



هيئة تقويم التعليم  
Education Evaluation Commission  
المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)

**ENG 225**

**Foundations of Rhetoric and Writing**

### Course Specifications

Institution <a href="#">King Saud University</a>	Date of Report <a href="#">30/1/2019</a>
College/Department <a href="#">College of Arts - Department of English Language and Literature</a>	

#### A. Course Identification and General Information

1. Course title and code: <a href="#">Foundations of Rhetoric and Writing - ENG 225</a>			
2. Credit hours: <a href="#">2 hours</a>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <a href="#">B.A. in English Language and Literature</a>			
4. Name of faculty member responsible for the course <a href="#">Several Professors</a>			
5. Level/year at which this course is offered <a href="#">Third Level/Second Year</a>			
6. Pre-requisites for this course (if any) <a href="#">None</a>			
7. Co-requisites for this course (if any) <a href="#">None</a>			
8. Location if not on main campus <a href="#">University City for Female Students and Campus for Male Students in Diriyah</a>			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			
<ul style="list-style-type: none"> <li>- <a href="#">Traditional classroom mode presents theoretical and conceptual information.</a></li> <li>- <a href="#">Blended instruction integrates traditional classroom discussion into e-activities, e.g., reflecting on class-discussed topics in journals submitted on the Learning Management System (LMS).</a></li> </ul>			

- E-learning mode supplements class time with topic-related readings and activities, e.g., taking a quiz on an assigned chapter on LMS before its discussion in class.
- Correspondence mode establishes a private and direct line of communication with learners, e.g., tracking student progress, receiving submitted assignments, and returning them with detailed feedback on LMS.
- Other modes include employment of illustrative videos, news pieces, tactile aids, or digital resources.

## B. Objectives

1. What is the main purpose for this course?
  1. Write coherent and well-developed essays.
  2. Focus on the writing process while diversifying writing purposes.
  3. Integrates scholarly resources into the writing process.
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)
  1. The following series of orientation workshops are essential for BOTH faculty and students by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.  
**Faculty:** assessment and teaching methods applied in writing courses.  
**Students:**  
 Suggested workshops:
    - a) Basic skills with word processing software.
    - b) Plagiarism
    - c) Virtual classes
    - d) Critical and Investigative Thinking Skills
  2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed
  3. Annually confirm availability of resources. The university bookstore must coordinate with department and Quality to try to make the required textbooks available to students.
  4. Provide support throughout the term from the Centre for Writing in English (if available) and focused skills developments session to be offered by the relevant entities.
  5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for writing courses, or at least a unified standard.

### C. Course Description

This is an introductory writing skills course that emphasizes writing as a process that involves prewriting, drafting, revising, and editing. The course focuses on introducing foundational rhetorical concepts and strategies, generating and organizing ideas, developing paragraphs and essays, and improving sentence structure. It also reviews the conventions of punctuation, grammar, spelling, and usage as needed. Students will learn to read critically as they study and practice various modes and styles of writing.

#### 1. Topics to be Covered

List of Topics	No.of Weeks	Contact Hours
Critical Thinking through Reading, Viewing, and Writing	2	4
From Planning Research to Evaluating Sources (Library Visit)	2	4
Beginning the Writing Process	1	2
Planning	1	2
Drafting	1	2
Revising, Editing, and Proofreading	1	2
Comparison and Contrast	2	4
Strategies for Argumentation and Persuasion	2	4
Writing about Literature and the Arts	2	4

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

		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	28 hours					30 hours
	Actual						
Credit	Planned	2 hours					2 hours
	Actual						

3. Additional private study/learning hours expected for students per week.  
Work on assignments will require 10 hours 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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b> Students should be able:		
1.1	Recognize different elements and types of essays.	Lectures Handouts Annotation Exercises of sample texts.	Written assignments
<b>2.0</b>	<b>Cognitive Skills</b> Students should be able to:		
2.1	Summarize a text by responding and paraphrasing.	Modeling text annotation and response in class. Group response to short texts in class. Highlighting main points of a text, explaining why they are integral to meaning, and formulating summary in groups. Model paraphrasing of sentences in class. Paraphrasing a sample text in groups.	Response to Text assignment  Summarizing Text assignment
2.5	Write different types of essays: compare and contrast-Argumentative	Discuss mapping, brainstorming, and classification of researched information. Groups develop an outline for assigned essay topics.	General, Comparison-Contrast, Argumentative, and Literature Essay assignments
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> Students should be able to:		



