

# Course Specification

- Institution: King Saud University
- College/Department: Languages and Translation - Department of English and Translation

## A- Course Identification and General Information

1. Course title and code: Essay and Summary Writing 235 LANE
2. Credit hours: 3
3. Program(s) in which the course is offered: Department of English and Translation (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: To be specified at the beginning of each term
5. Level/year at which this course is offered: Five
6. Pre-requisites for this course (if any): 122 LANE
7. Co-requisites for this course (if any): none
8. Location if not on main campus: Main Campus

## B- Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>By the end of the course, students should achieve the following:</p> <ul style="list-style-type: none"><li>• Control of editing for correct form and function</li><li>• Control of editing for good organization and development</li><li>• Control of planning a good thesis statement</li><li>• Control of building a repertoire of organizational patterns</li><li>• Control of building a repertoire of introductions and conclusions</li><li>• Control of brainstorming</li></ul>
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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)

- Using useful new books
- Consulting new research in writing

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

The course marks a transition from the paragraph to the essay proper. It concentrates on the essential form and function of the essay, paving the ground for academic writing. Focus is on the thesis statement and its contribution to the cohesion and coherence of the whole essay. Particular importance is given to description and argumentation, which includes comparison, discussion of cause and effect, and speculation. Students are trained to summarize, paraphrase, quote, and generate thought. They are instructed to observe the major stages in the writing process, namely pre-writing, drafting, revising, and editing.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Language and Learning	2	6
Danger and Daring	2	6
Sex and Gender	1	3
Mysteries Past and Present	1	3
Transitions	1	3
The Mind	1	3
Working	1	3
Breakthroughs	1	3
Art and Entertainment	1	3
Conflict and Reconciliation	1	3

Medicine and Science	1	3
The Future	1	3

2 Course components (total contact hours per semester):			
Lecture: 41 hours	Tutorial: None	Practical/Fieldwork /Internship:	Other: 4 hours for exams

<p>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):</p> <p>Four hours per week throughout the semester</p>
<p>4. Development of Learning Outcomes in Domains of Learning:</p> <p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> <li>• A brief summary of the knowledge or skill the course is intended to develop;</li> <li>• A description of the teaching strategies to be used in the course to develop that knowledge or skill;</li> <li>• The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.</li> </ul>
<p><b>a. Knowledge</b></p>
<p>(i) Description of the knowledge to be acquired:</p> <p>Students are expected to know:</p> <ul style="list-style-type: none"> <li>• How to edit for correct form and function</li> <li>• How to edit for good organization and development</li> <li>• How to plan a good thesis statement</li> <li>• How to build a repertoire of organizational patterns</li> <li>• How to build a repertoire of introductions and conclusions</li> <li>• How to control brainstorming</li> </ul>
<p>(ii) Teaching strategies to be used to develop that knowledge:</p> <ul style="list-style-type: none"> <li>• Collaborative/Cooperative Learning in which students write together in small groups</li> </ul>

<ul style="list-style-type: none"> <li>• Individual writing in which students implement at home what they have learnt in class</li> </ul>
<p>(iii) Methods of assessment of knowledge acquired</p> <ul style="list-style-type: none"> <li>• Midterm tests</li> <li>• Classroom participation</li> <li>• Homework assignments</li> <li>• Final exam</li> </ul>
<p><b>b. Cognitive Skills</b></p>
<p>(i) Cognitive skills to be developed</p> <ul style="list-style-type: none"> <li>• Types of thinking, especially inductive and deductive</li> <li>• Logical reasoning</li> <li>• Short and long-term memory for meaning of lexical items and use of grammar</li> <li>• Capacity for planning and organization</li> </ul>
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ul style="list-style-type: none"> <li>• Drawing students attention to careful reading/writing and reflection</li> <li>• Making sure that lexical meanings and grammatical rules are retrieved from long-term memory, and fine-tuning them in relation to the textual context</li> </ul>
<p>(iii) Methods of assessment of students cognitive skills</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Class discussion</li> <li>• Group discussions and assignments</li> <li>• Homework</li> </ul>
<p><b>c. Interpersonal Skills and Responsibility</b></p>
<p>Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ul style="list-style-type: none"> <li>• Students should complete and hand in their assignments in due time</li> <li>• Students should participate in classroom discussions, and learn how to respect the other's opinion in discussion</li> <li>• Students should evaluate their classmates' presentations without being aggressive or inconsiderate</li> </ul>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ul style="list-style-type: none"> <li>• Group assignments where much of the most effective learning comes from the</li> </ul>

