### ATTACHMENT 5.

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**T6. Course Specifications**

**(CS)**

**Course Specifications**

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| Institution **Umm Al-Qura University** Date 9/4/1939 |
| College/ Department **Al-Qunfudhah University College** **English Department** |

A. Course Identification and General Information

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| 1. Course title and code: **advanced Writing# 2814232-3** |
| 2. Credit hours **3** |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course **Morad Yasin Deab Alrefo** |
| 5. Level/year at which this course is offered |
| 6. Pre-requisites for this course (if any) |
| 7. Co-requisites for this course (if any) |
| 8. Location if not on main campus |
| 9. Mode of Instruction (mark all that apply)  a. traditional classroom What percentage? 100%  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  Comments: |

B Objectives

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| 1. What is the main purpose for this course?  By the end of the course, students will be able to write academic essays (and research papers) . They will also have a critical awareness of their writing in terms of unity, content, coherence and linguistic accuracy (grammatical structure and choice of vocabulary).  1. Have a clear understanding of essay organization, including introduction, body paragraph(s) and a conclusion  2. Pay attention to coherence within the sentence, paragraph and essay  3. Write with appropriate essay organization |
| 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)  Weekly IT Lab sessions  Writing activates |

C. Course Description (Note: General description in the form used in Bulletin or handbook)

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| Course Description:  This course develops proficiency in integrated and contextualized writing skills and strategies. Topics include writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts. should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. |

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| 1. Topics to be Covered | | |
|  | No. of  Weeks | Contact hours |
| Language and Learning | 3 |  |
| Danger and Daring | 3 |  |
| Gender and Relationship | 3 |  |
| Beauty and Aesthetics | 3 |  |
| Transition | 3 |  |
| The Mind | 3 |  |
| Working | 3 |  |
| Breakthroughs | 3 |  |
| Art and Entertainment | 3 |  |

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| 2. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory  or Studio | Practical | Other: | Total |
| Contact  Hours | 3 hrs |  |  |  |  |  |
| Credit |  |  |  |  |  |  |

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| 3. Additional private study/learning hours expected for students per week. 2 |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| 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. (Courses are not required to include learning outcomes from each domain.) |

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| Code  # | NQF Learning Domains  And Course Learning Outcomes | Course Teaching  Strategies | Course Assessment  Methods |
| 1.0 | Knowledge | | |
| 1.1 | Memorize, recall, and define, specialized  English vocabulary for writing purposes | Traditional classroom lecture;  group activities; class  discussions; demonstrations  using models and visual aids | Quiz, exam, oral  presentation,  . |
| 1.2 | Memorize, recall, and define, specialized  English grammar for writing purposes. | Traditional classroom lecture;  group activities; class  discussions; demonstrations  using models and visual aids | Quiz, exam, oral  presentation  . |
| 2.0 | Cognitive Skills | | |
| 2.1 | Summarize and explain key concepts related  to specialized English vocabulary and  grammar for writing purposes. | Traditional classroom lecture;  group activities; class  discussions; demonstrations  using models and visual aids | Quiz, exam, oral  presentation, |
| 2.2 |  |  |  |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | Show self-reliance when working independently | individual/ performance tasks | Performance tasks (e.g. oral presentations) |
| 3.2 |  |  |  |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 | Demonstrate learning through pair work and  group work activities | Opening discussion sessions | In-class tests,  progress tests. |
| 4.2 | Express opinion and share viewpoints | Discussion giving students more opportunities to speak and freely to express personal thoughts, views | Performance tasks (e.g. oral presentations) (optional)  Written/ oral feedback |
| 5.0 | Psychomotor | | |

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| 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 | Mid-Term Exam |  | 20% |
| 2 | Participation, homework, quizzes |  | 10% |
| 3 | Attendance |  | 10% |
| 4 | Final exam |  | 60% |
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D. Student Academic Counseling and Support

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| 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)  Regular meetings with students |

E Learning Resources

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| 1. List Required Textbooks   Mosaic writing 2  Academic essay development  Mosaic silver edition By Meredith Pike and Laurie Blass |
| 2. List Essential References Materials (Journals, Reports, etc.) |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) |
| 4. List Electronic Materials, Web Sites, Facebook, Twitter, etc. |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

F. Facilities Required

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| 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 (Classrooms, laboratories, demonstration rooms/labs, etc.)  Library that can fit 60 -70 students.  Computer labs that can be filled with up-to 30 students  Lecture rooms, laboratories with 40 seats |
| 2. Computing resources (AV, data show, Smart Board, software, etc.) |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  A printer, scanner & photocopier. |

G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  student survey |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department  The assessment tasks and other work that students produce in the course of their study is a valuable source of information about your teaching and curriculum design. There are many ways to use students' work in both self- and peer-evaluation, for purposes such as developing teaching skills, refining curriculum, diagnosing problem areas and providing evidence of effective teaching. |
| 3 Processes for Improvement of Teaching  Improve the educational experiences provided by the instructor and identify the professional educational need to further develop the capacity to teach well. |
| 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)  Peer rating/grading  Reviewing with a staff member |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  None |

Name of Course Instructor: \_Morad Yasin Deab Alrefo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: 30/12/2017\_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_