



# Course Specifications

<b>Course Title:</b>	<b>Writing in EFL</b>
<b>Course Code:</b>	<b>3012481-2</b>
<b>Program:</b>	<b>English Language 301200</b>
<b>Department:</b>	<b>English Language</b>
<b>College:</b>	<b>Al Leith University College</b>
<b>Institution:</b>	<b>Umm Al-Qura University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 2
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> 7 <sup>th</sup> Level / 4 <sup>th</sup> Year
<b>4. Pre-requisites for this course (if any):</b> Introduction to linguistics 1
<b>5. Co-requisites for this course (if any):</b> None

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2 hours per week	100%
2	Blended	0	0%
3	E-learning	0	0%
4	Correspondence	0	0%
5	Other	0	0%

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	(2 hours) x (15 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	(1 office hour) x (15 weeks)
	<b>Total</b>	<b>45 hours</b>
<b>Other Learning Hours*</b>		
1	Study	(1 hour) x (15 weeks)
2	Assignments	(1 hour) x (15 weeks)
3	Library	(1 hour) x (15 weeks)
4	Projects/Research Essays/Theses	0
5	Others (specify)	0
	<b>Total</b>	<b>45 hours</b>

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

- This course presents basic issues in second language (SL) writing theory, research, and practice. These issues include the historical context of SL writing, characteristics of ESL writers, ESL writers' composing processes, ESL writing syllabus design and lesson planning, assessment of ESL writing, and comparison of ESL and first language writing. Students are expected to reflect upon the implications of these issues for ESL writing pedagogy.

### 2. Course Main Objective

- The main purpose of this course is to make students reflect upon the implications of basic issues in second language (SL) writing theory, research, and practice for ESL writing pedagogy

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Recall the historical background of second language writing	K1
1.2	Recognize the characteristics of ESL writers and their texts	K2
1.3	Identify the main perspectives of teaching writing	K3
2	<b>Skills :</b>	
2.1	Interpret the different methods of teaching second language writing.	S1
2.2	Describe the theoretical and practical sphere of writing in EFL	S2
2.3	Discuss the latest theories about writing strategies.	S3
3	<b>Competence:</b>	
3.1	Cover the complexities of the assessment of writing.	C1
3.2	Investigate the scientific progress in writing in EFL	C2
3.3	Differentiate between the various theories	C3

## C. Course Content

No	List of Topics	Contact Hours
1	Writing and teaching writing	4
2	Second language writers	4
3	Syllabus design and lesson planning	4
4	Texts and materials in the writing class	2
5	Tasks in the L2 writing class	2
6	New Technologies in writing instruction	4
7	Responding to student writing	2
8	Assessing student writing	2
9	Researching writing and writers	2
10	Group assignment	2
11	Course Evaluation	2

<b>Total</b>	30
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## 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	<b>Knowledge</b>		
1.1	Recall the historical background of second language writing	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
1.2	Recognize the characteristics of ESL writers and their texts	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
1.3	Identify the main perspectives of teaching writing	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
2.0	<b>Skills</b>		
2.1	Interpret the different methods of teaching second language writing.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
2.2	Describe the theoretical and practical sphere of writing in EFL	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
2.3	Discuss the latest theories about writing strategies.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
3.0	<b>Competence</b>		
3.1	Cover the complexities of the assessment of writing.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
3.2	Investigate the scientific progress in writing in EFL	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
3.3	Differentiate between the various theories	Lectures/tutorials Individual work	Exams (midterm/final)

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Team/peer work	Homework/written assignments Oral discussion

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Written assignments/oral discussion/presentations	Every week	10 %
2	Midterm exam	6 <sup>th</sup> / 7 <sup>th</sup> week	30 %
3	Final exam	End of term	% 60

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

## E. Student Academic Counseling and Support

<p><b>Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :</b></p> <p>- Each instructor should provide academic guidance to a specific number of students in the English language department. Faculty members have four office hours per week in which they try to provide students with further clarification related to the delivered lessons, when needed.</p>
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## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Jack C. Richards. Second Language Writing. Cambridge University Press.
<b>Essential References Materials</b>	*****
<b>Electronic Materials</b>	*****
<b>Other Learning Materials</b>	*****

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	- large size classrooms with a capacity of 35 chairs at least
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Data show, Smart Board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	*****

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct (online questionnaires)
Quality of learning resources	Students Faculty members	Direct (online questionnaires)
Extent of achievement of course learning outcomes	Quality Unit Faculty members Students	Direct (online questionnaires)

**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

<b>Council / Committee</b>	The English language department's council
<b>Reference No.</b>	
<b>Date</b>	
<b>Head of department:</b>	<p>Dr. Hadi Hussein Al-Samadani</p> <p>Signature: </p>