

Republic of Yemen
Alandalus University



الجمهورية اليمنية
جامعة الاندلس

Quality Assurance Unit

للعلوم والتقنية

وحدة ضمان الجودة والاعتماد

توصيف مقرر: Writing 1

University of : Alandalus
Faculty of: Arts & Humanities
Department: English & Translation
Title of the Program: BA

Template for Course Specification

I. Course Identification and General Information:					
1	Course Title:	Writing 1			
2	Course Code & Number:	3402124			
3	Credit hours:	C.H			TOTAL
		Th.	Seminar	Pr	
		Theory	Seminars, exercises..	practical	Field, training
4	Study level/ semester at which this course is offered:	<i>Level One / Semester One</i>			
5	Pre –requisite (if any):	None			
6	Co –requisite (if any):	None			
8	Program (s) in which the course is offered:	BA in English			
9	Language of teaching the course:	English			
10	Location of teaching the course:	Alandalus University			
11	Prepared By:				
12	Date of Approval				

II. Course Description:

The course aims to train students to develop their writing skills so that at the end of the course they will be able to handle specific writing tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class. Extensive use will be made of visual materials to train the students to write some paragraphs and short essays and articles about different situations. Writing strategies and techniques will be covered so that students are hoped to write brief descriptions and reports about different issues.

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

- 1-Write in several genres.
- 2-Use writing and reading for inquiry, learning, thinking, and communicating.
- 3-Learn the correct way to use punctuation, capitalization and the like.
- 4-Understand writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing primary and secondary sources.
- 5-Develop flexible strategies for generating, revising, editing, and proof-reading

(A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
A1- Improve students' developmental skills approach that encourages sentence writing skills related abilities through a wide variety of exercises	Class discussion	Quizzes
A2- Introduce students to a wide range of exercises designed to get students to talk about their ideas, their everyday lives, and their environment.	Use predicting skills.	Home Assignments
A3- Expose students to open-ended practical tasks for writing and sentence writing skills	Use predicting skills.	Final Examination
A4- There are numerous "real communication" opportunities for students.	Lectures	Class participation

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

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
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B1- enhance their vocabulary	Lectures	Class participation
B2- ability to think critically	Class discussion	Quizzes
B3- ability to learn basic knowledge of writing.	Communicative drills	Class presentations
B4- ability to use English in daily life events	Collaborative learning/Team work	Midterms

© Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
C1- Students can participate in class discussion and could think independently	Discussions	The habit of doing home work will certify to the student's ability to fulfill assignments and respect deadlines
C2- Students can act responsibly in carrying out individual as well as group assignments	Individual counseling	Performance on midterms and final exams are evidence of the student's abilities
C3- Students have the important skills to communicate, listen, negotiate, and evaluate their strengths	Group work and pair work	Instructor's assessment
C4- Students have the important skills to communicate, listen, negotiate, and evaluate their strengths and of interest to stimulate the free expression of ideas in structured as well as open discussion.	Group work and pair work	Instructor's assessment

(D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
D1- Using his knowledge to work effectively with different people in his society	Lectures, Class discussion, Collaborative learning/Team work, portfolio	Class participation, Quizzes, Midterms/Essay questions, Research papers, Final exam

D2- Connecting the acquired knowledge and experience in different aspect of English uses	Class discussions/teaching students to think independently and engage in group discussions	Class participation, Presentations, Research papers, Midterms and Final exams, Group assignments
D3- Reflecting his confidence in the ability of interacting through English language	Role plays, pair work and group work discussions, collaborative learning	Assessing presentations, group assignments, exams
D4- Interacting positively with his local, regional surrounding keeping in mind his Islamic bases.	Role plays, pair work and group work discussions, collaborative learning	Assessing presentations, group assignments, exams

IV. Course Content:					
A – Theoretical Aspect:					
Order	Units/Topics List	Learning Outcomes	Sub Topics List	Number of Weeks	contact hours
1	Introduction	A1, A2, A3, A4	What is paragraph	1	3
2	Unit : ONE Paragraph to Short Essay	A1, B1, C1, D1	Components of paragraph	1	3
3	Unit : TWO Descriptive Paragraphs	A2, B2, C2, D2	Key words and style of writing	2	6
4	Unit : THREE Narrative Essays	A3, B3, C3, D3	Key words and style of writing	2	6
5	Unit : FOUR Opinion Paragraphs	A4, B4, C4, D4	Key words and style of writing	2	6
6	Unit : FIVE Comparison & Contrast	A1, A2, B1, B2	Key words and style of writing	2	6
7	Unit : SIX Cause & Effect	C1, C2, D1, D2	Key words and style of writing	2	6

Number of Weeks /and Units Per Semester	12	36
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B - Practical Aspect: (if any)				
Order	Tasks/ Experiments	Number of Weeks	contact hours	Learning Outcomes
1	None	None	None	None
2	None	None	None	None
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:
Class discussion, Lectures, Using predicting skills, Communicative drills, Collaborative learning/Team work, Individual counseling, teaching students to think independently and engage in group discussions , etc.

VI. Assignments:				
No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
1	Assignment 1	A1, A2, A3	The 3rd lecture	2
2	Assignment 2	A2, A3, C1, C2	The 7 th lecture	2
3	Assignment 3	B1, B2, B3	The 11 th lecture	1

VII. Schedule of Assessment Tasks for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes
1	Participation	All along	5	5 %	B3, C3, D3
2	Quizzes	All along	10	10 %	B1, C1, D1, D2

3	Home Assignments	All along	5	5 %	B2, C2, D2
4	Mid Term Exam	7	20	20%	A1, A2, A3, A4
5	Final Exam	14	60	60%	A4, B4, C4, D4

VIII. Learning Resources:

- *Written in the following order: (Author - Year of publication - Title - Edition - Place of publication - Publisher).*

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

1- Savage, A. & Mayer, A. (2005). Effective Writing 1 -The short Essay. Oxford University Press, NY.

