



## Course Specification Writing I

I. Course Identification and General Information:						
1	Course Title:	Writing I				
2	Course Number & Code:	DR 13				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3			3	
4	Study level/ semester at which this course is offered:	Level I /Semester I/				
5	Pre –requisite (if any):	NA				
6	Co –requisite (if any):	NA				
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 focuses on equipping non-native language beginner learners with basic grammar related to building a sentence in English. It is also intended to help learners develop basic sentence structure and paragraph writing skills in order to develop confidence to become good writers in later stages. This will be achieved by a number of teaching strategies, including class discussion and group work.						
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 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	a1-	Recognize parts of speech and their functions in simple sentences with different patterns in English.	a2.	Show understanding of different verb tenses in writing about daily activities (present simple),	

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	of different types.	a3	ongoing sentences (Present continuous), past events (past simple), and future activities (be going to / will).  Master paragraph format and organization (heading, titles, margins, topic sentences, supporting details, and concluding sentences.
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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:		
a1- Recognize parts of speech and their functions in simple sentences with different patterns in English.	<ul style="list-style-type: none"> <li>▪ Class input through formal lectures</li> <li>▪ Individual work</li> <li>▪ Pair work and small group discussions</li> <li>▪ Teacher-led full-class discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Home Assignments</li> <li>▪ Progress Tests</li> <li>▪ Mid-term Test</li> <li>▪ End of Term Exam</li> </ul>
a2. Show understanding of different verb tenses in writing about daily activities (present simple), ongoing sentences (Present continuous), past events (past simple), and future activities ( be going to / will).		
a3 Master paragraph format and organization (heading, titles, margins, topic sentences, supporting details, and concluding sentences.		

### (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:
B1- Critically examine and evaluate evidence in relation to communication and language use in a variety of modes, genres and contexts, in different literary and non-literary texts.	b1- Analyze model paragraphs to be familiar with more than one way of addressing a writing task, and illustrate different techniques of brainstorming in order to go through the stages of the writing process.

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### 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
<p>After participating in the course, students will be able to:</p> <p><b>b1-</b> Analyze model paragraphs to be familiar with more than one way of addressing a writing task, and illustrate different techniques of brainstorming in order to go through the stages of the writing process.</p>	<ul style="list-style-type: none"> <li>▪ Class input through formal lectures</li> <li>▪ Individual work</li> <li>▪ Pair work and small group discussions</li> <li>▪ Teacher-led full-class discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Home Assignments</li> <li>▪ Progress Tests</li> <li>▪ Mid-term Test</li> <li>▪ End of Term Exam</li> </ul>

### (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
<p>After completing this program, students will be able to:</p> <p><b>C2-</b> Make appropriate linguistic choices in speaking or writing for audiences, purposes, contexts and cultures.</p>	<p>After participating in the course, students will be able to:</p> <p><b>c1-</b> Write grammatically correct and effective simple sentences of different patterns.</p> <p><b>c2-</b></p> <p><b>c3-</b> Write good topic sentences and concluding sentences and generate relevant supporting ideas.</p> <p>Organize ideas logically and write a well-organized paragraph.</p>

### Teaching And Assessment Methods For Achieving Learning Outcomes:

#### Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

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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"> <li>▪ Class input through formal lectures</li> <li>▪ Individual work</li> <li>▪ Pair work and small group discussions</li> </ul> Teacher-led full-class discussions	<ul style="list-style-type: none"> <li>▪ Home Assignments</li> <li>▪ Progress Tests</li> <li>▪ Mid-term Test</li> <li>▪ End of Term Exam</li> </ul>
c1-	Write grammatically correct and effective simple sentences of different patterns.		
c2-			
c3-	Write good topic sentences and concluding sentences and generate relevant supporting ideas.		
Organize ideas logically and write a well-organized paragraph.			

#### (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-	Communicate effectively and fluently in English in different academic, professional and social settings.	d1-	Produce simple writing texts to express themselves in class and in real contexts.

