كتابة متقدمة
Course Specification

I. Course Identification and General Information:					
Course Title:	**Advanced Writing**				
Course Code and Number:					
	theory	practice	seminar	training	**Total**
Credit Hours:	3				**42**
Level & Semester:	Level One – First Semester				
Pre-requisites (if any):	Writing I + Writing II				
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:	Faculty of Arts & Humanities, Sana'a University				
Prepared by:	Dr. Ahmed al-Bakri				
Date of Approval:					

II. Course Description:

This course is on writing for academic purposes and is intended to be taught to advanced students. It first provides a cursory review of the structure and different types of paragraph which students are expected to have learned in Writing-I & Writing-II. Having refreshed their memories, students will be introduced to **essay writing**. Here, students will be exposed to the basic elements of the essay as well as various types of essay, such as Process Essay, Cause/Effect Essay, Comparison/Contrast Essay, and Argumentative Essay. They will learn how to support their ideas and opinions with different kinds of information (e.g. facts, quotations, and statistics); i.e. more advanced aspects of academic writing, namely note-taking, quoting, paraphrasing and summarizing, will be introduced.

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)

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أ.د.	د. حسين أحمد الورد	أ.م.د. عبدالملك محمد عيسى

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PILOs	CILOs
(A) Knowledge & Understanding:	
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:
A1: show knowledge and understanding of different linguistic and literary theories and schools of thought in English and American linguistics/literature;	a1: recall the functions of the paragraphs as well as the different types of rhetorical methods of text organization;
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a2: express a knowledge of different types of essay;
(B) Intellectual Skills	
B3: compare different literary, linguistic and translation theories and strategies;	b1: distinguish between different types of rhetorical methods of text organization;
B4: distinguish different language skills in terms of reading, writing, and speaking and listening;	b2: differentiate between different techniques for providing supporting details (e.g. quoting, summarizing, paraphrasing);
(C) Professional & Practical Skills	
C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	c1: utilize different rhetorical methods of text organization to produce coherent extended essays;
C3: use research tools and methods to collect research data, analyze them, and present them in a scientifically appropriate manner;	c2: employ different types of supporting details (e.g. quotations and paraphrases) essential for academic compositions;
(D) Transferrable Skills	
D1: make use of the linguistic and cultural knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	d1: communicate clearly and efficiently via written language;
D2: manage time, work under pressure, and	d2: carry out writing tasks within a limited time;

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engage in team activities;	
D4: engage creatively in social and academic activities.	d3: 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 recall the functions of the paragraphs as well as the different types of rhetorical methods of text organization;	- lecture-mode - pair discussions - whole-class discussion	- in-class practice exercises and participation - midterm exam - final exam
a2: To express a knowledge of different types of essay;	- lecture-mode - pair discussions - whole-class discussion	- in-class practice exercises and participation - home assignments - midterm exam - final exam

(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
b1: To distinguish between different types of rhetorical methods of text organization;	- lecture-mode - pair discussions - whole-class discussion	- in-class activities and participation - midterm exam - final exam
b2: To differentiate between different techniques for providing supporting details (e.g. quoting, summarizing, paraphrasing);	- lecture-mode - worksheets - pair discussions - whole-class discussion	- in-class activities and participation - midterm exam - final exam

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies

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c1: To utilize different rhetorical methods of text organization to produce coherent extended essays;	- lecture-mode - brainstorming and outlining - individual work - peer-reviewing - whole-class discussion	- in-class activities - midterm exam - final exam
c2: To employ different types of supporting details (e.g. quotations and paraphrases) essential for academic compositions;	- lecture-mode - individual work - peer-reviewing - whole-class discussion	- in-class activities and participation - home assignments - midterm exam - final exam
(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
d1: To communicate clearly and efficiently via written language;	- lecture-mode - individual work - peer-reviewing - whole-class discussion	- in-class activities and participation - midterm exam - final exam
d2: To carry out writing tasks within a limited time;	- brainstorming and outlining - pair and group discussions	- in-class activities - midterm exam - final exam
d4: To review and edit academic compositions;	- peer-reviewing - worksheets	- in-class activities - midterm exam - final exam

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VI. Course Content:

