



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specification
(CS)

LANE-213 (WRITING-1)

SEMESTER-2, 2016

DR. MOHAMMAD AFZAL UR RAHMAN



Course Specifications

Institution- University of Jeddah	Date of Report- 01-02-2016
College/Department - FACULTY OF SCIENCES AND ARTS, KHULAIS CAMPUS	

A. Course Identification and General Information

1. Course title and code: LANE- 213- WRITING- 1		
2. Credit hours- 3		
3. Program(s) in which the course is offered- LANE (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course- DR. M. AFZAL UR RAHMAN		
5. Level/year at which this course is offered- LEVEL 2		
6. Pre-requisites for this course (if any)-		
7. Co-requisites for this course (if any)-		
8. Location if not on main campus- KHULAIS		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="80"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="20"/>
c. e-learning	<input checked="" type="checkbox"/> What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/> What percentage?	<input type="text"/>
Comments:		



B Objectives

1. What is the main purpose for this course?

By the end of the course, students would be able to

- Compose effective sentences, paragraphs and essays in college setting
- Adjust writing strategies according to assignment and disciplinary demands
- Produce variant forms of academic organization including the use of synthesis, summary, interpretation and evaluation
- Master the basic grammar and vocabulary essential to college composition
- Practise and produce the samples of academic writing on their own

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)

. **Study material:** There are various sources of collecting study material for writing course. A huge collection of books on writing is available. Besides, a lot of material on writing can be downloaded free from different websites.

3. **Course book:** Course books on writing are easily available on the market. “College Writing- 4” is the book which is taught in this course.

4. **Library:** There is a rich library in the college. Books for the writing courses are available here. During working hour, students may visit the library to study.

5. **My stock:** I have a good number of books in my stock of study material on writing that will be distributed among the students.

6. **Mock Tests:** Mock tests will be conducted from time to time to assess students’ level of learning in the class. If students fail to achieve the intended level, they will be called for extra classes and efforts will be taken to improve their level to the satisfaction.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
INTRODUCTION	1	03
CHAPTER 1	2	06



CHAPTER 2	2	06
CHAPTER 3	2	06
CHAPTER 4	2	06
CHAPTER 5		
CHAPTER 6	2	06



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39	NA	NA	NA	NA	39
Credit	3					

3. Additional private study/learning hours expected for students per week.	-
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Learners recognize the elements and structure of academic writing.	Learners will be exposed to the elements of academic writing skills and asked to analyze it using the skills taught to them.	1. Short quiz 2. Regular Tests (Test one, two and Final) 3. Final Exam
1.2	Learners will be able to write summary and paragraph. Learners will also follow the skills like paraphrasing.	Learners will be asked to write summary writing note taking etc.	Class practices/ Short Quiz
2.0	Cognitive Skills		
2.1	The students would gradually develop the skills of academic writing and basic concepts.	Students will be given assignments step by step	Class practices/ Short Quiz
2.2	The learners would learn to prepare academic paragraph with all required elements and understand what plagiarism.		Class practices/ Short Quiz
3.0	Interpersonal Skills & Responsibility		
3.1	Students can identify different elements in academic writing.	Class and home exercises	
3.2	Students prepares project as per the norms of academic writing skills.	Essays on social or national topics	
4.0	Communication, Information Technology, Numerical		
4.1	Students are asked to follow e-journal and newspapers for various writings		
4.2			
5.0	Psychomotor		
5.1	Learners demonstrate skills required academic writing and composition		
5.2			

5. 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
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1	TEST ONE	5	15%
2	MIDTERM TEST	10	20%
3	TEST TWO In-class assessment	15 --	15% 20%
4	FINAL EXAM	16	30%
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)

OFFICE HOURS: Displayed outside the office.

E. Learning Resources

1. List Required Textbooks:

Keith Folse et al. *Great Writing-3*. Boston: Cengage, 2015

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

1. Academic Writing for Graduate Students- John Swales

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Oxford Advanced Learner's Dictionary
- Kolln M., Rhetorical Grammar
- Max Morenberg. The Writer's Options
- Fab N., Sentence Structure
- Leech G, A Communicative English Grammar
- Lesikar R, Basics of Business Communication
- Richard Johnson Sheehan. Technical Communication Today.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

- Electronic Materials, Web Sites etc: Purdue's OWL(Online Writing Centre)

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

- Oxford Advanced Learner's Dictionary 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.)



2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none">• Use of Smart Board• Computer
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none">• Library- Saudi Digital Library

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">a. Periodical quizzes and testsb. Classroom manoeuvres to continually assess learners' progressc. In class interaction among learnersd. Periodical analyses of learner errorse. Suggestions for the learners to eliminate their errors
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none">• Periodic internal as well as common tests and Quizzes.
3 Processes for Improvement of Teaching <ul style="list-style-type: none">• I periodically offer the learners a sample of their errors and my suggestions for them to eliminate them.
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) <ul style="list-style-type: none">• Discussion among various team members of the faculty based on the examination results.



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

The skills coordinator may consult other teachers of the department for a continuous assessment of the learners' progress in the areas of language learning, and listening skill in particular.

Faculty or Teaching Staff: Dr. M. Afzal ur Rahman

Signature: _____ **Date Report Completed: 01-02-2016**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____