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3.1	Use sources into writing following MLA documentation format to award credit where it is due and avoid plagiarism.	In groups, practice writing with-in text citations. Exercises on MLA formatting of reference lists.	40% of each graded assignment is for 'use of academic language,' including following MLA formatting.
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> Students should be able to:		
4.1	Operate the digital library database.	Providing ways in which students can evaluate relevance, reliability, and scholarly value of sources found digitally.	Evaluating student compilation and formatting of relevant scholarly sources in bibliographies.
<b>5.0</b>	<b>Psychomotor</b>		
	N/A	N/A	N/A

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
1	Quizzes on Assigned Readings	Throughout	15%
2	Response to Text	2	5%
3	Summarizing Text	3	5%
4	Paraphrasing Text	4	5%
5	General Essay	8	10%
6	Comparison-Contrast Essay	10	10%
7	Argumentative Essay	12	10%
8	Literature Essay	14	10%
9	Oral Presentation of Final Essay	Review Week	10%
10	Final Essay	Review Week	20%

#### 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)  
The instructor is available 4 office hours per week, the Academic Support Center (if available) offers peer consultation throughout the semester, and the Centre for Writing in English (if available) offers daily on campus and online language support. The Learning Management System (LMS) contains all course-related material and emails are returned to students within 48 hours.

#### E. Learning Resources

1. List Required Textbooks

Vandermeay, R., Meyer, V., Van Rys, J., & Sebranek, P. (2014). *The College Writer: A Guide to Thinking, Writing, and Researching*. Boston: Wadsworth.

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

Harvey, M. (2013) *The nuts & bolts of college writing*. Indianapolis: Hackett.

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

- Centre for Writing in English <http://cwe.ksu.edu.sa>
- Course page on the Learning Management System <https://lms.ksu.edu.sa>
- Purdue University Online Writing Lab (OWL) <https://owl.english.purdue.edu>
- The Writer's Workshop at the University of Illinois at Urbana-Champaign <http://www.cws.illinois.edu/workshop/writers/>
- University of Chicago Writing Program <http://writing-program.uchicago.edu/resources/collegewriting/>

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

Students are encouraged to refer to paper and electronic English-English dictionaries and thesauruses that offer pronunciation of words and phrases.

#### 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.)

Lecture rooms large enough to hold 30-40 students, computer labs with internet access, functioning Wi-Fi for Mobile-Compatible Tests on LMS.

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

Podium connected to computer and projector system.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  
None

### G. Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ol style="list-style-type: none"> <li>1. Midterm evaluation feed-back form to increase instructor awareness of the weak and strong points of the class (administered by the instructor)</li> <li>2. End of term college evaluation of course by students (to be collected by the department)</li> <li>3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</li> <li>4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated</li> </ol>
<p>2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ol style="list-style-type: none"> <li>1. Peer evaluation to benefit from viewpoints of other faculty members</li> <li>2. Class observations by coordinators or Head of department</li> </ol>
<p>3. Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> <li>1. Training sessions</li> <li>2. Workshops to facilitate the exchange of experiences amongst faculty members</li> <li>3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given</li> <li>4. Encouragement of faculty members to attend professional development conferences.</li> <li>5. Keep up to date with pedagogical theory and practice</li> <li>6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</li> </ol>
<p>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)</p> <ol style="list-style-type: none"> <li>1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.</li> <li>2. Check marking of a sample of examination papers by another faculty member.</li> <li>3. Students who believe they are under graded can have their papers checked by a second reader</li> </ol>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> <li>1. Compare syllabi and course description with other universities</li> <li>2. Conduct peer review or course observation</li> <li>3. Biannual meetings of faculty members to discuss improvement</li> <li>4. Review curriculum periodically and suggest improvements</li> <li>5. Apply students course evaluation survey</li> <li>6. External examiner</li> </ol>



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Faculty or Teaching Staff: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head : \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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**Appendix  
Sample Rubric**

Academic Language 40%	Skill	Percentage	Marks (10 total)
	Grammar	30%	3
	Spelling and semantics	10%	1
Substantiated Content 60%	Essay structure	10%	1
	Content	30%	2
	Relevant use of examples	5%	0.5
	Command of material	10%	1
	Argumentation and critical thinking	10%	1
	Essay format (correct referencing)	5%	0.5