



# Course Specification

## (Bachelor)

<b>Course Title:</b> Writing 1
<b>Course Code:</b> LANT1203
<b>Program:</b> English Language Program
<b>Department:</b> Languages and Translation Department
<b>College:</b> Education and Arts College
<b>Institution:</b> University of Tabuk
<b>Version:</b> 10. 2023
<b>Last Revision Date:</b> 2022

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## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours: ( 3 )</b>					
<b>2. Course type</b>					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required			<input type="checkbox"/> Elective	
<b>3. Level/year at which this course is offered: (Level 3)</b>					
<b>4. Course General Description:</b>					
Writing 1 develops students' skills to write well-structured and meaningful paragraphs. The course begins by covering pre-writing techniques and moves onward to more defined paragraph-related elements including topic sentences, supporting sentences, concluding sentences, and paragraph coherence and unity. A review of appropriate grammatical structures is also provided where necessary. Two kinds of paragraphs are highlighted in this course: descriptive and narrative.					
<b>5. Pre-requirements for this course (if any):</b>					
None					
<b>6. Co-requirements for this course (if any):</b>					
NA					
<b>7. Course Main Objective(s):</b>					
The purpose of writing 1 is to develop learners' skills to write well-structured and meaningful paragraphs. Also, it aims to familiarize learners with pre-writing techniques. Learners will be able to recognize and develop paragraph elements such as topic sentence, supporting sentences, concluding sentences, and paragraph coherence and unity. They will be able to practice writing two kinds of paragraphs: descriptive and narrative.					

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	% 100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)





No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	
Total		45

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize a well-structured paragraph with a clear topic sentence, well-developed supporting ideas, and a relevant conclusion.	K1	Lectures Group discussions Teacher-guided activities	Exams
1.2	Identify two different paragraph types: descriptive and narrative.	K1	Tutorial Hands-on exercise	Exams and homework
2.0	Skills			
2.1	Write a well-structured paragraph with a clear topic sentence, well-developed supporting ideas, and a relevant conclusion.	S1	Lectures Group discussions Teacher-guided activities Tutorial Hands-on exercise	Exams and homework
2.2	Analyze paragraph parts: topics sentence, supporting sentence, and concluding sentence.	S4		
2.3	Employ two different paragraph types: descriptive and narrative.	S1		
3.0	Values, autonomy, and responsibility			
3.1	Adhere to academic values and ethics.	V1	Lectures Group discussions Teacher-guided activities	1.Class participation 2.Exams 3. Assignments
3.2	Complete autonomous tasks with responsibility.	V2	Lectures Group discussions	





Code	Course Learning Outcomes	Code of CLOs aligned with the program	Teaching Strategies	Assessment Methods
			Teacher-guided activities	
3.3	Complete collaborative tasks with responsibility.	V3	Lectures Group discussions Teacher-guided activities	1.Class participation 2.Exams 3. Assignments

### C. Course Content

No	List of Topics	Contact Hours
1	The Sentence and the Paragraph: Formatting a paragraph, Paragraph organization and the topic sentences	3
2	The Sentence and the Paragraph: Supporting sentences, Concluding sentences, Unity within a paragraph and Coherence within a paragraph	3
3	The Sentence and the Paragraph: Simple sentence structure, Punctuation and capitalization, Fragments and Run-on sentences.	3
4	Descriptive Paragraphs: Descriptive organization, Brainstorming ideas and Brainstorming vocabulary Writing an outline	3
5	Descriptive Paragraphs: Using specific language, using adjectives in descriptive writing and Using Be to describe and define.	3
6	Descriptive Paragraphs: Practice using specific language.	3
7	Practice using adjectives in descriptive writing and Practice writing with a time limit	3
8	Narrative Paragraphs: Narrative organization, brainstorming ideas, brainstorming vocabulary and writing an outline.	3
9	Narrative Paragraphs: Using sensory and emotional details, showing order of events in narrative paragraphs, showing simultaneous events and writing a first draft	3
10	Narrative Paragraphs: Using the past continuous Editing, and rewriting first draft	3
11	Narrative Paragraphs: Using the simple past, Editing, and rewriting first draft	3
12	Narrative Paragraphs: Review sensory and emotional details.	3
13	Review order of events and Practice writing with a time limit.	3
14	Focused Paragraph writing practice, Brainstorming, Outlining, Write first draft and Exchanging peer feedback (part 1)	3
15	Focused Paragraph writing practice, Brainstorming, Outlining, Write first draft and Exchanging peer feedback (part 2)	3
Total		45

