



Course Specifications

Course Title:	Writing 2
Course Code:	ENG 116
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 3
2. Course type
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"/>
3. Level/year at which this course is offered: Level 2/Year 1
4. Pre-requisites for this course (if any): Writing 1 ENG 112
5. Co-requisites for this course (if any): N/A

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		90%
2	Blended		-
3	Online		10%
4	Distance learning		-
5	Other		-

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	-
3	Tutorial	05
4	Others (specify)	-
	Total	45
	Other learning Hours	
1	Study	14
2	Assignment	6
3	Library	2
4	Projects/Research Essay/ Theses	8
5	Others	
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

This course emphasizes on developing writing skills among students. They will commence from paragraph structure and organization to move latter on the different types of paragraphs, focusing on the use of simple sentences and structures that allow the students to control their whole writings i.e. the paragraph. The appropriate and effective organization of the paragraphs are not limited to; topic sentence, supporting sentences, or concluding sentence; however, it goes beyond such patent requirements to emphasis capitalization, punctuation, incorrect sentences, fragments, and run-on sentences.

2. Course Main Objective

- classify mainly four types of paragraphs (descriptive, process, opinion and narrative)
- apply their practical knowledge and strategies of writing for succeeding in content coursework.
- demonstrate their knowledge to express their opinions, discuss their ideas, and share their experiences through written communication.
- apply their knowledge to analyze authentic student paragraphs, which eventually leads to their academic and professional competences.
- synthesize their acquired knowledge of composing various types of paragraphs for succeeding in advanced courses such as applied linguistics and English literature.
- use language appropriately for various contexts in writing paragraphs.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Identify various writing skills types.	K1
1.2	Develop the strategies of writing for the succeeding in content courses.	K1
1.3	Demonstrate the major techniques, principles, and practices in the field of writing skill..	K3
2	Skills :	
2.1	Operate the knowledge to be independent learners to analyze authentic student paragraphs, which eventually leads to the academic and professional competences.	S4
2.2	Write well structured, complex academic texts on a wide range of topics.	S4
2.3	Conduct various writings and cope with unexpected topics. i.e. relying students on themselves in expressing their thoughts on various topics.	S3
3	Values:	
3.1	Develop the writing academic reliability to share the learning experience, and develop the writing communication.	V1

CLOs		Aligned PLOs
3.2	Act ethically in communicating with community members using IT tools and technological resources to gauge English writing skills in different settings.	V2
3.3	Acquire basic skills to communicate effectively and integrate citizens in such multi-cultural diversity	V3

C. Course Content

No	List of Topics	Contact Hours
1	Review of Writing I: handwriting, capitalization, sentence structure	6
2	Unit 1: Relationships Chapter 1: How Do People Meet?	4
3	Unit 1 Chapter 2: Who Has Good Social Skills?	4
4	Unit 1 Chapter 3: How Do Places Change Us?	4
5	Unit 2: Cities Chapter 1: What Makes a Strong Community?	4
6	Unit 2 Chapter 2: What Did Your City Build?	4
7	Unit 2 Chapter 3: How Did a Place Surprise You?	4
8	Unit 3: Lifestyles Chapter 1: Who Are 21 st - Century Teenagers?	4
9	Unit 3 Chapter 2: What Does Your Future Look Like?	4
10	Unit 3 Chapter 3: Who Is Your Country Proud of?	4
	General Revision For Final Exam	3
Total		45

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	Operate the four types of paragraphs	<i>Lecturing pair work group work</i>	<i>Tests comprising:</i>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		<i>free discussion</i>	<ul style="list-style-type: none"> ✓ <i>Free writing tasks in every lesson</i> ✓ <i>Multiple choice questions</i> ✓ <i>Gap-filling</i> ✓ <i>Error correction</i> ✓ <i>Editing</i> <i>Sentence completion</i>
1.2	Integrate strategies of writing for the succeeding in content courses	<i>Lecturing pair work group work free discussion</i>	<i>Tests comprising:</i> <ul style="list-style-type: none"> ✓ <i>Free writing tasks in every lesson</i> ✓ <i>Multiple choice questions</i> ✓ <i>Gap-filling</i> ✓ <i>Error correction</i> ✓ <i>Editing</i> <i>Sentence completion</i>
1.3	Demonstrate their knowledge to express their opinions, discuss their ideas, and share their experiences through written communication	Lecturing Discussion Exploiting tasks in the text book if necessary	As above
2.0	Skills		
2.1	Practice their knowledge being independent learners to analyze authentic student paragraphs, which eventually leads to their academic and professional competence	Lecturing Discussion Exploiting tasks in the text book if necessary	As above
2.2	Synthesize their acquired knowledge of composing various types of paragraphs for succeeding in advanced courses such as applied linguistics and English literature	Lecturing Discussion Exploiting tasks in the text book if necessary	As above
...			
3.0	Values		
3.1	The course intends to materialize the theoretical basics to put them into practice targeting the efficiency writing core competence.	Self-evaluation Encouraging pair-work and group work Encouraging students to cooperate each other	As above
3.2	Modeling the students' errors.	Pair work assessment	Assignments
3.3	Mastering the basic tools to structure English sentences.	In class practical sessions.	Quizzes, home works.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mainly paper-based paragraph writing tasks And a few blackboard quizzes.	Varies	10%
2	Mid-Term Exam 1	Week 7	20%
3	Mid-Term Exam 2	Week 13	20%
4	Final Examination	Week 16	50%

*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 :

Faculty Office Hours= 7 per week

Language Enhancement Program (LEP) for individual/group tutoring

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Trio Writing 2 With Online Practice. Alice Savage & Colin Ward. Oxford University Press 2015.
Essential References Materials	Oxford Advanced Learner's Dictionary (9 th edition)
Electronic Materials	Blackboard. Online tests and quizzes.
Other Learning Materials	-

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom- 30 seats with a white board and a data projector.
Technology Resources (AV, data show, Smart Board, software, etc.)	N/A
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Classroom Quiz	Instructors/ Internal Committee	Indirect
Occasional in-class observations	Instructors/ Internal Committee	Indirect
Pair work assignments in class	Instructors/ Internal Committee	Modeling

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	Department of English
Reference No.	14
Date	May 2, 2021