

Republic of Yemen

Alandalus University



الجمهورية اليمنية
جامعة الاندلس

Quality Assurance Unit

للعلوم والتقنية

وحدة ضمان الجودة والاعتماد

توصيف مقرر: Writing 4

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 4			
2	Course Code &Number:	3402128			
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:	Level One/ Semester Two			
5	Pre –requisite (if any):	Writing 3			
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:

This course aims at developing the students' paragraph writing skills to short essay, of three to five paragraphs, writing skills preparing them for future writing activities in academic writing like "term paper" and short "research papers" and in professional writing like "CVs", "case reports" and so on. After quick revision of paragraph writing, the course moves on to the essay; its definition, qualities, comparing its components to those of the paragraph. The students will be introduced to different steps of essay writing – stimulating ideas, brainstorming and outlining, developing ideas, making the first draft and finally editing. Special consideration will be paid to the processes of gathering information, organizing and analysing it so as to provide the informal, initial background for more serious research (academic) writing at higher levels.

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

1. Developing key writing skills needed in academic courses at higher levels so as to achieve greater communicative effectiveness.
2. Developing on the elements of successful written communication such as, revision, editing and proof reading.
3. Enabling the students to write in various genres in the appropriate styles (free-writing, description, narratives, etc).
4. Developing the students' paragraph writing skills to short essay, of three to five paragraphs, writing skills.
5. Revising different language structures and grammatical items.

(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- Introducing students to the form , meaning , and usage of basic structures in English.	Class discussion	Quizzes
A2- Expose students to open –ended communicative task for both speaking and writing.	Communicative drills	Presentations
A3- Provides interesting and lively new exercises material especially for pair work and group work.	Collaborative learning /Team work	Mid term test
A4- Students develop the spirit of criticism and debate.	Regular homework	Assignments

(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- Ability to think critically and analytically	Lectures	participations
B2- Ability to use literary and academic English	Class discussion	Presentations
B3- Ability to apply different communicative approaches to the study of writing	Group/pair work	Mid term exam
B4- Ability to do writing assignments such as comprehension passages.	Class discussion	Quizzes ...

© 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 complete writing assignments in due time	Discussions with students on writing rules and its usages	Class participation
C2- Students can participate in class discussion and could think independently	Individual counseling on writing difficulties	Home work
C3- Students can act responsibly in carrying out individual as well as group assignments	Group work and pair work	Mid term and final term exams
C4- Students have the important skills to communicate , listen negotiate , and evaluate their strengths and weaknesses as members of a team	Discussions with students on writing rules and its usages	Class participation

(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	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
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IV. Course Content:

A – Theoretical Aspect:

Order	Units/Topics List	Learning Outcomes	Sub Topics List	Number of Weeks	contact hours
1	Orientation Revision	A1, A2, A3, A4	Paragraph parts, paragraph writing	1	3
2	Paragraph to Short Essay	A1, B1, C1, D1	Stimulating ideas, brainstorming, outlining	1	3
3	Writing Descriptive Paragraphs	A2, B2, C2, D2	Stimulation, brainstorming, outlining	2	6
4	Writing Narrative Paragraphs	A3, B3, C3, D3	Stimulation, brainstorming, outlining	2	6
5	Writing Opinion Essays	A4, B4, C4, D4	Stimulation, brainstorming, outlining	2	6
6	Writing Comparison and contrast essays	A1, A2, B1, B2	Stimulation, brainstorming, outlining	2	6
7	Writing Cause and Effect essays	C1, C2, D1, D2	Stimulation, brainstorming, outlining	1	3
8	Revision		General	1	3
Number of Weeks /and Units Per Semester				12	36

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:

Lecture and class discussion, Assignment, research, writing essays, teaching students to think independently and engage in group work, Discussions with students on writing rules and its usages, Individual counseling on writing difficulties, 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 %	B1, B2, C1, C2
2	Quizzes	All along	10	10 %	D1, D2, D3, D4
3	Home Assignments	All along	5	5 %	B3, B4, C3, C4
4	Mid Term Exam	7	20	20%	A1, A2, A3, A4
5	Final Exam	14	60	60%	A1-A4, B1-B4

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 2 –The short Essay. Oxford University Press, NY. 2-
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.writingessentials.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 4				
2	Course Number & Code:	3402128				
3	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		theory	Seminars, exercises..	practical	Field, training	
4	Study level/year at which this course is offered:	Level One				
5	Pre –requisite (if any):	Writing 3				
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:

This course aims at developing the students' paragraph writing skills to short essay, of three to five paragraphs, writing skills preparing them for future writing activities in academic writing like "term paper" and short "research papers" professional writing like "CVs", "case reports" and so on. After quick revision of paragraph writing, the course moves to the essay; its definition, qualities, comparing its components to those of the paragraph. The students will be introduced to different steps of essay writing – stimulating ideas, brainstorming and outlining, developing ideas, making the first draft and finally editing. Special consideration will be paid to the processes of gathering information, organizing and analysing it so as to provide the informal, initial background for more serious research (academic) writing at higher levels.

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

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

1. Developing key writing skills needed in academic courses at higher levels so as to achieve greater communicative effectiveness.
2. Developing on the elements of successful written communication such as, revision, editing and proof reading.
3. Enabling the students to write in various genres in the appropriate styles (free-writing, description, narratives, etc).
4. Developing the students' paragraph writing skills to short essay, of three to five paragraphs, writing skills.
5. Revising different language structures and grammatical items.

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	Orientation Revision	1	3
2	Paragraph to Short Essay	2	3
3	Writing Descriptive Paragraphs	3,4	6

4	Writing Narrative Paragraphs	5,6	6
5	Writing Opinion Essays	7,8	6
6	Writing Comparison and contrast essays	9,10	6
7	Writing Cause and Effect essays	11	3
8	Revision	12	3
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:
Lecture and class discussion, Assignment, research, writing essays, teaching students to think independently and engage in group work, Discussions with students on writing rules and its usages, Individual counseling on writing difficulties, 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

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:

- 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 2 –The short Essay. Oxford University Press, NY.
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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.writingessentials.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.