



### Course Specification

I. Course Identification and General Information:					
Course Title:	Writing I				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	<b>Total</b>
	3				<b>42</b>
Level & Semester:	Level One – First Semester				
Pre-requisites (if any):	None				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	English Department, Faculty of Arts & Humanities				
Prepared by:	Dr. Ahmed al-Bakeri				
Date of Approval:	2020/2021				

II. Course Description:
<p>This course aims to expose students to the basic writing skills required in academic settings. Towards this end, the course introduces the concept and structure of the paragraph. It presents two types of paragraph: <b>listing paragraphs</b> and <b>process paragraph</b>. In addition to paragraph writing, the course exposes students to two types of sentence: <b>simple</b> and <b>compound</b>. In this respect, students will learn how to use some punctuation rules and to correct <b>sentence errors</b> such as run-ons and comma splices.</p>



IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)	
PILOs	CILOs
<b>(A) Knowledge &amp; Understanding:</b>	
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:
<b>A1:</b> show knowledge and understanding of different linguistic and literary theories and schools of thought in English and American linguistics/literature;	<b>a1:</b> express a knowledge of the notions <i>cohesion, coherence</i> as well as of text organization methods (i.e. listing order and chronological order);
<b>A3:</b> show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	<b>a2:</b> distinguish between different types of sentence and paragraph in English;
<b>(B) Intellectual Skills</b>	
<b>B2:</b> evaluate linguistic and cultural phenomena and suggest explanations for them;	<b>b1:</b> assess the grammaticality of sentences as well as the coherence and unity of a paragraph;
<b>B3:</b> compare different literary, linguistic and translation theories and strategies;	<b>b2:</b> distinguish between three types of sentence structure and two types of paragraph;
<b>B4:</b> distinguish different language skills in terms of reading, writing, and speaking and listening;	<b>b3:</b> recognize two rhetorical methods of text organization (listing order and time order)
<b>(C) Professional &amp; Practical Skills</b>	
<b>C1:</b> employ theories, terms and concepts common in literature, linguistics and translation studies in order to properly interpret and analyze texts in English;	<b>c1:</b> use some basic punctuation rules and two methods of text organization to write academic compositions in English;



<b>C2:</b> employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	<b>c2:</b> produce grammatically correct sentences and coherent paragraphs in academic English;
<b>(D) Transferrable Skills</b>	
<b>D1:</b> make use of the linguistic and cultural knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	<b>d1:</b> apply some basic conventions of academic writing;
<b>D2:</b> manage time, work under pressure, and involve in team activities;	<b>d2:</b> work individually, in pairs, and in groups to carry out a writing task with a limited time;
<b>D4:</b> involve creatively in social and academic activities.	<b>d3:</b> review and edit academic compositions;

V. Alignment of Course Intended Learning Outcomes (CILOs)		
(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
a1- To express a knowledge of the notions <i>cohesion, coherence</i> as well as of two text organization methods (i.e. listing order and chronological order);	- lecture-mode - reciprocal learning - whole-class discussion	- in-class practice exercises and participation - midterm and final exams
a2- To distinguish between different types of sentence (simple; compound; complex) and of paragraph in English;	- lecture-mode - peer-reviewing - worksheets - whole-class discussion	- in-class practice exercises and participation - midterm and final exams



<b>(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:</b>		
CILOs	Teaching Strategies	Assessment Strategies
b1- To assess the grammaticality of sentences as well as the coherence and unity of a paragraph;	- lecture-mode - peer-reviewing - worksheets - whole-class discussion	- in-class activities and participation - midterm and final exams
b2- To distinguish between three types of sentence structure and two types of paragraph;	- lecture-mode - individual and pair work - peer-reviewing - worksheets	- in-class activities and participation - midterm and final exams
b3- To recognize two methods of organizations: listing order and time order;	- lecture-mode - individual and pair work - whole-class discussion	- in-class activities and participation - midterm and final exams
<b>(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:</b>		
CILOs	Teaching Strategies	Assessment Strategies
c1: To use some basic punctuation rules and two methods of text organization in order to write academic compositions in English;	- brainstorming and outlining - individual work - peer-reviewing - whole-class discussion	- in-class activities - home assignments - midterm and final exams
c2: To produce grammatically correct sentences and coherent paragraphs in English;	- brainstorming and outlining - peer-reviewing - worksheets - whole-class discussion	- in-class activities and participation - home assignments - midterm and final exams
<b>(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:</b>		
CILOs	Teaching Strategies	Assessment Strategies



d1- To apply basic conventions of academic writing;	- peer-reviewing - worksheets - whole-class discussion	- in-class activities and participation - home assignments - midterm and final exams
d2- To work individually, in pairs or in groups to carry out a writing task within a limited time;	- peer-reviewing - group discussions	- in-class activities - midterm and final exams
d3- To review and edit academic compositions.	- peer-reviewing	- in-class activities - home assignments - midterm and final exams

