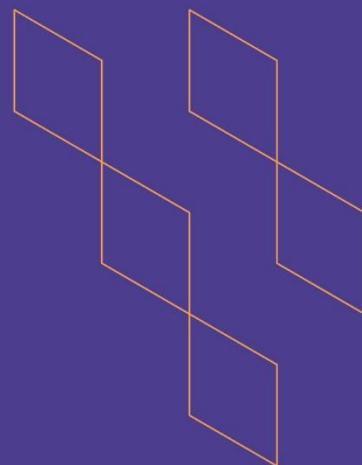




T-104
2022

Course Specification



Course Title: **Writing for Specific Purposes**

Course Code ENG26348

Program: **BA in English**

Department: **Department of English**

College: **College of Arts**

Institution: **University of Bisha**

Version: **1444**

Last Revision Date: **3 March 2023**



Table of Contents:

Content	Page
A. General Information about the course	
1. Teaching mode	
2. Contact Hours	
B. Course Learning Outcomes, Teaching Strategies and Assessment Methods	
C. Course Content	
D. Student Assessment Activities	
E. Learning Resources and Facilities	
1. References and Learning Resources	
2. Required Facilities and Equipment	
F. Assessment of Course Quality	
G. Specification Approval Data	



A. General information about the course:

Course Identification	
1. Credit hours:	2
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level 4 /2
4. General Course Description	
<p>Course Elements: This high-end Professional Writing Skills Course mostly focuses on the future professional-writing needs of our students where they are required to write impelling and clear-handed work-related professional documents and write-ups such as reports, professional letters, online sales letters, memorandums, emails, notices, resumes/CVs, cover letters etc.</p> <p>Course Design: The course is designed around the structure and format-based approach where the writers are expected to follow strict rules and formats of professional writing to make their writing designs/contents audience/reader friendly. The course contains almost a dozen professional writing topics ranging from an easy looking job application form to a more complex legal opinion letter.</p> <p>Students' Role: The learners are expected to follow the structural/linguistic/cohesive details provided in the standard models of each professional writing topic with utmost penetration, of course with the timely assistance from the course-teacher. Then they are expected to produce their own professional documents in 'neo-contextualized' settings but will have to strictly adhere to the writing rules/formats taught through the standard models.</p> <p>Evaluation and Skills: The course encompasses various tools of formative and summative evaluations such as follow-up quizzes, midterm exams, in-class/take-home assignments, class-presentations and a final exam. Post-completion, the learners are expected to achieve CEFR level C1 which demands the ability to use language/written language effectively and flexibly in all sorts of professional purposes showing organizational acumen and clarity.</p>	
5. Pre-requirements for this course (if any): Eng 26133 Basic Writing Skills	
6. Co- requirements for this course (if any):	



7. Course Main Objective(s)

By the end of the course, learners will be able to:

1. Demonstrate their professional writing skills as per the level C1 of CEFR.
2. Show the understanding of the concepts and rhetorical awareness needed in written professional English.
3. Apply written communication strategies in the area of professional English expected at the college level.
4. Differentiate between the purposes of various genres and the needs of the corresponding readers of those genres in written professional communication.
5. Prepare business documents keeping their audience's reading skills and professional abilities in mind.
6. Transmit professional information of various professional contexts successfully to the various elements of a professional hierarchy in their future professional settings.
7. Develop various self-cultivated written communication strategies to give their written communication a logical/structural shape.

Use the professionally appropriate language/linguistic devices/jargons/lexicon for the effective written communication in the potential professional settings.

1. Teaching mode(mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	25.5	85%
2.	Blended		
3.	E-Learning	4.5	15%
4.	Correspondence		
5.	Distance Learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
	Total	30
Others	Study	20
	Assignments	5
	Library	5
	Projects/Research Essays/Theses	10





	Online Activities	10
	Total	

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Reproduce professional writing skills as per the level C1 of CEFR.	K1	Lecturing. Presentation.	Quizzes./Assignments.
1.2	Recognize the concepts and rhetoric needed in written professional English	K3	Corrective feedback. Pair/Group Work. Demos.	Activities (Online-classroom-homework). Term/Final exams.
2.0	Skills			
2.1	Execute professional duties such as writing official documents efficiently.	S1	Lecturing. Presentation.	Quizzes. Assignments. Activities (Online-classroom-homework). Term/Final exams.
2.2	Differentiate between the purposes of various genres and the needs of the corresponding readers of those genres in written professional communication.	S1	Corrective feedback. Pair/Group Work. Eclectic methods Flipped classroom	
3.0	Values, autonomy, and responsibility			
3.1	Compose effective written documents in the potential professional settings using appropriate language/linguistic devices/jargons/lexicon.	V1	Lecturing. Presentation. Corrective feedback. Pair/Group Work.	Quizzes. Assignments. Activities (Online-classroom-homework). Term/Final exams.
3.2	Compose business documents keeping their audience's reading skills and professional abilities in mind.	V2	Demos. Eclectic methods Flipped classroom	

C. Course Content

No	List of Topics	Contact Hours
1.	Orientation /Revision of the basics of writing such as punctuation rules etc. General Introduction of the Course.	4





2	Filling a Job Application Form + Keep your purpose, readers and content in mind	2
3.	Writing and Customizing a Resume + Keep your sentences short	2
4.	Writing a Cover Letter + Use positive language	2
5.	Use linking words + Use simple, familiar words + Use the passive voice for specific reasons + Use bullet points and numbered lists correctly	2
6.	Writing a Notice + Put lists of items in parallel form	2
7.	Writing an Official Memorandum + Use impersonal style when expressing opinions	2
8.	Writing a Business Report + Avoid outdated expressions	2
9.	Writing a Business/Official Email + Avoid repetition	2
10.	Writing a Request for Information Letter + Avoid turning verbs into nouns	2
11.	Use courteous language + Identify yourself clearly + Referring to a previous communication + Enclosing documents	2
12.	Writing a Meeting Agenda + Condolences	2
13.	Writing Meeting Minutes + Apologies	2
14.	Reviewing the course + Closing phrases	2
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz 1	Week 3	5%
2.	In-class activity-1	Week-4	5%
3.	Quiz 2	Week 7	5%
4.	Midterm Test	Week 5-6	20%
4.	Take-home assignment	Week 8	10%
5.	In-class activity-2	Week 9	5%
7	Final Test	week11-12	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1.References and Learning Resources

Essential References

1- A reference booklet named as “A Pocket Guide for Professional and Business Writing” authored by a Bisha University staff comprehensively aligns with the course’s design and demands. (Core book for models)





	2- A Practical Guide To Business Writing For Non-Native Speakers- Khaled Mohamamd (Additional book for business writing rules)
Supportive References	NA
Electronic Materials	NA
Other Learning Materials	NA

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom
Technology equipment (projector, smart board, software)	Projectors
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> Students Teacher Program Coordinator Peer Reviewers	<ul style="list-style-type: none"> Questionnaires. Direct feedback. Peer reviews reports. Class observations and reviews. Annual staff reports. Course and program reports.
Effectiveness of students assessment.	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Questionnaires. Direct feedback. Peer reviews reports. Class observations and reviews. Annual staff reports. Course and program reports.
Quality of learning resources	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Exam results analysis. Course and program reports.
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Exam results analysis. Course and program reports.
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods(Direct, Indirect)





G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

Co-ordinator: Dr. Asiya

Member: Mr. Shahid A.Khan

