



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 227**

**Rhetoric and Writing**



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### Course specification

Institution: <a href="#">King Saud University</a>	Date: <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="#">Rhetoric and Writing - ENG 227</a>
2. Credit hours: <a href="#">2 hours</a>
3. Program(s) in which the course is offered. <a href="#">B. A. in English</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="#">Forth Level/Second Year</a>
6. Pre-requisites for this course (if any) <a href="#">ENG 225</a>
7. Co-requisites for this course (if any) <a href="#">None</a>
8. Location if not on main campus <a href="#">Main Campus</a>



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### 9. Mode of Instruction (mark all that apply)

a. traditional classroom	<input type="text"/>	What percentage?	<input type="text" value="70"/>
b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text" value="30"/>
d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. other	<input type="text"/>	What percentage?	<input type="text"/>

#### Comments:

All credit hours are carried out in a face-to-face traditional setting. However, the course is technology enabled making use of LMS to post the syllabus, content, online test and discussion boards etc.

## B. Objectives

### 1. What is the main purpose for this course?

1. Analyze and write about a variety of written texts
2. Employ a variety of rhetorical/writing strategies
3. Examine and assess the effectiveness of a writer's choices in light of rhetorical conventions
4. Understand and use different modes of writing such as autobiography, explaining, and argumentation



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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<sup>1</sup>:

**Faculty:** assessment and teaching methods applied in literature courses

**Students:**

Suggested workshops:

- a) Basic skills with word processing software.
- b) Plagiarism
- c) Library research
- d) Virtual classes
- e) Critical and Investigative Thinking Skills
- f) Comprehensive Reading of Literary Texts
- g) Scholarly Sources: When and How to use them

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 library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

4. Provide support throughout the term from CWE (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 literature courses, or at least a unified standard.

#### **Course Description:**

This is a follow-up course to ENG 214. It again emphasizes writing as a process that involves prewriting, drafting, revising, and editing. The course focuses on both reading critically and writing well. In each unit, students will be introduced to a variety of essays or excerpts from the works of professional writers. These will include autobiography, reflection, explanation, speculation about cause and effect, proposal to solve a problem, and argument for or against a position.

<sup>1</sup> Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.



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1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Reading and writing autobiography	1	2
Reading reflective essays	1	2
Writing reflective essays - Writing assignment (1)	1	2
Reading essays explaining concepts	1	2
Writing essays explaining concepts Writing assignment (2)	1.5	3
Reading evaluations	1.5	3
Writing position papers Writing assignment (3) Midterm Exam	1	2
Reading essays speculating about causes or effects	1.5	3
Writing essays speculating about causes or effects -Writing assignment (4)	1.5	3
Reading proposals	1	2
Writing proposals - Writing assignments (5)	1	2
Reading position papers	1	2
Writing position papers - Writing assignment (6)	1	2

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

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week) **6 hours**

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	Planned	28 hours	None	None	None	None	30 hours
	Actual						
Credit	Planned	2 hours					2 hours
	Actual						



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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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize different modes of writing and their conventions and various phases.	Lectures Class discussion In-class exercises and assignments Using handouts	Writing assignments Exams Oral presentations
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Write critically and analytically.	Lecturing and explaining concepts and ideas Class discussion Group discussion/ work and peer review Applying concepts and strategies Using handouts	Class participation and discussion In-class performance when doing exercises and assignments Take-home writing assignments Exams
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Search the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant



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			scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.2	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1.Demand the use of references in both group presentations and the research paper. 2. Students will be graded on their use of online scholarly material on their research papers.
<b>5.0</b>	<b>Psychomotor</b>		
5.1	NA		
<b>5. Schedule of Assessment Tasks for Students During the Semester</b>			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Writing assignments	throughout	40%
2	Midterm exam	7	20%
3	Final exam	14 or 15	40%

### C. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice.  
(include amount of time faculty are available each week)

12 hours per week; email

### D. Learning Resources



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1. List Required Textbooks  Axelrod, Rise, Charles Cooper, Alison Warriner. <i>Reading Critically, Writing Well: A Reader and Guide</i> . 8 <sup>th</sup> Edition. Boston: Bedford/St. Martin's, 2007
2. List Essential References Materials (Journals, Reports, etc.) None
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  <a href="http://writing-program.uchicago.edu/resources/collegewriting/">http://writing-program.uchicago.edu/resources/collegewriting/</a> <a href="http://isites.harvard.edu/icb/icb.do?keyword=k33202&amp;pageid=icb.page143936">http://isites.harvard.edu/icb/icb.do?keyword=k33202&amp;pageid=icb.page143936</a> <a href="http://owl.english.purdue.edu/owl/resource/679/01/">http://owl.english.purdue.edu/owl/resource/679/01/</a>
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

### E. 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.) Classrooms that hold 20-30 students.
2. Computing resources (AV, data show, Smart Board, software, etc.) Computer labs E-podiums with interactive boards and projectors
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

## F. 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's 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 assess ability of faculty members to work with their colleagues</li> <li>2. Class observations by supervisors</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 where problems are discussed and solutions given</li> <li>4. Discussion of challenges in the classroom with colleagues and supervisors</li> <li>5. Encouragement of faculty members to attend professional development conferences.</li> <li>6. Keep up to date with pedagogical theory and practice</li> <li>7. 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: \_\_\_\_\_