VII. Course Content:					
A-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	<b>Paragraph Writing</b>	- Definition of Paragraph - Paragraph Format - Paragraph Structure	first	3	a1 + b1 + c2 + d1
2	<b>Grammar and Capitalization</b>	- Sentence Elements - Six Rules of Capitalization - Practices on Editing and Punctuating Sentences.	Second	3	a2 + b1 + c1 + c2 + d2
3	<b>Sentence Structure</b>	- Simple Sentence - Patterns of Simple Sentence - Connecting Sentence Elements with <i>and</i> and <i>or</i>	Third	3	a1 + b2 + c1 + c2



		- Combining Sentences with <i>and</i> and <i>or</i>			
4	<b>Writing Process</b>	- Freewriting - Editing First Draft - Writing Final Copy	fourth	3	$c1 + c2 + d1 + d2 + d3$
5	<b>Listing-Order Paragraphs: Part I</b>	- Clustering - The Three Parts of a Paragraph: a. topic sentences b. supporting sentences c. concluding sentences	Fifth	3	$a1 + b1 + b2 + b3 + c1 + c2$
6	<b>Listing-Order Paragraphs: Part II</b>	- Listing Transition Signals - Paragraph Unity - Outlining - Writing Assignment	Sixth	3	$a1 + b1 + b2 + b3 + c1 + c2$
7	<b>MIDTERM EXAMINATION</b>		Seventh	3	$a2 + b1 + b2 + c1 + c2 + d2$
8	<b>Sentence Structure</b>	- Compound Sentences - Simple versus Compound Sentences - Coordinating Conjunctions: <i>and, but, or</i> and <i>so</i> .	eighth	3	$a2 + b2 + c1 + d1$
9	<b>Sentence Errors</b>	- Fragment Sentences - Run-on Sentences - Comma Splice Sentences	Ninth	3	$b1 + c2 + d3$
10	<b>Giving Instructions</b>	- Models of "How To" Paragraphs - Time Order Signals - Writing Assignment	Tenth	3	$a1 + a2 + b2 + b3 +$



					c2 + d2
11	<b>Sentence Structure</b>	- Complex Sentences - Dependent and Independent Clauses - Time Subordinators	Eleventh	3	b1 + c1 + c2
12	<b>Capitalization and Punctuation</b>	- Four Rules of Capitalization - Four Rules of Commas	twelfth	3	c1 + c2 + d1 + d3
13	<b>Writing Process</b>	- Writing Assignment	Thirteenth	3	a1 + b1 + c1 + c2 + d2
14	<b>FINAL EXAMINATION</b>		Fourteenth	3	a1 + b1 + b3 + c1 + c2 + d1 + d2
<b>Number of Weeks and Contact Hours per Semester:</b>			<b>14</b>	<b>42</b>	
<b>B. Practical Aspect (if any):</b>					
Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes	
1					
2					
3					
4					
5					
6					
7					
8					
9					



10				
11				
12				
13				
14				
<b>Number of Weeks and Contact Hours per Semester:</b>				

### VIII. Teaching Strategies of the Course

Lecture

Peer-reviewing

Worksheets

Brainstorming and outlining

Group discussions

Whole-class discussions

### IX. Activities/Assignments

No.	Activities/Assignment	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	a1 + a2 + b1 + b2 + b3 + c1 + c2	1 - 14	10
2	Assignments	a1 + a2 + b1 + b2 + b3 + c1 + c2 + d1 + d2 + d3	1 + 4 + 6 + 10 + 13	10

### X. Schedule of Task Assessment During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Attendance and Participation	1 - 14	10	10%	a1 + a2 + b1 + b2 + b3 + c1 + c2

16 | 8

العميد

النائب لشؤون الجودة

رئيس وحدة الجودة

منسق البرنامج

مطور توصيف المقرر

د. عبد الملك عيسى

د. حسين الورد

أ.م.د. محمد مياس

مراجع توصيف المقرر





2	Assignments	1 + 4 + 6 + 10 + 13	10	10%	a1 + a2 + b1 + b2 + b3 + c1 + c2 + d1 + d2 + d3
3	Midterm	7	10	10%	a2 + b1 + b2 + c1 + c2 + d2
4	Written final exam		70	70%	a1 + b1 + b3 + c1 + c2 + d1 + d2
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