#### 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"> <li>▪ Class input through formal lectures</li> <li>▪ Individual work</li> <li>▪ Pair wok and small group discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Home Assignments</li> <li>▪ Progress Tests</li> <li>▪ Mid-term Test</li> <li>▪ End of Term Exam</li> </ul>
d1-	Produce simple writing texts to express themselves in class and in real contexts.		

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		▪ Teacher-led full-class discussions	
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#### IV. Course Content:

##### 1 – Course Topics/Items:

###### a – Theoretical Aspect

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Chapter 1 Introducing Yourself	a3, b1, c2, d1	Organization Sentence Structure and Mechanics Grammar and Vocabulary The Writing Process	2	6
2	Chapter 2 Describing morning routine	a3, b1, c2, d1	Organization Grammar and Sentence Structure Mechanics The Writing Process	2	6
3	Chapter 3 Every Picture Tells a Story	a3, b1, c2, d1	Organization Sentence Structure Grammar and Vocabulary The Writing Process	2	6
4	Chapter 4 Saturdays	a3, b1, c2, d1	Organization Sentence Structure and Vocabulary The Writing Process	1	3
5	Chapter 5 What's going on?	a3, b1, c2, d1	Organization Sentence Structure Grammar The Writing Process	2	6
6	Chapter 6 Your Home	a3, b1, c2, d1	Organization Grammar Vocabulary and Sentence Structure The Writing Process	1	3
7	Chapter 7 Remembering an Important Day	a3, b1, c2, d1	Organization Grammar Sentence Structure & mechanics The Writing Process	2	6
8	Chapter 8 Memories of a Trip	a3, b1, c2, d1	Organization Sentence Structure Grammar and Vocabulary The Writing Process	1	3
9	Chapter 9 Looking Ahead	a3, b1, c2, d1	Organization Sentence Structure Grammar and Vocabulary	1	3

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			The Writing Process	
Number of Weeks /and Units Per Semester		9 Units	14	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:

- Class input through formal lectures
- Individual work
- Pair work and small group discussions
- Teacher-led full-class discussions

### 1-Assessment Methods:

- Homework Assignments
- Progress Tests
- Mid-term Test
- End of Term Exam

### 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	Left to the teacher (at least four assignments)	20	20%	a3, b1, c2, d1
2	Progress Tests	Wk3, 6, 9	30	30%	a3, b1, c2, d1
3	Mid-term Test	Week 8 or 9	10	10%	a3, b1, c2, d1
4	Final Exam	End of Term (week16)	40	40%	a3, b1, c2, d1
<b>Total</b>			<b>100</b>	<b>100%</b>	

### VII. Learning Resource (MLA style or APA style)s:

#### 1- Required Textbook(s) ( maximum two )

- Butler L. (2007) *Fundamentals of Academic Writing* – Pearson Education, Inc. NY
- Broukal M. (2009) *Weaving It Together 1: Connecting Reading and Writing*. Pearson Education

#### 2- Recommended Readings and Reference Materials

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	1. Hogue A. (2008) <i>First Step in Academic Writing</i> - 2 <sup>nd</sup> edition – Pearson Education: NY
<b>3- Essential References</b>	
	1.Oshima, A. & Hogue, A. (2007) <i>Introduction to Academic writing</i> , 3r edition -Pearson Education
<b>4- Electronic Materials and Web Sites etc.</b>	
	<a href="https://owl.excelsior.edu">https://owl.excelsior.edu</a> <a href="https://owl.purdue.edu">. English.purdue.edu/owl/https://owl</a>
<b>5- Other Learning Material:</b>	
	- Supplementary materials when needed

<b>IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))</b>	
1	<b>Class Attendance:</b> 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	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> 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	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	<b>Cheating:</b> 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	<b>Forgery and Impersonation:</b> 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	<b>Other policies:</b> 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:

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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 Writing I

### 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:	Writing I				
2-	Course Number & Code:					
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 I				
5-	Pre –requisite (if any):	NA				
6-	Co –requisite (if any):	NA				
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:

This course focuses on equipping non-native language beginner learners with basic grammar related to building a sentence in English. It is also intended to help learners develop basic sentence structure and paragraph writing skills in order to develop confidence to become good writers in later stages. This will be achieved by a number of teaching strategies, including class discussion and group work.

