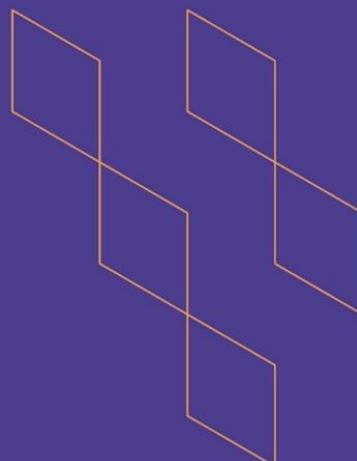




T-104  
2022

## Course Specification



Course Title: **Advanced Writing Skills**

Course Code: **ENG26236**

Program: **BA in English**

Department: **Department of English**

College: **College of Arts**

Institution: **University of Bisha**

Version: **1444**

Last Revision Date: 1-3-2023



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## A. General information about the course:

Course Identification	
1. Credit hours:	2
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <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: <b>Level-3/Year-2</b>	
4. Course general Description: This course is the second of two intensive courses for the English Major students. It targets both the development of the learners' English Language Skills and academic Skills. Learners will have the opportunity to develop advanced writing skills based on the level they have previously achieved in Basic English Skills: level B1 of the CEFR (Common European Framework Reference). By the end of the course, learners are expected to achieve <b>B2</b> level of the CEFR; the “ <b>Vantage</b> ” stage of the independent language learner where language use begins to become more “abstract” for example giving and justifying opinions, summarizing a short story or plot, or giving detailed instructions.	
5. Pre-requirements for this course (if any): <b>ENG6133</b>	
6. Co- requirements for this course (if any): <b>NA</b>	
7. Course Main Objective(s): By the end of the course, learners will be able to:	
<ol style="list-style-type: none"> <li>1. Demonstrate English Language <b>Skills</b> in Advanced writing at the level of B2 of the CEFR (Common European Framework Reference).</li> <li>2. Communicate in English in the academic context of Higher Education.</li> <li>3. Demonstrate <b>skills</b> in writing that form the foundation for academic achievement.</li> <li>4. Acquire the vocabulary of the Academic Word List necessary for their future study of the English Major.</li> <li>5. Use strategies such as contextualization of new vocabulary, use of previewing, skimming, and scanning techniques, and knowledge of text organization and discourse markers, to aid the comprehension of written and spoken language.</li> <li>6. Use of grammatically correct and situationally and culturally appropriate language in writing for effective communication in a variety of interpersonal and academic.</li> </ol>	



### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	24	80%
2.	E-learning	6	20%
3.	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4.	Distance learning		

### 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	<b>Total</b>	<b>30</b>



## 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	Memorize the vocabulary of the Academic Word List necessary for their future study of the English Major.	K.1	Lecturing Presentation Discussion Pair/Group Work Cooperative Learning	Quizzes Assignments Activities (Classroom or Online) Midterm Exam Final Exam
1.2	Recognize different academic content areas such as sociology, nutrition, architecture, and business.	K.3		
2.0	Skills			
2.1	Demonstrate English Language Skill in writing at the level of B1 of the CEFR (Common European Framework Reference).	S.1	Task based activities Lecturing Presentation Discussion Pair/Group Work Flipped Classroom Eclectic Method	Quizzes Assignments Activities (Classroom or Online) Midterm Exam Final Exam
2.2	Demonstrate skill in writing that form the foundation for academic achievement.	S.1		
2.3	Use strategies such as contextualization of new vocabulary, previewing, skimming and scanning techniques, text organization and discourse markers to aid the comprehension of written and spoken language.	S.1		
3.0	Values, autonomy, and responsibility			
3.1	Establish communication in English in the academic context of Higher Education.	V.1	Discussion Demos Presentation	Activities Assignments
3.2	Construct grammatically correct and culturally appropriate language in writing for effective communication in a variety of interpersonal and academic situations.	V.2		

## C. Course Content

No	List of Topics	Contact Hours
1.	<b>Orientation and General Revision</b>	3
2.	Writing Skill: Writing a main idea and supporting sentences. Unit Assignment: Write about a job that's right for you.	3
3.	Writing Skill: Writing sentences with but and so. Unit Assignment: Write about how you study.	3
4.	Writing Skill: Using correct paragraph structure. Unit Assignment: Write a paragraph about the best way to relax.	3
5.	Writing Skill: Writing a topic sentence. Unit Assignment: Write a paragraph about one way laughter is good for you.	3
6.	Writing Skill: Writing supporting sentences and details. Unit Assignment: Write a paragraph about your favorite sport.	3
7.	Writing Skill: Writing concluding sentences. Unit Assignment: Write an opinion paragraph.	3
8.	Writing Skill: Making a timeline to plan your writing. Unit Assignment: Write a paragraph about important changes in your life	3
9.	Writing Skill: Contrasting ideas with 'however'. Unit Assignment: Write one or more paragraphs about a common fear.	3
10.	<b>Revision</b>	3
<b>Total</b>		<b>30</b>

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	-----	10%
2.	Midterm	5-6	20%
3.	Activities (class/online)	-----	10%
4.	Assignments	-----	5%
5.	Participation	-----	5%
6.	Final Exam	11-12	50%
7.	Total		100%

\*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	<b>Q Skills for success 1 (Reading and Writing 1) special Edition – Third Edition.</b>
Supportive References	NA
Electronic Materials	
Other Learning Materials	

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Well-equipped classroom with a smart board, data show.
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections.

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> <li>Students</li> <li>Teacher</li> <li>Program Coordinator</li> <li>Peer Reviewers</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires.</li> <li>Direct feedback.</li> <li>Peer reviews reports.</li> <li>Class observations and reviews.</li> <li>Annual staff reports.</li> <li>Course and program reports.</li> </ul>
Effectiveness of students assessment	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Direct feedback.</li> <li>Peer reviews reports.</li> <li>Class observations and reviews.</li> <li>Annual staff reports.</li> </ul>



Assessment Areas/Issues	Assessor	Assessment Methods
		<ul style="list-style-type: none"> <li>Course and program reports.</li> <li>Exam paper evaluation</li> </ul>
Quality of learning resources	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire.</li> <li>Course and program reports.</li> </ul>
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Exam results analysis.</li> <li>Course and program reports.</li> </ul>
Effectiveness of improvement plans	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Course and program reports.</li> </ul>

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

Dr. Mohammed Nasser

