



Course Specifications

Course Title:	English Essay Writing
Course Code:	ENG 101
Program:	Bachelor of Science in Business Administration (BSBA)
Department:	COBA
College:	Humanities
Institution:	Al Yamamah University

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A. Course Identification

1. Credit hours: 3
2. Course type a. University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 1 st Year (After the Orientation Year)
4. Pre-requisites for this course (if any): Completion of the Orientation English Program
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	34	70
2	Blended	14	30
3	E-learning	NA	NA
4	Distance learning	NA	NA
5	Other	NA	NA

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	48
2	Laboratory/Studio	NA
3	Tutorial	NA
4	Others (specify)	NA
	Total	48

B. Course Objectives and Learning Outcomes

1. Course Description

This course is an advanced-level writing course that requires extensive reading and writing. The primary goal of this course is three-fold: (a) to provide students with practical information about the essentials of writing that can be applied to both academic and professional contexts. It will cover the writing process from the prewriting stages of planning and organization through actual writing, revision, and editing; (b) to improve students' writing skills and prepare them to write a formal research paper; (c) to demonstrate and refine their acquired research skills by critically reading and evaluating sources in addition to using them as supporting evidence in their essays.

2. Course Main Objective

The objective of this course is to improve and develop students' skills in academic writing in a variety of genres, for a range of audiences and purposes.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Examine specialized academic texts of varied length and complexity.	Yes
1.2	Write extensive analytical research paper.	Yes
1.3	Analyze academic resources with a focus on content and intended audience.	Yes
1.4	Integrate relevant academic sources using APA citation.	Yes
2	Skills :	
2.1	Develop research writing abilities.	Yes
2.2	Develop academic language abilities.	Yes
2.3	Critically evaluate information from a variety of sources.	Yes
3	Values:	
3.1		

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to course and characteristics of academic writing	3
2	Skills Related to Academic Writing – Paraphrasing and Summarizing	3
3	Skills Related to Academic Writing – Comparisons, Generalizations, Definitions, and Examples	3
4	Research Topic Proposal and Content of Research Papers	3
5	Conducting Research and Producing Outlines	3
6	Surveys and Questionnaires	3
7	References and Incorporating Research	3
8	Reading and Writing Analysis	9
9	Skills Related to Academic Writing – Passive Voice, Linkers, and Verbs of Reference	3
10	Writing Introductions and Conclusions	3
11	Incorporating Primary Research into the Research Paper	3
12	Producing an Abstract	3
13	Rewriting and Proofreading	3
14	Revision and Final Exam Preparation	3
15	Final Exam	Finals Week
Total		

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Students are expected to engage with college level or academic writings and readings to develop criteria to enhance their written discourse on several rhetorical modes of writing	<p>Analyze examples of target documents (readings and writings)</p> <ul style="list-style-type: none"> •Engage in completing individual and collaborative writing assignments •Offering error analysis, feedback, workshops •Share and discuss written work on multiple drafts and revisions •Allow for student reflection and teacher instruction to guide students along the way 	<p>The writing process is measured by free and controlled drafting/practice before the final piece of work is complete. Students take five quizzes which assess strategies related to academic writing (10%).</p> <p>Additionally, there are five assignments related to the completion of the research paper (10%) and the final research paper (10%). Apart from the assignments, the assessment is based on a midterm exam (20%), attendance (10%) and participation (10%).</p> <p>The class culminates in a final exam worth 40% of the final grade. Quality of written work determines if the student succeeds or not. Additionally, in class discussion and engaging with the peers/teacher as a whole is paramount to success in the course.</p>
1.2			
2.0	Skills		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.1	<p>Development in key areas such as: Improved Academic Vocabulary, written academic prose at the sub paragraph and paragraph level.</p> <ul style="list-style-type: none"> •Identify and distinguish between logically sound writing that suits the course objectives. •Supplementing arguments with supporting details •Enhancing reading skills 	<ul style="list-style-type: none"> •Allow students to jigsaw on group work: sharing in pairs and editing each other's work •Put less emphasis on prescribing tasks and goals, rather focus more on allowing students to apply their background knowledge, •Students experiment with the target language and develop autonomy along the process •Facilitate the learning process through modelling, scaffolding, offering workshops, etc. •Try to elicit from students their feelings (challenges/difficulties) about the assigned tasks in an open format and help them make sense of what they are experiencing by way of oral or written reflection. •Allow students to compare their documents with each other and make revisions based on comparisons, discussion and feedback. 	<ul style="list-style-type: none"> •Quality of multiple drafts and revisions •Instructor's review of all assigned work •Personal office interviews/check-ins with the teacher to discuss the class •Observation of student performance in class discussions when applicable
3.0	Values		
3.1	<p>Handing in assignments on time</p> <ul style="list-style-type: none"> •Doing her/his best on assignments rather than the bare minimum •Taking responsibility for her/his own learning •Working effectively with classmates in pairs and groups and contributing significantly to shared work •Respecting others 	<ul style="list-style-type: none"> •Set due dates •Give feedback for improved revisions •Encourage students to choose topics that interest them •Assign group work 	<p>Due dates met, quality of work and learner involvement and choices</p> <ul style="list-style-type: none"> •Group and class participation •Amount and quality of reflection

