



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 110

Basic Writing Skills

Course Specifications

Institution King Saud University	Date of Report 30/1/2019
College/Department College of Arts - Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Basic Writing Skills- ENG 110			
2. Credit hours: 3 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B.A. in English Language and Literature			
4. Name of faculty member responsible for the course Several Professors			
5. Level/year at which this course is offered Second Level/First Year			
6. Pre-requisites for this course (if any) None			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus University City for Female Students and Campus for Male Students in Diriyah			
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"> - Traditional classroom mode presents theoretical and conceptual information. - 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). - 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?

This is mainly a writing course designed for students at their beginning level to be able to write various types of sentences correctly and in different verb tenses. It is a pre-requisite to the more advanced writing courses ENG. 214 and ENG. 215, designed to enable students at this program to be able to master writing in English as this is a skill required in most future careers.

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 course is designed as a refresher course to improve students' basic writing skills. It begins with reviewing the basic rules of grammar, punctuation and spelling. It then moves on to focus on sentence structure. Students will be introduced to the main differences between the phrase, the dependent and the independent clauses. Students will write about familiar topics focusing on the structure of English including word form, parts of speech, verb tense and word order. Emphasis will be placed on common mistakes in writing in English as a second language. Those mistakes include run-on sentences, comma splices and sentence fragments. Students will have a great deal of practice on how to write good, meaningful sentences, based on the basic sentence structure: Subject and predicate. They will also be given many paragraph samples that have different types of errors in them, and they will learn how to correct those spelling, grammar, punctuation, vocabulary and other types of errors. The course will end with the introduction of paragraph structure in preparation for the next-level writing course, ENG. 225

1. Topics to be Covered		
List of Topics	No.of Weeks	Contact Hours
Introduction to basic writing; Parts of speech, Nouns: Classification of nouns; Pronouns: Classification of Pronouns; Noun and Pronoun Gender; Practice	2	6
Verbs: Properties of verbs: (1) Voice: active and passive; (2) verb tenses (a): The simple tenses: present, past and future; practice	2	6
Verb tenses (b): The perfect tenses: present, past, and future perfect tenses; Properties of verbs: (c) principal parts of verbs: regular and irregular verbs; Formation of Tenses from Principal Parts	2	6
Verb tenses (c): Verb conjugations (of regular and irregular verbs); (d) Progressive and Emphatic Verb Forms; Auxiliaries; Properties of Verbs: (3) Mode: Indicative, subjunctive and imperative modes; transitive, intransitive, and linking verbs; Practice	2	6
Basic Sentence Structure: Subject –predicate; three sentence patterns: subject—verb, subject—verb—object, and subject—linking verb—complement; Subject-verb agreement; The Phrase, Clauses: dependent and independent; Capitalization; Punctuation	2	6
Types of Clauses: Noun, Adverb, and Adjective Clauses; Kinds of Sentences: Simple, Compound, and Complex Sentences; Sentence Types and Writing Style; Using parallel structures and fixing Sentence Problems: run-on, comma splice, and sentence fragments	2	6
The Writing Process: The five stages (Pre-writing, Drafting, Writing, Revising, Editing); Paragraph Structure: The three parts (topic Sentence, Supporting Sentences, and the Concluding sentence); Unity and Coherence; Transitions, Supporting Details	2	6

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	42 hours					45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week. 6

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
1.0	Knowledge Students should be able:		
1.1	Recognize various English parts of speech, subjects and predicates in English sentences	Lectures Handouts Annotation Exercises of sample texts.	Written assignments
	Use adjectives and adverbs, adjectives and adverbs and subject—verb agreement properly		
2.0	Cognitive Skills Students should be able to:		



هيئة تقويم التعليم

Education Evaluation Commission

2.1	Construct good, meaningful English sentences, affirmative and negative statements, in different verb tenses	<ul style="list-style-type: none"> 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. Discuss mapping, brainstorming, and classification of researched information. Groups develop an outline for assigned essay topics. 	Response to Text assignment
	Differentiate between regular and irregular English verbs		Summarizing Text assignment
2.5	Compare and contrast the uses of various verb tenses		General, Comparison-Contrast, Argumentative, and Literature Essay assignments
3.0	Interpersonal Skills & Responsibility Students should be able to:		
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.
4.0	Communication, Information Technology, Numerical 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.
5.0	Psychomotor		
	N/A	N/A	N/A

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

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	Pre-course test		Week 1
2	Quiz (1)	Week 4	10%
3	Quiz (2)	Week 6	10%
4	Mid-term exam	Week 8	20%
5	Quiz (3)	Week 11	10%
6	Quiz (4)	Week 14	10%
7	Final exam	Week 18	40%
1. List Required Textbooks			
<ul style="list-style-type: none"> • Jordan, R.R. 1999. Academic Writing Course. London: Nelson/Longman. • Crème, P. and M. Lea. 2003. Writing at University: A guide for students. Open University Press. • Bailey. S. 2001. Academic Writing: A Handbook for International Students. London and New York: Routledge. 			
2. List Essential References Materials (Journals, Reports, etc.)			

<ul style="list-style-type: none"> • Faulkner, Claude W. 1981. Writing Good Sentences.3rd Revised Edition. Pearson. • Shoemaker. Connie. 1998. Write in the Middle: A Guide to Writing for the ESL Student. Boston: Heinle • International Journal of Instruction • Journal of Writing Research
<p>3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)</p> <ul style="list-style-type: none"> - • Forrest, Ronald. 1984. Revision English. London: Longman (New Edition)
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <ul style="list-style-type: none"> • https://www.grammarly.com/ • https://www.noredink.com/ • https://www.myenglishteacher.eu/blog/formal-and-informal-email-phrases/ • http://www.esolcourses.com/content/topicsmenu/writing.html • https://owl.english.purdue.edu/owl/resource/678/01/

F. Facilities Required

<p>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.)</p>
<p>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.</p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.) Podium connected to computer and projector system.</p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None</p>

G. Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ol style="list-style-type: none"> 1. Midterm evaluation feed-back form to increase instructor awareness of the weak and strong points of the class (administered by the instructor) 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 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
<p>2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ol style="list-style-type: none"> 1. Peer evaluation to benefit from viewpoints of other faculty members 2. Class observations by coordinators or Head of department



هيئة تقويم التعليم
Education Evaluation Commission

3. Processes for Improvement of Teaching

1. Training sessions
2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given
4. Encouragement of faculty members to attend professional development conferences.
5. Keep up to date with pedagogical theory and practice
6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

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)

1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.
2. Check marking of a sample of examination papers by another faculty member.
3. Students who believe they are under graded can have their papers checked by a second reader

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

1. Compare syllabi and course description with other universities
2. Conduct peer review or course observation
3. Biannual meetings of faculty members to discuss improvement
4. Review curriculum periodically and suggest improvements
5. Apply students course evaluation survey
6. External examiner

Faculty or Teaching Staff: _____

Signature: _____ Date Report Completed: _____

Received by: _____ Dean/Department Head : _____

Signature: _____ Date: _____