



Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Writing 2
Course Specifications
(CS)**

Course Specifications

Institution: KING SAUD UNIVERSITY	Date of Course Specification: 9/19/2017
College/Department: College of Languages & Translation, Translation Department (English)	

A. Course Identification and General Information

1. Course title and code: Writing 2 / 122 LANE - Section(s): 34318			
2. Credit hours: 3			
3. Program(s) in which the course is offered: A course offered in the Translation Department (English section)			
4. Name of faculty member responsible for the course: Dina Alsibai			
5. Level/year at which this course is offered: Four			
6. Pre-requisites for this course (if any): Writing 1			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: On main female campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	✓	What percentage?	80%
b. Blended (traditional and online)	✓	What percentage?	20%
e. Learning	NA	What percentage?	0%
d. Correspondence	NA	What percentage?	0%
f. Other	NA	What percentage?	0%
Comments: NA			

B. Objectives

1. What is the main purpose for this course? (1) To write a well-developed 5-paragraph essay: Cause & Effect and Comparison & Contrast essays (400 words minimum) (2) To upgrade students' proofreading skills, hence language competence, since this is a major part of a future translator's job.
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) This course was recently updated. The proofreading booklet was created and will be implemented. (2) Exam format has changed to reflect the above. (3) Consulting new research in writing

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

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
CHAPTER 3: Writing and Improving thesis Statements + Proofreading	1	3
CHAPTER 4: Organizing and Connecting Specific Evidence in the Body Paragraphs of an essay + Proofreading	1	3
CHAPTER 4 (Continued): Begin and End an Essay with Effective Introductory and Concluding Paragraphs & Titles + Proofreading	1	3
CHAPTER 5: Revising and Editing + Proofreading	1	3
CHAPTER 15: Classification Essay + Proofreading	2	6
CHAPTER 6: Four Bases for Revising Essays (Unity, Support, Coherence, Sentence Skills) + Proofreading	1	3
CHAPTER 12: Definition Essay - HW Essay feedback + Proofreading	2	6
CHAPTER 13: Comparison or Contrast Essay + Proofreading	2	6
Essay Revision & Editing: (Passages that include anything from Grammar and Writing) + Proofreading	2	6

Course components (total contact hours and credits per semester): 36						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	36	NA	NA	NA	NA	36
Credit	36	NA	NA	NA	NA	36

3. Additional private study/learning hours expected for students per week: 4 office hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods & Teaching Strategy

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.

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping. Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	<p>Students are expected to know:</p> <ul style="list-style-type: none"> How to understand and use the mechanics of writing such as capitalization, indentation, and punctuation How to control writing the simple sentence and how to combine sentences How to see a paragraph as a unit of thought, including a topic sentence, supporting sentences, and a concluding sentence How to control coherence and cohesion within the paragraph How to control transitional devices and sentences to allow for smooth movement between the different components of the paragraph How to write with an audience in mind How to write an idea map and an outline How to select relevant ideas How to write a draft, redraft, and review(a) paragraph(s) How to edit (a) paragraph(s) for organization and form 	<ul style="list-style-type: none"> Collaborative/Cooperative Learning in which students write together in small groups Individual writing in which students implement at home what they have learnt in class 	<ul style="list-style-type: none"> In-term tests Classroom participation Homework assignments Final exam
2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> Types of thinking, especially inductive and deductive Logical reasoning Short and long-term memory for meaning of lexical items and use of grammar Capacity for planning and organization 	<ul style="list-style-type: none"> Drawing students attention to careful reading/writing and reflection Making sure that lexical meanings and grammatical rules are retrieved from long-term memory, and fine-tuning them in relation to the textual context 	<ul style="list-style-type: none"> Exams Class discussion Group discussions and assignments Homework
3.0	Interpersonal Skills & Responsibility		
3.1	<ul style="list-style-type: none"> Students should complete and hand in their assignments in due time Students should participate in classroom discussions, and learn how to respect the other's opinion in discussion Students should evaluate their classmates' presentations without being aggressive or inconsiderate 	<ul style="list-style-type: none"> Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas Teaching them techniques of listening to and respecting each other through monitoring class discussion Teaching them how to be considerate to each other when addressing argumentative or sensitive issues 	<ul style="list-style-type: none"> Team work reflecting the degree of collaboration among students Students report on their individual works
4.0	Communication, Information Technology, Numerical		
4.1	<ul style="list-style-type: none"> Ability to use software and Internet resources to retrieve, process, summarize, and present information Ability to utilize communication devices with ease and confidence in oral and written tasks 	<ul style="list-style-type: none"> Instructor shows students in practice how to use technology in class and also during office hours Instructor shows students how to make use of materials on the web 	<ul style="list-style-type: none"> NA
5.0	Psychomotor		
5.1	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA

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	1 st In-term Exam	Week 6	25%
2	2 nd In-term Exam	Week 10	25%
3	Weekly Assignments	Weeks 1-12	10%
4	Final Exam	Week 15	40%

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): 4 office hours

E. Learning Resources

(1) Booklet compiled of: College Writing Skills with Readings, 8 th Edition (2) Proofreading Booklet
4. List Electronic Materials (e.g. Websites, Social Media, Blackboard, etc.): Various online websites, PowerPoint slides, and related video clips

F. Facilities Required

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.): Suitable classroom
2. Computing resources (AV, data show, Smart Board, software, etc.): E-Podium, Projector, and board
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list): NA

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 Program/Department Instructor: Course Coordinator and Head of Department approve all exams.
<ul style="list-style-type: none"> Sharing experiences with other faculty members and coordinator. 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 the teacher 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 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): Exam samples and statistics are given to the course coordinator. Also, 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: <ul style="list-style-type: none"> 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

Faculty or Teaching Staff: Dina Alsibai

Signature: *Dina Alsibai* Date Report Completed: 9/19/2017