اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	**Professional Writing**
Course Code:	**LING 123/ LING 223T**
Program:	**Applied Linguistics**
Department:	**Applied Linguistics**
College:	**Languages**
Institution:	**Nourah bint Abdulrahman University**

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Table of Contents

A. Course Identification

1. Credit hours: 4	

2. Course type

a. University ☑ College ☐ Department ☐ Others ☐

b. Required ❋ Elective ☐

3. Level/year at which this course is offered: Level 2

4. Pre-requisites for this course (if any)**:**
Advanced Writing LING 122

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	-	-

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

1. Course Description

The Professional Writing course is designed to prepare students to communicate clearly and effectively using a variety of tools and media. Students gain competencies that include writing, editing, problem solving, document design, rhetoric, interpersonal communication, collaboration, specialized expertise, and fluency in modern communication technologies. It teaches students how to write a standard and style demanded by a particular profession, such as journalism, marketing, advertising, public relations, military, and technical writing and in many other fields such as law, medicine, business documents, such as emails, memos, proposals, and reports. They will also learn how to edit effectively these documents for maximum impact.

2. Course Main Objective

The students will be able to—

- build on skills they have developed in Reading and Writing course and be ready to write different types of essays: **narrative, exploratory, expository, argumentative.**
- search for reliable sources that support (and oppose) their arguments
- apply the appropriate rhetorical patterns to a specific writing task.

Develop strong English-language writing and communication skills

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	State principals of professional writing.	K1
1.2	Define the requirements for each specific sections of the writing tasks.	K1
2	**Skills:**	
2.1	Plan and develop different types of professional writings using different planning strategies for different types of audiences.	S2
2.2	Revise, edit and proofread their own writings and others.	S3
3	**Values:**	
3.1	Demonstrate their ability effectively to work in a team and respond positively to supervisor's guidance and criticism.	V1

C. Course Content

No	List of Topics	Contact Hours
1	Chapter 1: Effective Business Communication – Communication in context Chapter 3: Understanding Your Audience – Perception	4
2	Chapter 4: Effective Business Writing – Principles, oral vs. written Chapter 5: Writing Preparation – Think, then write	4
3	Chapter 6: Writing – Organization, style, paraphrase, plagiarism	4
4	Chapter 7: Revising and Printing Your Writing – Revision, evaluating, proofreading Chapter 8: Feedback in the Writing Process – Feedback as opportunity	4
5	20.4: Structure and Style of Effective Email Communication	4
6	Chapter 9: Business Writing in Action – Proposal	6
7	Chapter 9: Business Writing in Action – Report	6
8	Chapter 20: Communicating for Employment Resumes and Cover letters	4

9 + 10	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	State principals of professional writing.	❖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. Planning, and drafting during class time and review peer's drafts.	❖ 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
1.2	Define the requirements for each specific sections of the writing tasks.		
2.0	**Skills**		
2.1	Plan and develop different types of professional writings using different. planning strategies for different types of audiences.	❖ Using Learner-centered instruction that includes process writing, mind mapping, scaffolding, activating prior knowledge, self, peer, and instructor's editing. ❖ Communicative Language Teaching (CLT) ie. A-Group work	❖ In-class assessment of student writing by teacher. ❖ Assessment of first drafts in sections and the final draft as whole piece as part of the portfolio. ❖ Individual feedback is given by the
2.2	Revise, edit and proofread their own writings and others.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		B-Collaborative problem solving and research. C-Writing for a purpose.	instructor based on the students' progress. ❖ Self-evaluation and peer evaluation of assignments. Quizzes, Mid-terms, and final exam
3.0	**Values**		
3.1	Demonstrate their ability effectively to work in a team and respond positively to supervisor's guidance and criticism.	Writing group activities in class and assignments	Assessment of activities in class and assignments. Quizzes, Mid-terms, and final exam.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Business email	5	4%
2	Business proposal	6-7	8%
3	Business report	7-8	8%
4	Resume	9	5%
5	Quiz	4	5%
6	Mid-term	5	30%
7	Final	TBA	40%
8	Total		100%

*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.
- Also, 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. All readings for the course will be available via library reserves.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Schmitz, Andy. (2015) Business Communication for Success. The University of Minnesota Libraries' Publishing Services

Essential References Materials	1. Leslie A. Olsen, and Thomas N. Huckin. (1991). Technical Writing and Professional Communication 2nd Edition. McGraw-Hill. 2. Petelin, Roslyn and Marsha Durham. (1992) The Professional Writing Guide: Writing Well and Knowing Why. Allen & Unwin. 3. Peeples, Tim. (2005). Professional Writing and Rhetoric: Readings from the Field 1st Edition. 4. Rude ,Carolyn D. and . Dale L. Sullivan. (2001). Writing a Professional Life: Stories of Technical Communicators On and Off the Job (Part of the Allyn & Bacon Series in Technical Communication) 1st Edition.
Electronic Materials	N/A
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
Effectiveness of Teaching	Students and Faculty	● 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.

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Evaluation of Teaching	Instructor or Department	• 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. • Examining the students' grades by the department. • Evaluation of a sample exam by the department.
Improvement of Teaching	Coordinator and Instructors	• 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.
Standards of Students Achievement.	Teaching staff	• 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 NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.
Quality of the course	Faculty, program leader, and QA manager	• Reviewing recommendations by previous teaching

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		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 the course at the beginning of the semester. ● 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

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