<p>student explaining, discussing and defending his own ideas</p> <ul style="list-style-type: none"> <li>• Teaching them techniques of listening to and respecting each other through monitoring class discussion</li> <li>• Teaching them how to be considerate to each other when addressing argumentative or sensitive issues</li> </ul>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ul style="list-style-type: none"> <li>• Team work reflecting the degree of collaboration among students</li> <li>• Students report on their individual works</li> </ul>
<p><b>d. Communication, Information Technology and Numerical Skills</b></p>
<p>(i) Description of the skills to be developed in this domain.</p> <ul style="list-style-type: none"> <li>• Ability to use software and Internet resources to retrieve, process, summarize, and present information</li> <li>• Ability to utilize communication devices with ease and confidence in oral and written tasks</li> </ul>
<p>(ii) Teaching strategies to be used to develop these skills</p> <ul style="list-style-type: none"> <li>• Instructor shows students in practice how to use technology in class and also during office hours</li> <li>• Instructor shows students how to make use of materials on the web</li> </ul>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <p>Not applicable</p>
<p><b>e. Psychomotor Skills (if applicable)</b></p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p> <p>Not applicable</p>
<p>(iii) Teaching strategies to be used to develop these skills</p> <p>Not applicable</p>
<p>(iii) Methods of assessment of students psychomotor skills</p>

Not applicable

5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 <sup>st</sup> in-term test	6	20%
2	2 <sup>nd</sup> in-term test	12	20%
3	Classroom participation and homework assignments	throughout the semester	20%
4	Final exam	15	40%
5			
6			
7			
8			

**D. Student Support**

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

Eight office hours per week

**E. Learning Resources**

1. Required Text(s):

Writing, Mosaic II (Laurie Blass and Meredith Pike-Baky)

Publisher: McGraw-Hill Contemporary (2002, 4<sup>th</sup> edition)

2. Essential References :

Three Steps to College Writing by Phillip Eggers (2008)

Gateways to Academic Writing : Effective Sentences, Paragraphs, and Essays  
by Alan Meyers (2004)

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

None

4-Electronic Materials, Web Sites, etc.

None

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

None

## **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 (Lecture rooms, laboratories, etc.):

Suitable classroom, smart-board, and computer lab

2. Computing resources

- Laptop
- Projector

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

None

## **G Course Evaluation and Improvement Processes**

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  
Students are required to complete a questionnaire concerning the instructor's performance and the quality of the teaching-learning process.

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

3 Processes for Improvement of Teaching

- Sharing experiences with other faculty members.
- Attending conferences and workshops on teaching methodologies and teaching quality.
- Drawing upon feedback from students' questionnaires in which they assess the instructor's teaching quality and the methodologies he uses.
- Reading recent research and injecting relevant content into the teaching-learning process.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of students work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

- An independent faculty member checks marking of a sample of students' work.
- Students who believe they are undergraded can have their papers checked by a second reader.

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

The process of evaluating course effectiveness and further improvement involves three stages:

- Good planning and review of course objectives, content, and students' levels,
- Addressing shortcomings and points of difficulty in the course taught in the previous semester based on the student's feedback and the students' official results (i.e. A+, A, B+, B ... etc.)
- Rethinking and redesigning the course in light of those results then implementing the necessary changes