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	•Communicating, listening, negotiating effectively with classmates	•Facilitate in-class discussions on process in addition to content	
4.0	Communication, Information Technology, Numerical		
4.1	Use of electronic media for the purpose of research (internet, databases, etc.) •Word processing •Email	Require current sources from a variety of electronic media •Require that papers be typed •Require that papers be submitted via email	Require evidence that the aforementioned was completed

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes 1-5	3-13	10%
2	Research Paper Process and First Draft	4-13	10%
3	Final Draft of Research Paper	15	10%
4	Midterm Exam	9	20%
5	Final Exam	16	40%
6			
7			
8			

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice (includes amount of time teaching staff are expected to be available each week)

- One hour of office hours for each three contact hours per week
- Other additional times:
 1. Meetings with instructor can also be arranged by appointment

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Bailey, S. Academic Writing for International Students of Business (1st ed.) 2011. New York: Routledge Publishers.
Essential References Materials	Various journal articles used by instructors
Electronic Materials	<p>http://owl.english.purdue.edu/oldindex.html Purdue on-line writing lab</p> <p>A variety of other websites and online materials to be used at instructor's discretion</p>
Other Learning Materials	<p>Computer-based programs/CD, professional standards or regulations and software.</p> <p>Signed Student Code of Honor explained during student orientation to university to protect against plagiarism</p>

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom able to seat 25 students maximum with whiteboard, internet access and laptop-projector system
Technology Resources (AV, data show, Smart Board, software, etc.)	Access to computer lab for researching topics and typing business documents, LMS and Zoom for online meeting
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Access to library

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching and assessment (management)	Course coordinator/IMT	Direct: Class observations and review assessments tasks.
Effectiveness of Teaching and Assessment (Students)	Students	Direct: Course evaluations conducted at the end of each semester
Processes of Improvement of Teaching	Course coordinator/IMT	Direct/Ongoing evaluation and improvement of the course through observations and various meetings

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Verifying Standards of Student Achievement	Course coordinator and other academic course teachers	Direct: Exchange and assess various samples of student papers with team members to ensure that assessment across sections and campuses is consistent
Quality of Learning Resources	Course coordinator and course teachers	Learning resources evaluated at the end of the semester and decisions made for future improvement

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	December 21 st , 2020

Name of Course Instructors: Dr Marwa Toujani, Dr Ramona Harmon, Mr. Samir Muhaisen, Mr. Ahmad Talaat, Mr. Abdulrahman Yousef

Date Specification Completed: December 21, 2020

Program Coordinator: Dr. Randa Sibahi

Signature: *Randa Sibahi*

Date Received: