



Course Specifications of Academic Writing Skills

I. Course Identification and General Information:						
1	Course Title:	Academic Writing Skills				
2	Course Number & Code:	DR 33				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3				3
4	Study level/ semester at which this course is offered:	Level II , Semester I				
5	Pre –requisite (if any):	DR 13; DR 23				
6	Co –requisite (if any):	DR 34				
7	Program (s) in which the course is offered:	English Program				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages/ University Campus				
10	Prepared by:	Lecturer: Abdul-Hakim Homadi				
11	Date of approval:					
II. Course description:						
This course is intended to help non-native English language learners to develop confidence in essay writing. It also aims to enable students develop critical thinking and gain confidence in presenting their ideas and improve competence in academic writing skills to write different types of coherent and unified academic essays that will lead to success in their college study and to communicate appropriately in different life contexts.						
III. Intended learning outcomes (ILOs) of the course:						
(A) Knowledge and Understanding:						
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.						
Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding			Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding			
After completing this program, students will be able to:			After participating in the course, students will be able to:			
A3-	Demonstrate an awareness of the basic structure, levels and discourse		a1-	Identify the basic structure of an essay (introduction- supporting body paragraph/s and		

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functions of the English language and in the ways in which words and sentences are related to each other and how they combine to create texts of different types.	conclusion.
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Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:	<ul style="list-style-type: none"> ▪ Lectures/ ▪ Individual and pair work ▪ Group discussions ▪ Class reports 	<ul style="list-style-type: none"> ▪ Home assignments ▪ Class writing ▪ Final exam
a1- Identify the basic structure of an essay (introduction- supporting body paragraph/s and conclusion.		

(B) Intellectual Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills	Course Intended Learning Outcomes (CILOs) of Intellectual Skills
After completing this program, students will be able to:	After participating in the course, students will be able to:
B2- Abstract and synthesize complex information from a variety of texts and reflect critically on some of the dominant theories and topics in the various fields of English language and literature.	b1- Summarize relevant information from a variety of academic sources.

Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:	<ul style="list-style-type: none"> ▪ Lectures/ ▪ Individual and pair work ▪ Group discussions ▪ Class report 	<ul style="list-style-type: none"> ▪ Home assignments ▪ Class writing ▪ Final exam
b1- Summarize relevant information from a variety of academic sources.		

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(C) Professional and Practical Skills:			
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills			
Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
C2-	Make appropriate linguistic choices in speaking or writing for audiences, purposes, contexts and cultures.	C1-	Use formal academic style in writing by avoiding informal and idiomatic expressions.
C4	Apply a range of conceptual tools and communication skills in handling language-based tasks in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently.	c2-	Select a real-life issue and propose a solution by giving strong reasons.
C5	Successfully apply strategies to interpret, analyze and critically examine diverse forms of discourse including literary, journalistic, historical and other non-literary texts.	c3-	Analyze examples of academic essays by looking at the different types of essays, and develop essay unity and coherence by connecting sentences logically not only within a paragraph but also within paragraphs in an essay.
		c4	Compose well-developed timed essays of different types.
Teaching and Assessment Methods for Achieving Learning Outcomes:			
Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:			
Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:		<ul style="list-style-type: none"> ▪ Lectures/ ▪ Individual and pair work ▪ Group discussions ▪ Class reports 	<ul style="list-style-type: none"> ▪ Home assignments ▪ Class writing ▪ Final exam
c1-	<ul style="list-style-type: none"> ▪ Use formal academic style in writing by avoiding informal and idiomatic expressions. 		
c2	Select a real-life issue and propose a solution by giving strong reasons.	<ul style="list-style-type: none"> ▪ Lectures/ ▪ Individual and pair work ▪ Group discussions ▪ Class reports 	<ul style="list-style-type: none"> ▪ Home assignments ▪ Class writing ▪ Final exam

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c3	Analyze examples of academic essays by looking at the different types of essays, and develop essay unity and coherence by connecting sentences logically not only within a paragraph but also within paragraphs in an essay.	<ul style="list-style-type: none"> ▪ Lectures/ ▪ Individual and pair work ▪ Group discussions ▪ Class reports 	<ul style="list-style-type: none"> ▪ Home assignments ▪ Class writing ▪ Final exam
c4	Compose well-developed timed essays of different types.		