<b>XI. Learning Resources:</b>	
<b>A. Required Textbook(s):</b>	
1. Hogue A. (2008) <i>First Steps in Academic Writing</i> . 2nd ed. New York: Pearson Longman.	
<b>B: Essential References:</b>	
1. Wingersky J. & Boerner J. (2004) <i>Writing Sentences and Paragraphs</i> . USA: Wadsworth.	
<b>C. Supplementary Materials:</b>	
<b>D. Electronic Materials and Websites (if any):</b>	
1.	
2.	

<b>X. Course Policies:</b>	
1.	<b>Class Attendance:</b> Not less than 75% of the whole semester.
2.	<b>Tardy:</b> Unless there is a reasonable excuse, no student will be allowed to enter the classroom after 10 minutes from class commencement.



3.	<b>Exam Attendance/Punctuality:</b> According to Item (45) of Students Affairs Bylaws, the following rules will be applied: 1- No student will be allowed to enter the venue of the examination after an elapse of half an hour from the beginning of the exam. 2- No student will be allowed to leave the venue of the examination before an elapse of half an hour from the beginning of the exam.
4.	<b>Assignments/Projects:</b> The teacher the Department determine the time of assignment submission.
5.	<b>Cheating:</b> The Disciplinary Committee decides the type of penalty against students caught cheating during the examination.
6.	<b>Impersonation:</b> According to Item (79) of Students Affairs Bylaws, permanent expulsion is the penalty to a case of impersonation.
7.	<b>Other Policies:</b> The Faculty, in pursuant to the Students Affairs Bylaws, is entitled to set up any further regulatory policies.



### Study Plan: Writing-I

I. Information about Course Lecturer:						
Name:	Dr. Ahmed M. al-Bakeri			Office Hours: 3hrs/weekly		
	Sat.	Sun.	Mon.	Tue.	Wed.	Thur.
	✓					
Place and phone number	Dept. of English Language and Literature Mobile: 777143699					
e-mail:	<a href="mailto:abulaitham74@gmail.com">abulaitham74@gmail.com</a> <a href="mailto:abulaithamphd2000@gmail.com">abulaithamphd2000@gmail.com</a>					

II. Course Identification and General Information:					
Course Title:	Writing I				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	<b>Total</b>
	3				<b>42</b>
Level & Semester:	Level One – First Semester				
Pre-requisites (if any):	None				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	English Department, Faculty of Arts & Humanities				
Prepared by:	Dr. Ahmed al-Bakeri				
Date of Approval:	2020/2021				



### III. Course Description:

This course aims to expose students to the basic writing skills required in academic settings. Towards this end, the course introduces the concept and structure of the paragraph. It presents two types of paragraph: **listing paragraphs** and **process paragraph**. In addition to paragraph writing, the course exposes students to two types of sentence: **simple** and **compound**. In this respect, students will learn how to use some punctuation rules and to correct **sentence errors** such as run-ons and comma splices.

### V. Course Intended Learning Outcomes (CILOs):

#### (A) Knowledge & Understanding:

**a1:** To express a knowledge of the notions *cohesion, coherence* as well as of text organization methods (i.e. listing order and chronological order);

**a2:** To distinguish between different types of sentence and paragraph in English;

#### (B) Intellectual Skills

**b1:** To assess the grammaticality of sentences as well as the coherence and unity of a paragraph;

**b2:** To distinguish between three types of sentence structure and two types of paragraph;

**b3:** To recognize two rhetorical methods of text organization (listing order and time order)

#### (C) Professional & Practical Skills

**c1:** To use some basic punctuation rules and two methods of text organization to write academic compositions in English;

**c2:** To produce grammatically correct sentences and coherent paragraphs in academic English;

#### (D) Transferrable Skills

**d1:** To apply some basic conventions of academic writing;

**d2:** To work individually, in pairs, and in groups to carry out a writing task with a limited time;

**d3:** To review and edit academic compositions;

### VI. Course Content:

#### A-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours
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16 | 12

