

ATTACHMENT 5.

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation &
Assessment

T6. Course Specifications
(CS)

Course Specifications (Writing 4)

Institution King Khalid University	Date 31-3-2016
College/Department / Languages and Translation / English Department	

A. Course Identification and General Information

1. Course title and code: 217			
2. Credit hours 45 hs			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English			
4. Name of faculty member responsible for the course Dr. Hasan Jaasha, Dr. Ahmed Sweity, Dr. Sourin Dr. Mohammed Othman			
5. Level/year at which this course is offered: Level 4, 3 rd year			
6. Pre-requisites for this course (if any) Eng 212			
7. Co-requisites for this course (if any) NA			
8. Location if not on main campus Main Campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="text" value="///"/>	What percentage?	<input type="text" value="90"/>
b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. other	<input type="text" value="///"/>	What percentage?	<input type="text" value="10"/>

Comments:

B Objectives

<p>1. What is the main purpose for this course?</p> <ol style="list-style-type: none"> 1. To recapitulate, reinforce and develop work done at levels 1-3. 2. To select and apply pre-writing strategies to generate ideas and develop a plan. 3. To organize drafts via paragraphing, outlining, adding and deleting. 4. To use vocabulary, sentence structure, organization and rhetorical devices appropriate to audience and purpose.
<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> <ol style="list-style-type: none"> 1-Increasing the plan for using e-learning in teaching this course. 2- the content of the used material is above the students' level. We should use material fits the students environment and cultures.

C. Course Description: This as an “advanced” course is to enable students to write clear, coherent and well constructed essays that conform to accepted conventions and norms in a variety of writing genres.

1 Topics/Items/Units to be Covered		
Topics	No of Weeks	Contact hours
1: Paragraphing, Outlining, adding and deleting	2	6

2: The Five-Paragraph Essay	2	6
3: Process Analysis Essays	2	6
Revision/ First Mid Term (7th Week)	1	3
4: Cause and Effect Essays	2	6
5: Argumentative Essays	2	6
6: Classification Essays	1	3
Revision/ Second Mid Term (13th Week)	1	3
7: Reaction Essays	2	6
Revision/Final Examination (16th Week)	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					
Credit	45					45

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	1-Write personal, descriptive, analytical essays	Group work activities	Quizzes, exams
1.2	2-Write process analysis, cause and effect, argumentative, reaction and reflective essays.	Teaching, group works	Quizzes and exams
2.0	Cognitive Skills		
2.1	1-Reasoning faculty with special focus on induction, deduction and cause /effect relationships	process of writing through the use of logical reasoning and elaboration	Assignment, quizzes exam, group work
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	Written communication skills in order to argue, analyse, investigate, hypothesis and compare/contras	Teaching by elaborating the writing process and encouraging students' input	Observing student interaction in pair/group work
3.2			
4.0	Communication, Information Technology, Numerical (NA)		
4.1			
4.2			
5.0	Psychomotor (NA)		
5.1			
5.2			

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		3.2		4.1	
1.1	//			//					
2.1	//								
3	//								

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Quizzes	Every 2 weeks	10%
2	Mid-term 1	7 th week	20%
3	Mid-term 2	13 th week	20 %
4	Final Examination	16 th week	50%

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)

Teachers are available 5 hours every week in their offices to provide individual student consulting

E Learning Resources

1. List Required Textbooks Effective Academic Writing-3 , By: Jason Davis & Rhonda Liss
2. List Essential References Materials (Journals, Reports, etc.) Oxford Advanced Learner's Dictionary
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. TOEFL-Prep Writing practice site
5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

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Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)
2. Computing resources
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching: <ul style="list-style-type: none"> • Confidential completion of standard course evaluation questionnaire by students at the end of each semester • Occasional student-faculty meetings to get students' feedback
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> • In-class observation by other colleagues • Peer observation • Observation by external experts
3 Processes for Improvement of Teaching <ul style="list-style-type: none"> • Workshops by internal and external experts • Coordination between teachers of different sections of the same course

<ul style="list-style-type: none">• Training and orientation for new instructors of the course
<p>4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <ul style="list-style-type: none">• Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department• Mutual checking of random samples of examination papers by coordinators and other teachers of the same course
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none">• Regular meetings between teachers and course coordinator• Regular meetings by The Curriculum Review Committee• Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee.

Name of Instructor: Dr. Hasan M.S. Jaashan

Signature: _____ Hasan Mohammed Jaashan

Date Report Completed: 31/3/2016 _____

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____

Date Received: _____