



Course Specification

— (Bachelor)

Course Title Academic Writing 3

Course Code: ENG 1112

Program: BA in English Language

Department: English

College: Social Sciences

Institution: Umm Al-Qura University

Version: 2

Last Revision Date: 2023



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	5
G. Specification Approval	6





A. General information about the course:

1. Course Identification

1. Credit hours:					
4 hours					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
3. Level/year at which this course is offered:					
Year 1, level 3.					
4. Course general Description:					
This course should introduce students to the structure of the traditional essay. Students are expected to write academic essays with an introduction, a number of body paragraphs and a conclusion. Students are encouraged to read model essays to develop a better understanding of the structure of the academic essay. The focus of this course is the basics of essay writing. Simple essay types will be explored as well.					
5. Pre-requirements for this course (if any):					
Academic Writing 2					
6. Co-requirements for this course (if any):					
None					
7. Course Main Objective(s):					
This course aims at reinforcing the basics of Academic writing by exploring the foundations of essay writing, analyzing different essay types, and finally composing a well-formulated essay.					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> ● Traditional classroom ● E-learning 	4 hours per week 10	90% 10%
4	Distance learning		

3. Contact Hours (based on the academic semester)



No	Activity	Contact Hours
1.	Lectures	38
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify): Exams	2
Total		40

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Analyze the basics of academic essay writing.	K1	Traditional Lecturing	Exams
1.2	Distinguish different essay types and the techniques involved in writing them.	K1	Class Discussion Brainstorming	Assignments In-Class discussion
2.0	Skills			
2.1	Compose a well-structured essay with a clear thesis statement, a proper introductory paragraph, adequate supporting paragraphs and a suitable concluding paragraph.	S1	Traditional Lecturing Class Discussion In-class exercises	Writing exams Editing exams Assignments
2.2	Use proper support for different arguments in a variety of essay types.	S1	Online exercises Writing labs	
2.3	Produce different essay types by using pre-writing techniques, particularly outlining, to generate ideas and organize them in an essay.	S1	Editing Sessions Brainstorming	
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate commitment to academic and ethical values.	V1	Traditional Lecturing	Assignments Exam performance
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2		Class participation

C. Course Content

No	List of Topics	Contact Hours
1.	In-depth Revision of the Basics of Paragraph Writing: Unit 1-3 Note: Please pay close attention to elements that were not covered in levels 1 and 2. The revision should be detailed and focused on the students' common weaknesses. Students should be quizzed about the content of these units once they are done with the revision. Assignments should also be allocated through MyElt..	6
2.	Unit 4. Moving from Paragraphs to Essays Note: This part can be tricky for students. Take your time with the transition from paragraphs to essays and utilize the exercises in the secondary sources provided in this course description, mainly College Writing Skills by John Langan.	16
3.	Unit 5. Cause-Effect Essays	6
4.	Unit 6. Comparison Essays	6
5.	(Optional) Unit 7. Problem-Solution Essays Note: This unit should only be covered if the students have mastered the essays writing basics.	6
Total		40

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam or Quizzes: These exams should include an editing portion (20%) and a writing portion (10%). All teachers of the course should follow the same rubric. These rubrics are available in the teacher's manual or online	6	30%
2.	In-class writing assignments: They should be marked for structure, punctuation and content. All teachers of the course should follow the same rubric. These rubrics are available in the teacher's manual or online.	Semi weekly	10%
3.	MyElt Exercises: Students should access the MyElt platform and do the exercises that the teacher assigned immediately after every unit. This way, students can practice what they learn and receive immediate feedback from the platform.	Semi weekly	10%
4.	Final: The exam should include an editing portion (30%) and a writing portion (20%). All teachers of the course should follow the same rubric. These rubrics are available in the teacher's manual or online.	13	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).





E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Folse, Keith S., April Muchmore-Vokoun and Elena Vestri Solomon. Great Writing 3. National Geographic Learning, Latest edition available.
Supportive References	Langan, John. College Writing Skills with Readings. Latest edition Available. McGraw-Hill.
Electronic Materials	Students should be advised to use their codes in order to access the companion website and the extra exercises offered there.
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Spacious well-equipped classrooms
Technology equipment (projector, smart board, software)	All classrooms are equipped with projectors and screens.
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> Department or college administration Students Teacher or peer 	<ul style="list-style-type: none"> Formal evaluation through the use of questionnaires at the end of the semester. Ongoing students' oral feedback on course materials, methodology or examinations Teacher's discussions and consultation with peers about course content, methodology and assessment. Teacher's analysis of students' quizzes and final exams.
Effectiveness of Students' assessment		
Quality of learning resources		
The extent to which CLOs have been achieved		
Other		

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





Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453/132022
DATE	07 RABI-II 1445 H - 22 OCTOBER 2023

