

ATTACHMENT 5.

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

Writing 3 (English 212)

**T6. Course Specifications
(CS)**

Course Specifications

Institution: King Khalid University	Date: April 2016
College/Department: Faculty of Languages and Translations, English Department	

A. Course Identification and General Information

1. Course title and code: Writing 3, English 212			
2. Credit hours: 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor of Arts, English			
4. Name of faculty member responsible for the course Weatherford Thomson			
5. Level/year at which this course is offered Level 3			
6. Pre-requisites for this course (if any) Writing 2, English 116			
7. Co-requisites for this course (if any) N/A			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	XX	What percentage?	100%
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

Students will produce clear, compact essays (about 350 words), using proper paragraph structure, with a demonstration of good syntax, grammar, punctuation, and spelling.

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).

N/A

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

The course enables students to consolidate writing skills acquired from previous levels, and to extend those skills into a simple essay format. Students focus on gathering, organizing, and analyzing information, in order to provide a foundation for higher levels of writing.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Organization and Review of Fundamentals	1	3
Paragraph to Short Essay	2	6
Descriptive Essays	2	6
Narrative Essays	2	6
Opinion Essays	2	6

Comparison and Contrast Essays	2	6
Designated Writing Practice	2	6
Tests and Associated Reviews	2	6

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					
Credit	3					

3. Additional private study/learning hours expected for students per week.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	<i>Writing personal, descriptive, analytical essays.</i>	<i>Lecturing, writing practice, discussions and explanations of strategies and techniques, in-class activities, study of text book, corrective feedback, pair work, and group activities.</i>	<i>Two progress tests, one final exam, homework assignments/quizzes, and class participation (discussion).</i>
1.2	<i>Master punctuation, capitalization, and sentence structure rules.</i>	<i>(see above)</i>	<i>(see above)</i>
2.0	Cognitive Skills		
2.1	<i>Developing the skills to argue, analyze, investigate, hypothesize, and compare/contrast.</i>	<i>Emphasizing the process of writing, through the use of writing samples, to augment learning and understanding.</i>	<i>Through observing general comprehension of subject matter, individual progress, and interpersonal relationships, as well as the assessments listed in field 1.1.</i>
2.2	<i>N/A</i>		
3.0	Interpersonal Skills & Responsibility		
3.1	<i>Written communicative skills in order to argue, analyze, investigate, hypothesize, and compare/contrast.</i>	<i>Elaboration on the writing process while encouraging student participation through maximum output.</i>	<i>Observing student participation in classroom discussions and other group work.</i>
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	<i>N/A</i>		
4.2	<i>N/A</i>		
5.0	Psychomotor		
5.1	<i>N/A</i>		
5.2	<i>N/A</i>		

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)							
	1.1	1.2		2.1		3.1		4.2
1.1	X			X		X		X
1.2	X			X		X		X
2.1	X			X		X		X
3.1	X			X		X		X

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Participation	Various	10%
2	First Progress Test	7	20%
3	Second Progress Test	13	20%
4	Final Exam	16	50%
5			
6			
7			
8			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Faculty office hours = 7 per week

Language Enhancement Program (LEP) = Volunteering 2 hours is recommended.

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E Learning Resources

1. List Required Textbooks Effective Academic Writing 2, Alice Savage and Masoud Shafiei, Oxford University Press
2. List Essential References Materials (Journals, Reports, etc.) Oxford Advanced Learner's Dictionary
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) Webster's New World College Dictionary (Fifth Edition)
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. BlackBoard
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classroom: 30 seats with whiteboard and projector
2. Computing resources (AV, data show, Smart Board, software, etc.) N/A
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) N/A

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
Confidential Student Questionnaires
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
a. Occasional in-class observations by the department chairman. b. Peer observation.
3. Processes for Improvement of Teaching
a. In-house workshop. b. Working group meetings. c. Training new instructors to the course.
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)
a. Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards b. Mutual checking of random samples of examination papers by coordinators and other teachers of the same course
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
a. Regular meetings among teachers and the course coordinator b. Regular meetings by the curriculum review committee c. Departmental council meetings to discuss and finalize proposals made for the curriculum

Name of Instructor: **Weatherford Thomson**

Signature: _____ Date Report Completed: **April 2016**

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: _____