A-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	**From Paragraph to Essay**	- Structure of Essay a. introductory paragraphs b. body paragraphs c. concluding paragraphs	first	3	a1 + d1
2	**Writing Process**	- Thesis statement - Essay outlining	Second	3	a1 + d3
3	**Using Parallelism and Fixing Sentence Problems**	- Parallelism with Coordinators: and, or, but - Choppy Sentences - Stringy Sentences - Editing Practice	Third	3	d1 + d3
4	**Types of Supporting Details**	- Facts - Quotations - Statistics	fourth	3	b2 + c2 + d1
5	**Paraphrase and Summary**	- Paraphrasing - Summarizing - Plagiarism	Fifth	3	b2 + c2
6	**Chronological Order: Process Essays**	- Thesis Statement for a Process Essay - Transition Signals for Chronological Order - Writing Practice	Sixth	3	a3 + b1 + b3 + c2 + c4 + d1 + d2
7	Midterm Exam		Seventh	1	a1 + b2 + c2 + d2
8	**Cause/Effect Essays: Part One**	- Organization: a. block organization b. chain organization - Transition Signals	eighth	3	a1 + a2 + b1
9	**Writing Practice**		Ninth	3	c1 + d2

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		- Writing Practice			
10	**Comparison/Contrast Essays**	- Organization: a. point-by-point b. block - Signals of Comparison and Contrast	Tenth	3	a1 + a2 + b1
11	**Writing Practice**		Eleventh	3	c1 + d2
12	**Argumentative Essays**	- Organization - The Introductory Paragraph - Thesis Statement in an Argumentative Essay - Writing Practice	twelfth	3	a1 + a2 + b1
13	**Writing Practice**		Thirteenth	3	c1 + d2
14	**Final Examination**		Fourteenth	1	a1 + b1 + c1 + d2
Number of Weeks and Contact Hours per Semester:			**14**	**42**	

B. Practical Aspect (if any):

Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

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13				
14				
Number of Weeks and Contact Hours per Semester:				

VII. Teaching Strategies of the Course
Lecture
Peer-reviewing
Worksheets
Brainstorming and outlining
Group and pair discussions
Whole-class discussions

VIII. Activities/Assignments:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment
1	Attendance & Participation	1 – 14	10	10%
2	In-class activities	1 – 14	-	-
3	Assignments/Projects	2 + 6 + 9 + 11 + 13	10	10%

IX. Schedule of Task Assessment during the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Attendance & Participation	1 – 14	10	10%	a1 + a2 + b1 + b2 + c1 + c2
2	Assignments	2 + 6 + 9 + 11 + 13	10	10%	a1 + c1 + d2 + d3
3	Midterm	7	10	10%	a1 + b2 + c2 + d2
4	Written final exam	14	70	70%	a1 + b1 + c1 + d2

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Total Mark	**100**	**100%**	

X. Learning Resources:
A. Required Textbook(s) (*maximum two*):
1- Oshima A., Hogue A. (2006) *Writing Academic English*. 4th ed. New York: Pearson Longman.
B: Essential References:
1- Longaker M. G. & Walker J. (2011) *Rhetorical Analysis: a Brief Guide for Writers*. USA: Pearson.
C. Electronic Materials and Websites:
1.

XI. Course Policies:	
1.	**Class Attendance**: Not less than 75% of the whole semester.
2.	**Tardy**: Unless there is a reasonable excuse, no student will be allowed to enter the classroom after 10 minutes from class commencement.
3.	**Exam Attendance/Punctuality**: 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.	**Assignments/Projects**: The teacher the Department determine the time of assignment submission.
5.	**Cheating**: The Disciplinary Committee decides the type of penalty against students caught cheating during the examination.
6.	**Impersonation**: According to Item (79) of Students Affairs Bylaws, permanent expulsion is the penalty to a case of impersonation.

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7.	**Other Policies**: The Faculty, in pursuant to the Students Affairs Bylaws, is entitled to set up any further regulatory policies.

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Study Plan: Advanced Writing

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:		**abulaitham74@gmail.com** **abulaithamphd2000@gmail.com**					

II. Course Identification and General Information:					
Course Title:	**Advanced Writing**				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	**Total**
	3				**42**
Level & Semester:	Level One – First Semester				
Pre-requisites (if any):	Writing I + Writing II				
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:	Faculty of Arts & Humanities, Sana'a University				
Prepared by:	Dr. Ahmed al-Bakri				
Date of Approval:					

III. Course Description:

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This course is on writing for academic purposes and is intended to be taught to advanced students. It first provides a cursory review of the structure and different types of paragraph which students are expected to have learned in Writing-I & Writing-II. Having refreshed their memories, students will be introduced to **essay writing**. Here, students will be exposed to the basic elements of the essay as well as various types of essay, such as Process Essay, Cause/Effect Essay, Comparison/Contrast Essay, and Argumentative Essay. They will learn how to support their ideas and opinions with different kinds of information (e.g. facts, quotations, and statistics); i.e. more advanced aspects of academic writing, namely note-taking, quoting, paraphrasing and summarizing, will be introduced.

