اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Writing Skills
Course Code:	ENGL1220
Program:	
Department:	
College:	College of Business Administration
Institution:	Prince Sattam bin Abdulaziz University

VISION رؤية
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

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A. Course Identification

1. Credit hours: 5(4, 1, 0)	

2. Course type

a. University ☐ College ☑ Department ☐ Others ☐

b. Required ☑ Elective ☐

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**	62	86%
2	**Blended**	10	14%
3	**E-learning**		
4	**Distance learning**		
5	**Other**		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	72
2	**Laboratory/Studio**	-
3	**Tutorial**	-
4	**Others** (specify)	-
	Total	6x12 =72

B. Course Objectives and Learning Outcomes

1. Course Description

Worksheets as well as web-based readings/writing texts are provided as scaffold during the lecture. Information technology is used to enhance high-interest, interactive classroom discussions. Writing samples of peers serve as springboards for activities in text analysis, classification, writing, information transfer, and the contextualization and development of vocabulary. Immediate and detailed feedback on students' script is given to promote their active involvement and reinforcement of learning.

2. Course Main Objective

This course aims at teaching the general principles of paragraph writing. This includes brainstorming, topic sentence, supporting sentences, introduction, and supporting paragraphs, respectively, as well as the conclusion. Special attention is given to making proper lexical choices and minimizing mother-language interference.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	Define key terms in the writing process, e.g., topic sentence, supporting sentences, details, and concluding sentence	K1 & K2
1.2	Identify the main steps and components of writing an effective paragraph	K5
1.3	List a broad range of words, phrases, and expressions for writing about different topics	K4
2	**Skills :**	
2.1	Write effective paragraphs on various topics addressing diverse audience, purposes, and situations	S1
2.2	Follow various strategies and organizational techniques for writing paragraphs	S2
3	**Values:**	
3.1	Communicate effectively in writing	V1
3.2	Giving credit to others when citing and reporting them	V2
3.3	Work in a team for editing, proofreading, and revising written texts	V3

C. Course Content

No	List of Topics	Contact Hours
1	a. **Handwriting Practice** b. **Introduction to Grammatical Concepts related to Sentence Patterns such as Subject, Object, Verb, Adverb, Gerund, Infinitive, Noun, Pronoun, Adjective, etc.** c. **Sentence Types, e.g. Affirmative, Negative, Imperative, etc.** d. **Basic rules of writing, e.g. Punctuation, Capitalization, etc.**	6
2	**Unit 1: What is a good job?** a. Writing a main idea and supporting sentences Verbs + Infinitives + Spelling Drill b. Sentence Pattern No. 1 and 2 c. Compulsory rigorous 2-page assignment on using words into sentences from Unit 1 and/or 2.	6
3	**Unit2: Why do people immigrate to other countries?** a. Writing compound sentences with *but* and *so* b. Simple past with regular and irregular verbs c. Sentence Pattern No. 3 and 4 d. Spelling Drill e. Words Sentences	6
4	**Unit3: Why is vacation important?** a. Using correct paragraph structure b. Sentence with *because* c. Sentence Pattern No. 5 and 6 d. Spelling Drill e. Words Sentences	12
5	**Unit4: What makes you laugh?** a. Writing a topic sentence. b. Sentence with *when.* c. Sentence Pattern No. 7 and 8	6

		d. Spelling Drills e. Words Sentences	
6	**Unit5: How do sports make you feel?** a. Writing supporting sentences and details. b. Prepositions of location c. Sentence Pattern No. 9 and 1		6
7	**Unit6: How much information do people need?** a. Writing concluding sentences b. Infinitives of purpose c. Sentence Pattern No. 11 d. Spelling Drills e. Words Sentences		12
8	**Unit7: How are Children and Adults different?** a. Making a time line to plan your writing. b. Spelling Drills c. Words Sentences d. A guided assignment on the usage of grammatical concepts such as infinitive, use of connectors (e.g. because, when, etc.		12
9	**Unit8: What are you afraid of?** a. Contrasting ideas with *however*. b. Comparative adjectives c. Spelling Drills d. Words Sentences		6
Total			72

