كتابة (٢)
Course Specification

I. Course Identification and General Information:						
Course Title:	**Writing II**					
Course Code and Number:						
Credit Hours:	theory	practice	seminar	training	**Total**	
	3				**42**	
Level & Semester:	Level One – second semester					
Pre-requisites (if any):	Writing I					
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					
Prepared by:	Dr. Ahmed al-Bakeri					
Date of Approval:	2020/2021					

II. Course Description:

This course is a continuation of Writing I. In this course, students will learn how to write two types of paragraph: **descriptive** and **argumentative**. In this respect, students will be introduced to the difference between statements expressing opinions and statements expressing facts. In addition to the aforementioned types of paragraph, types of complex sentence will be introduced. In Writing I, students will have been introduced to complex sentences with dependent time clauses. In this course (i.e. Writing II), they will learn complex sentences with other dependent clauses, such as reason clauses and relative clauses; the focus will be on how to punctuate various types of structures in a complex sentence.

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

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عميد الكلية — 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: express knowledge of two rhetorical methods of text organization: argumentation and description;
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a2: recall statements of reason, exemplification, fact and opinion to produce argumentative paragraphs;
(B) Intellectual Skills	
B1: distinguish different literary forms and currents as well as their distinct characteristics;	b1: recognize various patterns of complex sentence;
B4: distinguish different language skills in terms of reading, writing, and speaking and listening;	b2: distinguish between argumentative and descriptive paragraphs;
(C) Professional & Practical Skills	
C1: employ theories, terms and concepts common in literature, linguistics and translation studies in order to properly interpret and analyze texts in English;	c1: employ argumentation to produce persuasive compositions;
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;	c2: use the basic writing conventions of argumentation and description in order to produce efficient and interesting argumentative and descriptive paragraphs;

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(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: utilize basic writing conventions of argumentation and description in order to produce efficient texts in English;
D2: manage time, work under pressure, and involve in team activities;	d2: carry out writing tasks within a limited time;
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 express knowledge of two rhetorical methods of text organization: argumentation and description;	- lecture-mode - peer-reviewing - worksheets - whole-class discussion	- in-class practice exercises and participation - midterm exam - final exam
a2: To recall statements of reason, exemplification, fact and opinion as well as the fundamental characteristics of argumentative and descriptive paragraphs;	- lecture-mode - worksheets - pair discussions - whole-class discussion	- in-class practice exercises and participation - 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 recognize various patterns of complex sentence;	- lecture-mode - worksheets - whole-class discussion	- in-class activities and participation - midterm exam - final exam

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b2: To distinguish between argumentative and descriptive paragraphs;	- 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
c1: To employ argumentation to produce persuasive compositions;	- lecture-mode - peer-reviewing - worksheets - whole-class discussion	- in-class activities and participation - midterm exam - final exam
c2: To use the basic writing conventions of argumentation and description in order to produce efficient and interesting argumentative and descriptive paragraphs;	- lecture-mode - peer-reviewing - worksheets - whole-class discussion	- in-class activities and participation - 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 utilize basic writing conventions of argumentation and description in order to produce efficient texts in English;	- peer-reviewing - worksheets - 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
d3: To review and edit academic compositions;	- Worksheets - peer-reviewing	- in-class activities - take-home assignments

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		- midterm exam - final exam

VI. Course Content:					
A-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	**Organization of Descriptive Paragraphs**	- Prewriting Activity - Description - Space Order - Specific Details - Space-Order Outline - Writing Assignment	first	3	a1 + b2 + c2 + d2
2	**Grammar in Descriptive Paragraphs**	- Use of Adjectives - Order of Adjectives - Cumulative Adjectives - Coordinated Adjectives	Second	3	a1 + b2 + c2 + d1 + d3
3	**Sentence Structure in Descriptive Paragraphs**	- Prepositional Phrases in a Description - Try It Out	Third	3	a1 + b2 + c2
4	**Writing Process**	- Organization - Grammar - Sentence Structure - Writing Assignment	fourth	3	a1 + c2 + d1 + d2 + d3
5	**Paragraphs Stating Reasons & Using Examples**	- Prewriting Activity - Outlines with Details - Reasons and Examples - Transition Signals with Reasons - Transition Signals with	Fifth	3	a1 + a2 + b2 + c2

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		Examples - Try It Out			
6	**Sentence Structure in Reason-Example Paragraphs**	- Complex Sentence - Reason Subordinators - Condition Subordinators - Editing Sentence and Punctuation Errors	Sixth	3	b1 + d3
7	**MIDTERM EXAMINATION**		Seventh	1	a1 + b1 + c2 + d2
8	**Capitalization and Punctuation**	- Two More Rules of Capitalization - Four More Rules of Commas	eighth	3	b1 + d3
9	**Writing Process**	- Organization - Sentence Structure - Capitalization and Punctuation - Writing Assignment	Ninth	3	a2 + b1 + d1 + d2 + d3
10	**Argumentative Paragraphs**	- Prewriting Activity - Facts and Opinions - Model Opinion Paragraph	Tenth	3	a3 + c2 + c3 + d2
11	**Organization of Argumentative Paragraphs**	- Transition Signals in Opinion Paragraphs - Outlining an Opinion Paragraph - Writing Assignment	Eleventh	3	a3 + c2 + c3 + d2
12	**Sentence Structure**	- Sentences with Adjective Clauses - Adjective Clauses with	twelfth	3	b1 + c2 + d1 + d3