V. Course Intended Learning Outcomes (CILOs):
(A) Knowledge & Understanding:
a1: To recall the functions of the paragraphs as well as the different types of rhetorical methods of text organization;
a2: To express a knowledge of different types of essay;
(B) Intellectual Skills
b1: To distinguish between different types of rhetorical methods of text organization;
b2: To differentiate between different techniques for providing supporting details (e.g. quoting, summarizing, paraphrasing);
(C) Professional & Practical Skills
c1: To utilize different rhetorical methods of text organization to produce coherent extended essays;
c2: To employ different types of supporting details (e.g. quotations and paraphrases) essential for academic compositions;
(D) Transferrable Skills
d1: To communicate clearly and efficiently via written language;
d2: To carry out writing tasks within a limited time;
d3: To review and edit academic compositions;

VI. Course Content:

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A-Theoretical Aspect:				
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours
1	**From Paragraph to Essay**	- Structure of Essay a. introductory paragraphs b. body paragraphs c. concluding paragraphs	first	3
2	**Writing Process**	- Thesis statement - Essay outlining	Second	3
3	**Using Parallelism and Fixing Sentence Problems**	- Parallelism with Coordinators: and, or, but - Choppy Sentences - Stringy Sentences - Editing Practice	Third	3
4	**Types of Supporting Details**	- Facts - Quotations - Statistics	fourth	3
5	**Paraphrase and Summary**	- Paraphrasing - Summarizing - Plagiarism	Fifth	3
6	**Chronological Order: Process Essays**	- Thesis Statement for a Process Essay - Transition Signals for Chronological Order - Writing Practice	Sixth	3
7	Midterm Exam		Seventh	1
8	**Cause/Effect Essays: Part One**	- Organization: a. block organization b. chain organization - Transition Signals - Writing Practice	eighth	3
9	**Writing Practice**		Ninth	3
		- Organization:	Tenth	3

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10	**Comparison/Contrast Essays**	a. point-by-point b. block - Signals of Comparison and Contrast	Eleventh	3
11	**Writing Practice**			
12	**Argumentative Essays**	- Organization - The Introductory Paragraph - Thesis Statement in an Argumentative Essay - Writing Practice	twelfth	3
13	**Writing Practice**		Thirteenth	3
14	**Final Examination**		Fourteenth	1
Number of Weeks and Contact Hours per Semester:			**14**	**42**

VII. Teaching Strategies of the Course
Lecture
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Brainstorming and outlining
Group and pair discussions
Whole-class discussions

VIII. Activities/Assignments:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment
1	Attendance & Participation	1 – 14	10	10%
2	In-class activities	1 – 14	-	-
3	Assignments/Projects	2 + 6 + 9 + 11 + 13	10	10%

IX. Schedule of Task Assessment during the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs

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1	Attendance & Participation	1 – 14	10	10%	a1 + a2 + b1 + b2 + c1 + c2
2	Assignments	2 + 6 + 9 + 11 + 13	10	10%	a1 + c1 + d2 + d3
3	Midterm	7	10	10%	a1 + b2 + c2 + d2
4	Written final exam	14	70	70%	a1 + b1 + c1 + d2
Total Mark			**100**	**100%**	

X. Learning Resources:
A. Required Textbook(s) (*maximum two*):
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2.	**Tardy**: Unless there is a reasonable excuse, no student will be allowed to enter the classroom after 10 minutes from class commencement.
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	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.	**Assignments/Projects**: The teacher the Department determine the time of assignment submission.
5.	**Cheating**: The Disciplinary Committee decides the type of penalty against students caught cheating during the examination.
6.	**Impersonation**: According to Item (79) of Students Affairs Bylaws, permanent expulsion is the penalty to a case of impersonation.
7.	**Other Policies**: The Faculty, in pursuant to the Students Affairs Bylaws, is entitled to set up any further regulatory policies.

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