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 key terms in the writing process, e.g., topic sentence, supporting sentences, details, and concluding sentence	Lecture Small group work	Exams Assignments
1.2	Identify the main steps and components of writing an effective paragraph	Lecture Brainstorming	Exams Assignments
1.3	List a broad range of words, phrases, and expressions for writing about different topics	Lecture Small group work	Quizzes Assignments Exams
2.0	**Skills**		
2.1	Write effective paragraphs on various topics addressing diverse audience, purposes, and situations	Lectures	Exams
2.2	Follow various strategies and organizational techniques for writing paragraphs	Lectures	Assignments Exams
3.0	**Values**		
3.1	Communicate effectively in writing	Class participation	Assignments

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			Exams
3.2	Giving credit to others when citing and reporting them	Developing mental strength to write paragraphs	Observations and motivational coaching
3.3	Work in a team for editing, proofreading, and revising written texts	Group discussion	Feedback on the group's project

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1st Mid. Term examination	7	20%
2	Quiz 1	4	10%
3	Quiz 2	9	10%
4	Assignment 1	3	5%
6	Assignment 2	11	5%
7	Final examination	13	50%

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 and every faculty member of management department is required to assign 6 hours per week as office hours for students' consultation and guidance. Students are informed at the beginning of the classes about the office hours

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Sarah Lynn (2012) *Q: Skills for Success, Reading and Writing*, Special Edition (2nd ed.). OUP, Oxford.
Essential References Materials	a. *Skills for Effective Writing,* Level 2 Student Book, Cambridge University Press, 2013. b. Savage, Alice. Effective Academic Writing (Second Edition). New York: Oxford University Press, 2012.
Electronic Materials	https://owl.english.purdue.edu/owl/section/2/10/ http://www.englishcompanion.com http://onestopenglish.com http://englishclub.org http://englishforeveryone.com http://myenglishpages.com www.grammarly.com/

Other Learning Materials	None

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• **35 chairs** • **Teacher table or desk** • **Power supply**
Technology Resources (AV, data show, Smart Board, software, etc.)	• **Active board or smart board** • **Wireless internet**
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching **Students Feedback through survey:** At the end of each academic semester, students' feedback is taken. A survey form entitled, *Course Evaluation Survey* (CES) provided by NCAAA is administered by Quality & Development Unit regularly using the Survey Monkey portal. In the CES, Q.No.5 to Q.No.9 reflects the students' opinion on the effectiveness of teaching. Further, students can also provide their feedback on the effectiveness of teaching using the open ended questions given at the end of CES.	**Students**	Direct
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department **# Peer-Observation:**	Peer Reviewers	Direct

Evaluation Areas/Issues	Evaluators	Evaluation Methods
A senior faculty from the college/department nominated by DC visits the class and observes at least 2-3 classes during the entire semester. Peer observer provides his feedback on a template provided by Deanship of Development & Quality viz. *class observation form* for developing the teaching learning process. # **Self-Assessment:** At the end of each semester, the course instructor self-reflects his experiences during the semester and prepares the *course report*, which is discussed at the DC/CC for further improvement.		
3 Processes for Improvement of Teaching # **Conduct of workshop on Teaching Methodology:** Each academic year Deanship of Development & Quality conducts various workshops on teaching methodologies and tools and faculty are nominated to attend these workshops. # **Periodical Review of the Teaching Strategies:** The Department council periodically reviews the teaching strategies of individual faculty members mentioned in course specifications and suggest measures for Improvement of Teaching**.**	Program Leaders	Indirect
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	Faculty	Indirect

Evaluation Areas/Issues	Evaluators	Evaluation Methods
sample of assignments with staff at another institution) **# In-house check marking of final Assessment Sheets** Check marking by an independent member of teaching staff of a sample of student work **# External Experts Independent verification and opinion:** Department randomly select the samples of students' work (Exam answer sheets, home assignments etc.) from the faculty course portfolio and send it to the external evaluators already identified by each department. **# Maintaining the Course Portfolio:** Each semester updating the course portfolio by providing samples of all kind of assessment.		
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. # The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils. # The head of department and faculty take the responsibility of implementing the proposed changes.	HOD	Direct

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	
Reference No.	
Date	