العميد

النائب لشؤون الجودة

رئيس وحدة الجودة

منسق البرنامج

مطور توصيف المقرر

د. عبد الملك عيسى

د. حسين الورد

أ.م.د. محمد مياس

مراجع توصيف المقرر



1	<b>Paragraph Writing</b>	<ul style="list-style-type: none"> <li>- Definition of Paragraph</li> <li>- Paragraph Format</li> <li>- Paragraph Structure</li> </ul>	first	3
2	<b>Grammar and Capitalization</b>	<ul style="list-style-type: none"> <li>- Sentence Elements</li> <li>- Six Rules of Capitalization</li> <li>- Practices on Editing and Punctuating Sentences.</li> </ul>	Second	3
3	<b>Sentence Structure</b>	<ul style="list-style-type: none"> <li>- Simple Sentence</li> <li>- Patterns of Simple Sentence</li> <li>- Connecting Sentence Elements with <i>and</i> and <i>or</i></li> <li>- Combining Sentences with <i>and</i> and <i>or</i></li> </ul>	Third	3
4	<b>Writing Process</b>	<ul style="list-style-type: none"> <li>- Freewriting</li> <li>- Editing First Draft</li> <li>- Writing Final Copy</li> </ul>	fourth	3
5	<b>Listing-Order Paragraphs: Part I</b>	<ul style="list-style-type: none"> <li>- Clustering</li> <li>- The Three Parts of a Paragraph: <ul style="list-style-type: none"> <li>a. topic sentences</li> <li>b. supporting sentences</li> <li>c. concluding sentences</li> </ul> </li> </ul>	Fifth	3
6	<b>Listing-Order Paragraphs: Part II</b>	<ul style="list-style-type: none"> <li>- Listing Transition Signals</li> <li>- Paragraph Unity</li> <li>- Outlining</li> <li>- Writing Assignment</li> </ul>	Sixth	3
7	<b>MIDTERM EXAMINATION</b>		Seventh	3
8	<b>Sentence Structure</b>	<ul style="list-style-type: none"> <li>- Compound Sentences</li> <li>- Simple versus Compound Sentences</li> <li>- Coordinating Conjunctions: <i>and</i>, <i>but</i>, <i>or</i> and <i>so</i>.</li> </ul>	eighth	3



9	<b>Sentence Errors</b>	- Fragment Sentences - Run-on Sentences - Comma Splice Sentences	Ninth	3
10	<b>Giving Instructions</b>	- Models of "How To" Paragraphs - Time Order Signals - Writing Assignment	Tenth	3
11	<b>Sentence Structure</b>	- Complex Sentences - Dependent and Independent Clauses - Time Subordinators	Eleventh	3
12	<b>Capitalization and Punctuation</b>	- Four Rules of Capitalization - Four Rules of Commas	twelfth	3
13	<b>Writing Process</b>	- Writing Assignment	Thirteenth	3
14	<b>Final Examination</b>		Fourteenth	3
<b>Number of Weeks and Contact Hours per Semester:</b>			<b>14</b>	<b>42</b>

#### VII. Teaching Strategies:

- Lecture
- Peer-reviewing
- Worksheets
- Brainstorming and outlining
- Group discussions
Whole-class discussions

#### VIII. Activities/Assignments

No.	Activities/Assignment	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	a1 + a2 + b1 + b2 + b3 + c1 + c2	1 – 14	10



2	Assignments	$a1 + a2 + b1 + b2 + b3 + c1 + c2 + d1 + d2 + d3$	$1 + 4 + 6 + 10 + 13$	10
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#### IX. Schedule of Task Assessment during the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Attendance and Participation	1 – 14	10	10%	$a1 + a2 + b1 + b2 + b3 + c1 + c2$
2	Assignments	$1 + 4 + 7 + 10 + 12$	10	10%	$a1 + a2 + b1 + b2 + b3 + c1 + c2 + d1 + d2 + d3$
3	Midterm	7	10	10%	$a2 + b1 + b2 + c1 + c2 + d2$
4	Written final exam	14	70	70%	$a1 + b1 + b3 + c1 + c2 + d1 + d2$
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

#### XI. Learning Resources:

##### A. Required Textbook(s):

1. Hogue A. (2008) *First Steps in Academic Writing*. 2nd ed. New York: Pearson Longman.

##### B: Essential References:

1. Wingersky J. & Boerner J. (2004) *Writing Sentences and Paragraphs*. USA: Wadsworth.

##### C. Supplementary Materials:

##### D. Electronic Materials and Websites (if any):

1.



2.

X. Course Policies:	
1.	<b>Class Attendance:</b> Not less than 75% of the whole semester.
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