(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
D6-	<ul style="list-style-type: none"> ▪ Communicate effectively and fluently in English in different academic, professional and social settings. 	d1 d2	Write an essay to people concerned (local authority) suggesting changes needed or proposing solutions to a problem.

Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:		<ul style="list-style-type: none"> ▪ Lectures/ ▪ Individual and pair work ▪ Group discussions ▪ Class reports 	<ul style="list-style-type: none"> ▪ Home assignments ▪ Class writing ▪ Final exam
d1- d2	Write an essay to people concerned (local authority) suggesting changes needed or proposing solutions to a problem.		

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IV. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Unit 1 From paragraph to short essay	a3, b2, c2, c3, c4, d1	Part 1 :Review of the paragraph The purpose of writing/Review of paragraph structure Part 2: Unity and Coherence/ reading paragraphs for unity and coherence Part 3: From paragraph to short essay/ comparing a paragraph to an essay/ looking at example paragraph/ essay Editing students' work	2	6
2	Unit 2 Descriptive Essays	a3, b2, c2, c3, c4, d1	Part 1 Stimulating ideas/ reading an authentic text one model essay Pre writing technique (free writing) Part 2 Learn about descriptive essay structure Brainstorm word web for specific vocabulary related to descriptive Developing students' ideas Part 5: Putting it all together; Class writing	3	9
3	Unit 3 Narrative Essays	a3, b2, c2, c3, c4, d1	Part 1 Stimulating ideas (students look at two pictures; Authentic text Part 2 Brainstorm for ideas related to an event that had the strongest influence on a person Different parts of a narrative essay A model essay Part 3 Writing: Another model essay Part 4 grammar related to narrating Part 5: Putting it all together	2	6
4	Unit 4 Opinion Essays	a3, b2, c2, c3, c4, d1	Part 1: Stimulating ideas Part 2 : Brainstorming and Outlining Part 3: Developing ideas Part 4: Editing writing Part 5 : Putting it all together; Class writing	3	9

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5	Unit 5 Comparison and Contrast Essays	a3, b2, c2, c3, c4, d1	Part 1: Stimulating ideas Part 2 : Brainstorming and Outlining Part 3: Developing ideas Part 4: Editing writing Part 5 : Putting it all together; Class writing	2	6	
6	Unit 6 Cause and Effect Essays	a3, b2, c2, c3, c4, d1	Part 1: Stimulating ideas Part 2 : Brainstorming and Outlining Part 3: Developing ideas Part 4: Editing writing Part 5 : Putting it all together; Class writing	2	6	
Number of Weeks /and Units Per Semester				6 Units	14wks	42

b- Training Aspect:				
Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1	NA			
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:
<ul style="list-style-type: none"> ▪ Lectures/ ▪ Individual and pair work ▪ Group discussions ▪ Class reports
3-Assessment Methods:
<ul style="list-style-type: none"> ▪ Home assignments ▪ Class writing ▪ Final exam

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VI. Schedule of Assessment Tasks for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Home Assignments	Unit 1/3/and 5	30	30%	a3,b2,c1,c3,c4, d1
2	Class Writing	Wk 2, 4, 6	30	30%	a3,b2,c2,c4,c2, d2
3	Final Exam	End of term (week16)	40	40%	a3,b2,c1,c3,c4, d2
Total			100	100%	

VII. Students' Support:	
Office Hours/week	Other Procedures (if any)

VIII. Learning Resource (MLA style or APA style)s:	
1- Required Textbook(s) (maximum two)	
	1.Savage, A. & Mayer, P. (2005) <i>Effective Academic Writing 2</i> – Oxford University Press 2.Oshima, A & Hogue, A. (2007) <i>Introduction to Academic writing</i> , 3r edition -Pearson Education
2- Recommended Readings and Reference Materials	
	1. Boardman Cynthia A. & Frydenberg J. (2002) <i>Writing to Communicate Paragraphs and Essays</i> , 2 nd edition- Pearson Education 2. Broukeal, M (2010) <i>Weaving It Together 3: Connecting Reading and Writing</i> , 4 th edition- Cengage Learning
3- Essential References	
4- Electronic Materials and Web Sites etc.	
	https://owl.excelsior.edu . English.purdue.edu/owl/ https://owl
5- Other Learning Material:	
	-

