.: A-Group work B-Collaborative problem solving and research. 	<ul style="list-style-type: none"> ❖ In-class assessment of student writing by teacher. ❖ Assessment of first drafts in sections rather than whole pieces. ❖ Individual feedback is given by the instructor based on the students' progress. ❖ assessment of exercises and tasks answers
3.2	Respond positively to supervisor's guidance and criticism	<ul style="list-style-type: none"> ❖ Using Learner-centered instruction that includes process writing, mind mapping, scaffolding, activating prior knowledge, self, peer, and instructor's editing. 	<ul style="list-style-type: none"> ❖ In-class assessment of student writing by teacher. ❖ Assessment of first drafts in sections rather than whole pieces. ❖ Individual feedback is given by the instructor based on the students' progress. ❖Mid-terms, exercises and final exam
3.3	Demonstrate good decision making and time management skills.	<ul style="list-style-type: none"> ❖ Using Learner-centered instruction that includes 	<ul style="list-style-type: none"> ❖ In-class assessment of student writing by teacher.



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		process writing, mind mapping, scaffolding, activating prior knowledge, self, peer, and instructor's editing. ❖ Communicative Language Teaching (CLT) i.e.: A-Group work B-Collaborative problem solving and research.	❖ Assessment of first drafts in sections rather than whole pieces. ❖ Individual feedback is given by the instructor based on the students' progress. ❖ Mid-terms, exercises and final exam

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation	throughout the semester	10%
2	Midterm-test	6	30%
3	Essays Writing	throughout the semester	20%
4	Final exam	TBA	40%

*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 :

- Each instructor will have office hours available for the students.
- Each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.

For academic guidance, students may consult their assigned academic advisors.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Longman Academic Writing 4: Essays (5th Edition) <u>Alice Oshima</u> and <u>Ann Hogue</u>
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Essential References Materials	Regina L. Smalley, M. Ruetten and J. Kozyrev.(2001)Refining Composition Skills. Rhetoric and Grammar.U.K.: Heinle& Heinie.5 th Edition.
Electronic Materials	Wiki Blackboard Twitter Writing Studio website My writing lab.
Other Learning Materials	None

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
Technology Resources (AV, data show, Smart Board, software, etc.)	E-podium system (computer and a projector).
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	E-podium system (computer and a projector).

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1- Effectiveness of Teaching	Students/ program management / teaching staff	Students' general standard in the course based on their test scores. Assignments completed by the students in accordance with expected standards. Tracking the students' progress and grades. Using anonymous students' feedback throughout semester. • Students' evaluation of the course via questionnaires.
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructo	Program/Department Instructo	Regular meetings to be held by the course coordinator. Examining the course/teacher evaluations at the quality assurance unit at the end of each semester.



Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<p>Examining the students' grades by the department. Evaluation of a sample exam by the department.</p>
<p>3. Processes for Improvement of Teaching</p>	<p>Course coordinator & Teaching staff</p>	<p>Workshops and training sessions to be held by the course coordinator. Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.</p>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p>	<p>An independent member teaching staff & staff at another institution</p>	<ul style="list-style-type: none"> • A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s). • Second marking can also be an effective strategy for verifying standards student achievement and marking policy. • Internal course periodic review occurs in accordance with NCAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p>	<p>Program management</p>	<ul style="list-style-type: none"> • Reviewing recommendations by previous teaching staff in course report and studying their possible application. • Meeting of teaching staff arranged by the course coordinator is aimed as brainstorming for ideas on developing



Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<p>the course at the beginning of the semester.</p> <ul style="list-style-type: none"> • Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks. • Students will be encouraged to express/write their opinions about the course and will be asked to suggest ways to improve it.

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	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Reference No.	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Date	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