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Homework	Throughout	20%
2.	Midterm Exam 1	6	20%
3.	Midterm Exam 2	12	20%
4.	Final Exam	16	40%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).





## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	Savage, A. & Mayer, P. (2017). <i>Effective academic writing 1</i> (2 <sup>nd</sup> Edition). Oxford, UK: Oxford University Press.
<b>Supportive References</b>	Oshima Alice, Hogue Ann. (2006). <i>Writing Academic English</i> (4th Edition). The Longman Academic Writing Series
<b>Electronic Materials</b>	Greetham, B. (2013). <i>How to Write Better Essays: Palgrave Macmillan</i> .
<b>Other Learning Materials</b>	<a href="http://www.eslcafe.com/bookstore/writing.html">http://www.eslcafe.com/bookstore/writing.html</a> <a href="https://learnenglish.britishcouncil.org/skills/writing">https://learnenglish.britishcouncil.org/skills/writing</a> <a href="https://www.english.com/writing-skills-paragraph/">https://www.english.com/writing-skills-paragraph/</a> <a href="https://www.grammarly.com/?q=essay&amp;utm_source=google&amp;utm_medium=cpc&amp;utm_campaign=11862360209&amp;utm_content=487962301813&amp;utm_term=mla%20style&amp;matchtype=b&amp;placement=&amp;network=g&amp;gclid=CjwKCAjwkvWKBhB4EiwA-GHjFmVyBziLRjBc-M8doRAuASS6fY6UjWBHh8KJLRgFwFiLwt2a_RgDExoCoK4QAvD_BwE&amp;gclidsrc=aw.ds">https://www.grammarly.com/?q=essay&amp;utm_source=google&amp;utm_medium=cpc&amp;utm_campaign=11862360209&amp;utm_content=487962301813&amp;utm_term=mla%20style&amp;matchtype=b&amp;placement=&amp;network=g&amp;gclid=CjwKCAjwkvWKBhB4EiwA-GHjFmVyBziLRjBc-M8doRAuASS6fY6UjWBHh8KJLRgFwFiLwt2a_RgDExoCoK4QAvD_BwE&amp;gclidsrc=aw.ds</a> <a href="https://owl.purdue.edu/">https://owl.purdue.edu/</a>

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Computer lab
<b>Technology equipment</b> (projector, smart board, software)	Classrooms equipped with data shows
<b>Other equipment</b> (depending on the nature of the specialty)	NA

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	<p>1. Direct method:</p> <p>Looking at actual samples of student work in the course such as assignments, projects...etc.</p> <p>2. Indirect method:</p> <p>Faculty-student meetings to get students' oral feedback.</p> <p>Surveys: Confidential (anonymous) completion of a course evaluation questionnaire</p>



Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students' assessment	Faculty	Assessment of the Course Reports and the Program Annual Report
Quality of learning resources	Faculty / Students	Assessment of the Course Reports and the Program Annual Report
The extent to which CLOs have been achieved	Coordinators / Program Leaders	Assessment of the Course Reports and the Program Annual Report
Teaching by the instructor or by the department	Peer Reviewer	1. Direct method:  Looking at actual samples of student work in the course such as assignments, projects...etc.  2. Indirect method (survey): Regular meetings between the teachers and the course coordinator Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Improvement of teaching	Program chair	Assessment of the Course Reports and the Program Annual Report
Standards of student achievement	Faculty	Assessment of the Course Reports and the Program Annual Report
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	Department Council
<b>REFERENCE NO.</b>	Meeting No. 9/1445
<b>DATE</b>	15/4/1445

