ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

Course Specifications

Institution: Al Yamamah University	Date: September 18, 2017
College/Department: LAW / Humanities	

A. Course Identification and General Information

1. Course title and code: ENG 101 – Essay Writing
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) All Programs
4. Name of faculty member responsible for the course: Mr. Mohamed Haroun
5. Level/year at which this course is offered: 1st Year (After the Orientation Year)
6. Pre-requisites for this course (if any): Completion of the Orientation English Program
7. Co-requisites for this course (if any): None
8. Location if not on main campus: N/A
9. Mode of Instruction (mark all that apply):   a. Traditional classroom   Yes   What percentage?   70   b. Blended (traditional and online)   Yes   What percentage?   30   c. E-Learning   What percentage?   d. Correspondence   What percentage?   e. Other   What percentage?   Comments: While certain aspects of this course are taught in class, students are required to do extensive research on their own and correspond with the teacher online and through LMS.

B Objectives

1. What is the main purpose for this course?
 	
To develop the following:
 	
    1. Ability to write well-organized essays on various rhetorical modes
    2. Ability to support arguments in a research paper using reliable documented sources
    3. Ability to read critically various types of texts
    4. Ability to write a research paper that fulfils the four principles of effective writing: unity, support, coherence, and sentence skills.

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: This course is an advanced-level writing course that requires extensive reading and writing. The primary goal of this course is three-fold: (a) to provide students with practical information about the essentials of writing that can be applied to both academic and professional contexts. It will cover the writing process from the prewriting stages of planning and organization through actual writing, revision, and editing; (b) to improve students' writing skills and prepare them to write a formal research paper; (c) to demonstrate and refine their acquired research skills by critically reading and evaluating sources in addition to using them as supporting evidence in their essays.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to course and characteristics of academic writing	1	3
Skills Related to Academic Writing – Paraphrasing and Summarizing	1	3
Skills Related to Academic Writing – Comparisons, Generalizations, Definitions, and Examples	1	3
Research Topic Proposal and Content of Research Papers	1	3
Conducting Research and Producing Outlines	1	3

Surveys and Questionnaires	1	3
References and Incorporating Research	1	3
Reading and Writing Analysis	3	9
Skills Related to Academic Writing – Passive Voice, Linkers, and Verbs of Reference	1	3
Writing Introductions and Conclusions	1	3
Incorporating Primary Research into the Research Paper	1	3
Producing an Abstract	1	3
Rewriting and Proofreading	1	3
Revision and Final Exam Preparation	1	3
Final Exam		Finals Week

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	48	N/A	N/A	N/A	N/A	48
	Actual	48	N/A	N/A	N/A	N/A	48
Credit	Planned	3	N/A	N/A	N/A	N/A	3
	Actual	3	N/A	N/A	N/A	N/A	3

3. Additional private study/learning hours expected for students per week. | 10 |

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	101 – Students are expected to engage with college level or academic writings and readings to develop criteria to enhance their written discourse on several rhetorical modes of writing	•Analyze examples of target documents (readings and writings) •Engage in completing individual and collaborative writing assignments •Offering error analysis, feedback, workshops •Share and discuss written work on multiple drafts and revisions •Allow for student reflection and teacher instruction to guide students along the way	The writing process is measured by free and controlled drafting/practice before the final piece of work is complete. Students take five quizzes which assess strategies related to academic writing (10%). Additionally, there are five assignments related to the completion of the research paper (10%) and the final research paper (10%). Apart from the assignments, the assessment is based on a midterm exam (20%), attendance (10%) and participation (10%). The class culminates in a final exam worth 40% of the final grade. Quality of written work determines if the student succeeds or not. Additionally, in class discussion and engaging with the peers/teacher as a whole is paramount to success in the course. This affects the grades assigned for attendance and participation.
1.2			
2.0	**Cognitive Skills**		
2.1	•Development in key areas such as: Improved Academic Vocabulary, written academic prose at the sub paragraph and paragraph level. •Identify and distinguish between logically sound writing that suits the course objectives.	•Allow students to jigsaw on group work: sharing in pairs and editing each other's work	•Quality of multiple drafts and revisions •Instructor's review of all assigned work •Personal office interviews/check-ins