2- Essential References.

- 1- Blass, L. & Pike-Baky, M. (2005). Tapestry Writing 2. Thomson/Heinle, Boston
- 2- Frazier, L. & Mills, R (1998). Northstar: Focus on Reading and Writing (Basic). Longman

3- Electronic Materials and Web Sites etc.

- www.better.english.com
- www.eviews.net/references.html
- www.writing_essentials.com

IX. Course Policies:

1	Class Attendance: Follows the program and the university general policy.
2	Tardy: Subject to the regulations of the program and the general policy of the university.
3	Exam Attendance/Punctuality: Follows the policies of the program and university.
4	Assignments & Projects: Assignments tasks and submission to be assigned by the instructor.
5	Cheating: Subject to the regulations and rules of the university as directed by the systems of the Ministry of Higher Education.
6	Plagiarism: Such matter is ruled by the general regularities of the university and MHE.
7	Other policies: Detailed in the general policy of the program.

University of: Alandalus
 Faculty of: Arts & Humanities
 Department: English and Translation
 Title of the Program: BA in English

Template for Course Plan (Syllabus)

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 1			
2-	Course Number & Code:	3402124			
3-	Credit hours:	C.H			Total
		Th.	Seminar	Pr.	
		theory	Seminars, exercises..	practical	Field, training
4-	Study level/year at which this course is offered:	Level One			
5-	Pre –requisite (if any):	None			
6-	Co –requisite (if any):	None			
7-	Program (s) in which the course is offered	BA in English			
8-	Language of teaching the course:	English			

9-	System of Study:	Full Time
10-	Mode of delivery:	Lecturing
11-	Location of teaching the course:	Alandalus University

III. Course Description:

The course aims to train students to develop their writing skills so that at the end of the course they will be able to handle specific writing tasks. The focus of the course will be on practical language use. Every student will perform these tasks numerous times within the class. Extensive use will be made of visual materials to train the students to write some paragraphs and short essays and articles about different situations. Writing strategies and techniques will be covered so that students are hoped to write brief descriptions and reports about different issues.

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

- Brief summary of the knowledge or skill the course is intended to develop:

- 1-Write in several genres.
- 2-Use writing and reading for inquiry, learning, thinking, and communicating.
- 3-Learn the correct way to use punctuation, capitalization and the like.
- 4-Understand writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing primary and secondary sources.
- 5-Develop flexible strategies for generating, revising, editing, and proof-reading

V. Course Content:

- Distribution of Semester Weekly Plan of Course Topics/Items and Activities.

A – Theoretical Aspect:

Order	Topics List	Week Due	Contact Hours
1	Introduction	1	3
2	Unit : ONEParagraph to Short Essay	2	3

3	Unit : TWO Descriptive Paragraph	3,4	6
4	Unit : THREE Narrative Essays	5,6	6
5	Unit : FOUR Opinion Paragraphs	7,8	6
6	Unit : FIVE Comparison & Contrast	9,10	6
7	Unit : SIX Cause & Effect	11,12	6
Number of Weeks /and Units Per Semester		12	36

B– Practical Aspect: (if any)			
Order	Topics List	Week Due	Contact Hours
1	None	None	None
2	None	None	None
Number of Weeks /and Units Per Semester			

VI. Teaching strategies of the course:
Class discussion, Lectures, Using predicting skills, Communicative drills, Collaborative learning/Team work, Individual counseling, teaching students to think independently and engage in group discussions , etc.

VII. Assignments:				
No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
1	Assignment 1	A1, A2, A3	The 3rd lecture	2
2	Assignment 2	A2, A3, C1, C2	The 7 th lecture	2

3	Assignment 3	B1, B2, B3	The 11 th lecture	1
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VIII. Schedule of Assessment Tasks for Students During the Semester:				
Assessment	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Participation	All along	5	5 %
2	Quizzes	All along	10	10 %
3	Home Assignments	All along	5	5 %
4	Mid Term Exam	7	20	20%
5	Final Exam	14	60	60%

IX. Learning Resources:	
<ul style="list-style-type: none"> Written in the following order: (Author – Year of publication – Title – Edition – Place of publication – Publisher). 	
1- Required Textbook(s) (maximum two).	
1- Hamond, Richmond. (2006) Writing a Paragraph. Oxford University Press	
2- Essential References.	
1- Blass, L. & Pike-Baky, M. (2005). Tapestry Writing 2. Thomson/Heinle, Boston 2- Frazier, L. & Mills, R (1998). Northstar: Focus on Reading and Writing (Basic). Longman	
3- Electronic Materials and Web Sites etc.	
<ul style="list-style-type: none"> www.better.english.com www.eviews.net/references.html www.writing_essentials.com 	

X. Course Policies:	
Unless otherwise stated, the normal course administration policies and rules of the Faculty of ----- apply. For the policy, see: -----	
1	Class Attendance: Follows the program and the university general policy.

2	Tardy: Subject to the regulations of the program and the general policy of the university.
3	Exam Attendance/Punctuality: Follows the policies of the program and university.
4	Assignments & Projects: Assignments tasks and submission to be assigned by the instructor.
5	Cheating: Subject to the regulations and rules of the university as directed by the systems of the Ministry of Higher Education.
6	Plagiarism: Such matter is ruled by the general regularities of the university and MHE.
7	Other policies: Detailed in the general policy of the program.