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IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	التوقيع
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشئون الأكاديمية	

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Course Plan of Academic Writing Skills

I. - Information about Faculty Member Responsible for the Course:						
Name of Faculty Member	Office Hours					
Location & Telephone No.	SAT	SUN	MON	TUE	WED	THU
E-mail						

II. Course Identification and General Information:						
1-	Course Title:	Academic Writing Skills				
2-	Course Number & Code:	DR 33				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		3
4-	Study level/year at which this course is offered:	Semester I / Level II				
5-	Pre –requisite (if any):	DR 13; DR 23				
6-	Co –requisite (if any):	DR 34				
7-	Program (s) in which the course is offered	English Program				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Interactive Lecture				
11-	Location of teaching the course:	Faculty of Languages/ University Campus				

III. Course Description:	
<p>This course is intended to help non-native English language learners to develop confidence in essay writing. It also aims to enable students develop critical thinking and gain confidence in presenting their ideas and improve competence in academic writing skills to write different types of coherent and unified academic essays that will lead to success in their college study and to communicate appropriately in different life contexts.</p>	

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IV. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

1. Identify the basic structure of an essay (introduction- supporting body paragraph/s and conclusion.
2. Summarize relevant information from a variety of academic sources.
3. Use formal academic style in writing by avoiding informal and idiomatic expressions.
4. Select a real-life issue and propose a solution by giving strong reasons.
5. Analyze examples of academic essays by looking at the different types of essays, and develop essay unity and coherence by connecting sentences logically not only within a paragraph but also within paragraphs in an essay.
6. Compose well-developed timed essays of different types.
7. Write an essay to people concerned (local authority) suggesting changes needed or proposing solutions to a problem.

V. Course Content:

A – Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	Unit 1: From paragraph to short essay Part 1 :Review of the paragraph The purpose of writing/Review of paragraph structure Part 2: Unity and Coherence/ reading paragraphs for unity and coherence	1	3
2	Unit 1: Part 3: From paragraph to short essay/ comparing a paragraph to an essay/ looking at example paragraph/ essay Editing students' work	2	3
3	Unit 2: Descriptive Essays Part 1: Stimulating ideas/ reading an authentic text; One model essay; Pre writing technique (free writing)	3	3
4	Part 2: Learn about descriptive essay structure; Brainstorm word web for specific vocabulary related to descriptive; Developing students' ideas	4	3
5	Part 3: Putting it all together; Class writing	5	3
6	Unit 3: Narrative Essays Part 1: Stimulating ideas (students look at two pictures; Authentic text Part 2: Brainstorm for ideas related to an event that had the strongest influence on a person; Different parts of a narrative essay; A model essay	6	3
7	Part 3 Writing: Another model essay Part 4 grammar related to narrating	7	3

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	Part 5: Putting it all together		
8	Mid-Term Exam	8	3
9	Unit 4: Opinion Essays Part 1: Stimulating ideas Part 2 : Brainstorming and Outlining	9	3
10	Part 3: Developing ideas Part 4: Editing writing	10	3
11	Part 5 : Putting it all together; Class writing	11	3
12	Unit 5: Comparison and Contrast Essays Part 1: Stimulating ideas Part 2 : Brainstorming and Outlining Part 3: Developing ideas	12	3
13	Unit 6: Cause and Effect Essays Part 1: Stimulating ideas Part 2 : Brainstorming and Outlining Part 3: Developing ideas	13	3
14	Part 4: Editing writing Part 5 : Putting it all together; Class writing	14	3
15	Revision	15	3
	Final exam	16	3
Number of Weeks /and Units Per Semester 6 Units		16 wks	48

b- Training Aspect:

Order	Training Tasks	Week Due	Contact hours
1			
Number of Weeks /and Units Per Semester			

VI. Teaching strategies of the course:

- Lectures/
- Individual and pair work
- Group discussions
- Class reports

VII. Assessment Methods:

- Home assignments
- Class writing
- Final exam

No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Home Assignments	Unit 1/3/and 5	30	30%
2	Class Writing	Wk 2, 4, 6	30	30%

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3	Final Exam	End of term/ week16	40	40%
Total			100	100%

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3- Electronic Materials and Web Sites etc.	
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7	Other policies:



The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

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