		•Supplementing arguments with supporting details •Enhancing reading skills	•Put less emphasis on prescribing tasks and goals, rather focus more on allowing students to apply their background knowledge, •Students experiment with the target language and develop autonomy along the process •Facilitate the learning process through modelling, scaffolding, offering workshops, etc. •Try to elicit from students their feelings (challenges/difficulties) about the assigned tasks in an open format and help them make sense of what they are experiencing by way of oral or written reflection. •Allow students to compare their documents with each other and make revisions based on comparisons, discussion and feedback.	with the teacher to discuss the class •Observation of student performance in class discussions when applicable
2.2				
3.0	**Interpersonal Skills & Responsibility**			
3.1		•Handing in assignments on time •Doing her/his best on assignments rather than the bare minimum •Taking responsibility for her/his own learning •Working effectively with classmates in pairs and groups and contributing significantly to shared work •Respecting others •Communicating, listening, negotiating effectively with classmates	•Set due dates •Give feedback for improved revisions •Encourage students to choose topics that interest them •Assign group work •Facilitate in-class discussions on process in addition to content	•Due dates met, quality of work and learner involvement and choices •Group and class participation •Amount and quality of reflection
3.2				

4.0	Communication, Information Technology, Numerical		
4.1	•Use of electronic media for the purpose of research (internet, databases, etc.) •Word processing •Email	•Require current sources from a variety of electronic media •Require that papers be typed •Require that papers be submitted via email	Require evidence that the aforementioned was completed
4.2			
5.0	Psychomotor		
5.1	N/A		
5.2			

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizzes 1-5	3-13	10%
2	Research Paper Process and First Draft	4-13	10%
3	Final Draft of Research Paper	15	10%
4	Midterm Exam	9	20%
5	Final Exam	16	40%

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)

- One hour of office hours for each three contact hours per week
- Other additional times:
    1.   Meetings with instructor can be arranged by appointment

E Learning Resources

1. List Required Textbooks

Bailey, S. Academic Writing For International Students of Business (1st ed.) 2011. New York: Routledge Publishers.

2. List Essential References Materials (Journals, Reports, etc.)

Various journal articles used by instructors

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

http://owl.english.purdue.edu/oldindex.html Purdue on-line writing lab

A variety of other websites and online materials to be used at instructor's discretion

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Signed Student Code of Honor explained during student orientation to university to protect against plagiarism

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 able to seat 25 students maximum with whiteboard, internet access and laptop-projector system

2. Technology resources (AV, data show, Smart Board, software, etc.)

Access to computer lab for researching topics and typing business documents

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Access to library

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

As a supplement, weekly/bi-weekly self-evaluation feedback forms created by the instructor help to increase his/her awareness of the weak and strong points of the class

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Impromptu and scheduled observations by management aid in evaluating teacher's effectiveness inside the class

End-of-term course evaluation forms implemented by YU help to gather feedback on the teacher's effectiveness

3. Processes for Improvement of Teaching

A careful review of course curriculum, including assignments and pass/fail percentages, end of course pass/fail ratios, and attrition percentages if any, helps the program and leads to corrective action if needed

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)

Exchange and assess various samples of student papers with team members to ensure that assessment across sections and campuses is consistent

Bi-annual review of students' written work by faculty members teaching a comparable course at a similar institution could provide a second tier of assessment of students' work

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Previously mentioned

Name of Course Instructor: Mr. Aaron Abdow

Signature: _____   Date Specification Completed: September 18, 2017

Program Coordinator: Mr. Mohamed Haroun

Signature: _____   Date Received: September 18, 2017