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		Who, Which *and* That - Punctuating Adjective Clauses - Quotation Marks			
13	**Writing Process**	- Organization - Sentence Structure - Writing Assignment	Thirteenth	3	a1 + b2 + c2 + d2
14	**FINAL EXAMINATION**		Fourteenth	3	a1 + b1 + c1 + c2 + d2 + d3
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				
13				
14				
Number of Weeks and Contact Hours per Semester:				

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

VIII. Activities/Assignments

No.	Activities/Assignment	Aligned CILOs	Week Due	Mark
1	Attendance & Participation	a1 + a2 + b1 + b2 + c1 + c2	1 + 14	10
2	Assignments	a1 + a2 + b1 +b2 + c1 + c2	1 + 4 + 9 + 11 + 13	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	1 + 4 + 9 + 11 + 13	10	10%	a1 + a2 + b1 +b2 + c1 + c2
3	Midterm	7	10	10%	a1 + b1 + c2 + d2
4	Written final exam	14	70	70%	a1 + b1 + c1 + c2 + d2 + d3
Total Mark			**100**	**100%**	

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X. Learning Resources:
A. Required Textbook(s) (*maximum two*):
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. Electronic Materials and Websites:
1-

X. 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: Writing-II

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:	**Writing II**				
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				
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				
Prepared by:	Dr. Ahmed al-Bakeri				
Date of Approval:	2020/2021				

III. Course Description:

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This course is a continuation of Writing I. In this course, students will learn how to write two types of paragraph: **descriptive** and **argumentative**. In this respect, students will be introduced to the difference between statements expressing opinions and statements expressing facts. In addition to the aforementioned types of paragraph, types of complex sentence will be introduced. In Writing I, students will have been introduced to complex sentences with dependent time clauses. In this course (i.e. Writing II), they will learn complex sentences with other dependent clauses, such as reason clauses and relative clauses; the focus will be on how to punctuate various types of structures in a complex sentence.

V. Course Intended Learning Outcomes (CILOs):
(A) Knowledge & Understanding:
a1: To express knowledge of two rhetorical methods of text organization: argumentation and description;
a2: To recall statements of reason, exemplification, fact and opinion to produce argumentative paragraphs;
(B) Intellectual Skills
b1: To recognize various patterns of complex sentence;
b2: To distinguish between argumentative and descriptive paragraphs;
(C) Professional & Practical Skills
c1: To employ argumentation to produce persuasive compositions;
c2: To use the basic writing conventions of argumentation and description in order to produce efficient and interesting argumentative and descriptive paragraphs;
(D) Transferrable Skills
d1: To utilize basic writing conventions of argumentation and description in order to produce efficient texts in English;
d2: To carry out writing tasks within a limited time;

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d3: To review and edit academic compositions;

VI. Course Content:				
A-Theoretical Aspect:				
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours
1	**Organization of Descriptive Paragraphs**	- Prewriting Activity - Description - Space Order - Specific Details - Space-Order Outline - Writing Assignment	first	3
2	**Grammar in Descriptive Paragraphs**	- Use of Adjectives - Order of Adjectives - Cumulative Adjectives - Coordinated Adjectives	Second	3
3	**Sentence Structure in Descriptive Paragraphs**	- Prepositional Phrases in a Description - Try It Out	Third	3
4	**Writing Process**	- Organization - Grammar - Sentence Structure - Writing Assignment	fourth	3
5	**Paragraphs Stating Reasons & Using Examples**	- Prewriting Activity - Outlines with Details - Reasons and Examples - Transition Signals with Reasons - Transition Signals with Examples - Try It Out	Fifth	3
6		- Complex Sentence	Sixth	

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	Sentence Structure in Reason-Example Paragraphs	- Reason Subordinators - Condition Subordinators - Editing Sentence and Punctuation Errors		3
7	**MIDTERM EXAMINATION**		Seventh	3
8	**Capitalization and Punctuation**	- Two More Rules of Capitalization - Four More Rules of Commas	eighth	3
9	**Writing Process**	- Organization - Sentence Structure - Capitalization and Punctuation - Writing Assignment	Ninth	3
10	**Argumentative Paragraphs**	- Prewriting Activity - Facts and Opinions - Model Opinion Paragraph	Tenth	3
11	**Organization of Argumentative Paragraphs**	- Transition Signals in Opinion Paragraphs - Outlining an Opinion Paragraph - Writing Assignment	Eleventh	3
12	**Sentence Structure**	- Sentences with Adjective Clauses - Adjective Clauses with Who, Which *and* That - Punctuating Adjective Clauses - Quotation Marks	twelfth	3
13	**Writing Process**	- Organization - Sentence Structure - Writing Assignment	Thirteenth	3
14	**Final Examination**		Fourteenth	3

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Number of Weeks and Contact Hours per Semester:	**14**	**42**

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

VIII. Activities/Assignments

No.	Activities/Assignment	Aligned CILOs	Week Due	Mark
1	Attendance & Participation	a1 + a2 + b1 + b2 + c1 + c2	1 + 14	10
2	Assignments	a1 + a2 + b1 +b2 + c1 + c2	1 + 4 + 9 + 11 + 13	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	1 + 4 + 9 + 11 + 13	10	10%	a1 + a2 + b1 +b2 + c1 + c2
3	Midterm	7	10	10%	a1 + b1 + c2 + d2
4	Written final exam	14	70	70%	a1 + b1 + c1 + c2 + d2 +

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					d3
Total Mark			**100**	**100%**	

X. Learning Resources:
A. Required Textbook(s) (*maximum two*):
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B: Essential References:
1- Wingersky J. & Boerner J. (2004) *Writing Sentences and Paragraphs*. USA: Wadsworth.
C. Electronic Materials and Websites:
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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

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	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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