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

After completing this course, students will be able to:

1. Recognize parts of speech and their functions in simple sentences with different patterns in English.
2. Show understanding of different verb tenses in writing about daily activities (present simple), ongoing sentences (Present continuous), past events (past simple), and future activities ( be

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- going to/ will).
3. Master paragraph format and organization ( heading, titles, margins, topic sentences, supporting details, and concluding sentences.
  4. Analyze model paragraphs to be familiar with more than one way of addressing a writing task, and illustrate different techniques of brainstorming in order to go through the stages of the writing process.
  5. Write grammatically correct and effective simple sentences of different patterns.
  6. Write good topic sentences and concluding sentences and generate relevant supporting ideas.
  7. Organize ideas logically and write a well-organized paragraph.
  8. Produce simple writing texts to express themselves in class and in real contexts.

## V. Course Content:

### A – Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	<b>Chapter 1: Introducing Yourself (A)</b> Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	1	3
2	<b>Chapter 1: Introducing Yourself (B)</b> Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	2	3
3	<b>Chapter 2 : Describing morning routine (A)</b> Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	3	3
4	<b>Chapter 2 : Describing morning routine (B)</b> Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	4	3
5	<b>Chapter 3: Every Picture Tells a Story (A)</b> Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	5	3
6	<b>Chapter 3: Every Picture Tells a Story (B)</b> Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	6	3
7	<b>Progress Test 1</b>	7	3
8	<b>Chapter 4: Saturdays (A)</b> Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	8	3
9	<b>Chapter 5: What's going on? (A)</b> Organization; Sentence Structure Grammar and Vocabulary; Mechanics;	9	3

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10	Chapter 5: What's going on? (B) Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	10	3
11	Mid-semester test	11	3
12	Chapter 6: Your Home Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	12	3
13	Progress Test 2	13	3
12	Chapter 7: Remembering an Important Day (A) Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	12	3
13	Chapter 7: Remembering an Important Day (B) Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	13	3
14	Chapter 8: Memories of a Trip Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	14	3
14	Chapter 9: Looking Ahead Organization; Sentence Structure Grammar and Vocabulary; Mechanics; The Writing Process	15	3
16	Final Exam	16	3
Number of Weeks /and Units Per Semester 9 Units		16	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:

- Class input through formal lectures
- Individual work
- Pair and small group discussions
- Teacher-led full-class discussions

### VII. Assessment Methods:

- Homework Assignments
- Progress Tests
- Mid-term Test
- End of Term Exam

No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
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1	Home Assignments	Left to the teacher (at least four assignments)	20	20%
2	Progress Tests	Wk 3, 6, 9	30	30%
3	Mid-term Test	Week 8 or 9	10	10%
4	Final Exam	End of Term (week16)	40	40%
<b>Total</b>			<b>100</b>	<b>100%</b>

### VIII. Learning Resources:

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<b>1- Required Textbook(s) ( maximum two ).</b>	
	<ol style="list-style-type: none"> <li>Butler L. (2007) Fundamentals of Academic Writing – Pearson Education, Inc. NY</li> <li>Broukal M. (2009) Weaving It Together 1: Connecting Reading and Writing. Pearson Education</li> </ol>
<b>2- Essential References.</b>	
	<ol style="list-style-type: none"> <li>Hogue A. (2008) <i>First Step in Academic Writing</i>- 2<sup>nd</sup> edition – Pearson Education: NY</li> <li>Oshima, A. &amp; Hogue, A. (2007) <i>Introduction to Academic writing</i>, 3<sup>rd</sup> edition -Pearson Education</li> </ol>
<b>3- Electronic Materials and Web Sites etc.</b>	
	<ol style="list-style-type: none"> <li><a href="https://owl.excelsior.edu">https://owl.excelsior.edu</a></li> <li><a href="https://owl.English.purdue.edu/owl/">https://owl.English.purdue.edu/owl/</a></li> </ol>

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

1	<b>Class Attendance:</b> 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	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> 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	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	<b>Cheating:</b> Cheating is an act of fraud that results in the cancelation of the student's exam or

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	assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	<b>Forgery and Impersonation:</b> 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	<b>Other policies:</b> 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.