

## COURSE DESCRIPTIONS

<b>Faculty</b>	<b>Arts &amp; Languages</b>				
<b>Department</b>	<b>English Language and Literature</b>		<b>NQF level</b>	7	
<b>Course Title</b>	Writing 1	<b>Code</b>	102201	<b>Prerequisite</b>	
<b>Credit Hours</b>	3CH	<b>Theory</b>	√	<b>Practical</b>	
<b>Course Leader</b>	Dr. Zein Bani Younes	<b>email</b>	z.baniyounes@jadara.edu.jo		
<b>Lecturers</b>		<b>emails</b>			
<b>Lecture time</b>	10.00-11:30	<b>Classroom</b>	C 405	<b>Attendance</b>	Fulltime
<b>Semester</b>	First 2024/2025	<b>Production</b>	7-10-2024	<b>Updated</b>	
<b>Type of Teaching</b>	<input checked="" type="checkbox"/> Face-to-Face√ <input type="checkbox"/> Blended <input type="checkbox"/> Online				

## Short Description

This course aims to develop the students' abilities to express their ideas in well thought out and well organized, clearly developed paragraphs in English. In this course student will have a clear understanding of the writing process and will thus be able to transfer the writing skills they learn in this course to other courses including academic subjects.

## Course Objectives

## This Course aims to:

- Enhance the ability to use writing as a means of indicating the understanding of reading matter and in the application of grammatical forms.
- Enhance the ability to set out correctly a sequential series of ideas i.e. paragraph.
- High-level translation.
- Learning basic sentence structure.
- Increasing vocabulary and spelling.
- Increased knowledge of grammatical rules.
- Introduction of new forms of writing.
- Perfecting the language used in each of these new forms.

## Course Intended Learning Outcomes (CILOs)

## A. Knowledge - Theoretical Understanding

- a1. Recognize the stages of writing process. (K1)  
a2. Identify the topic sentence, supporting sentence and controlling ideas.

## B. Knowledge - Practical Application

- a3. Recognize the concepts of coherence and unity in a paragraph. (K3)

## C. Skills - Generic Problem Solving and Analytical Skills

b1. Write different kinds of paragraph taking into consideration the unity and coherence in the paragraph. (S1)
b2. Accomplish writing tasks using computers and internet.
<b>D. Skills - Communication, ICT, and Numeracy</b>
b2. Act responsibly in carrying out individual as well as group assignments. (S2)
<b>E. Competence: Autonomy, Responsibility, and Context</b>
c1. Act responsibly in carrying out individual as well as group assignments. (C1)
<b>Teaching and Learning Methods</b>
<input type="checkbox"/> Face to Face Lectures <input checked="" type="checkbox"/> Brainstorming√ <input type="checkbox"/> Synchronous remote <input type="checkbox"/> Asynchronous remote. <input type="checkbox"/> Using Video <input checked="" type="checkbox"/> Discussions <input checked="" type="checkbox"/> Research Project <input type="checkbox"/> Case Study <input type="checkbox"/> Field visit <input type="checkbox"/> Problem solving√
<b>Assessment Methods</b>
<input type="checkbox"/> Formative Assessment <input type="checkbox"/> Quiz√ <input type="checkbox"/> Lab Exam <input type="checkbox"/> Homework√ <input type="checkbox"/> Project Assessment <input type="checkbox"/> Oral Presentation√ <input type="checkbox"/> Midterm√ <input type="checkbox"/> Final Exam √

Course Contents					
Week	Hours	CILOs	Topics	Teaching & Learning Methods	Assessment Methods
1.	3	Recognize the stages of writing Al. a2	Introduction and orientation to the course -Process writing <i>Pre-Writing: Getting Ready to Write</i> - Choosing and narrowing a topic - Gathering Ideas - Editing Ideas	Lectures, Presentations, Class discussions Teamwork.	Assignments /Presentations /Participation
2.	3	Recognize the stages of writing Al. a2	Introduction and orientation to the course -Process writing <i>Pre-Writing: Getting Ready to Write</i> - Choosing and narrowing a topic - Gathering Ideas - Editing Ideas	Lectures, Presentations, Class discussions Teamwork.	Assignments /Presentations /Participation
3.	3	Recognize the stages of writing Al. a3	Introduction and orientation to the course -Process writing <i>Pre-Writing: Getting Ready to Write</i> - Choosing and narrowing a topic - Gathering Ideas	Lectures- Presentations- Class discussions - Teamwork.	

			- <i>Editing Ideas</i> -		
4.	3	Identify the topic sentence, supporting sentence and controlling ideas Al. a3	<i>The Structure of a Paragraph</i> - <i>The definition of a paragraph</i> <i>The Parts of a Paragraph (Topic sentences, Support and development and Concluding Sentences)</i>	Lectures, Presentations, Class discussions /Collaborative learning/Teamwork .	Assignments /Presentations /Participation
5.	3	Identify the topic sentence, supporting sentence and controlling ideas Al. a3	<i>The Structure of a Paragraph</i> - <i>The definition of a paragraph</i> <i>The Parts of a Paragraph (Topic sentences, Support and development and Concluding Sentences)</i>	Lectures, Class discussions /Collaborative learning/Teamwork .	Assignments /Presentations /Participation
6.	3	Recognize the concepts of coherence and unity in a paragraph  B1, b2	<i>Paragraph unity and coherence</i>	Lectures, Presentations, Class discussions /Collaborative learning/Teamwork .	Assignments /Presentations /Participation/ quizzes/ multiple choice Exams/(Ask/ Answer).
7.	3	Recognize the concepts of coherence and unity in a paragraph  B1, b2	<i>Paragraph unity and coherence</i>	Lectures, Presentations, Class discussions /Collaborative learning/Teamwork .	Assignments /Presentations /Participation/
8.	3	Write different kinds of paragraph taking into consideration the unity and coherence in the paragraph  B1, b2	<i>Listing order Paragraphs</i> - <i>Organization</i> - <i>Sentence Structure</i> - <i>Writing</i>	Brainstorming. -Class discussion. -Individual counseling on writing difficulties. -Free practice / Control practice -Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers.	Assignments /Presentations /Participation.

9.	3	Write different kinds of paragraph taking into consideration the unity and coherence in the paragraph  B1, b2	<i>Listing order Paragraphs</i> - <i>Organization</i> - <i>Sentence Structure</i> - <i>Writing</i>	Brainstorming. -Class discussion. -Individual counseling on writing difficulties. -Free practice / Control practice -Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers.	Assignments /Presentations /Participation.
10.	3	Write different kinds of paragraph taking into consideration the unity and coherence in the paragraph  B1, b2	<i>Listing order Paragraphs</i> - <i>Organization</i> - <i>Sentence Structure</i> - <i>Writing</i>	Brainstorming. -Class discussion. -Individual counseling on writing difficulties. -Free practice / Control practice -Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers.	Assignments /Presentations /Participation.
11.	3	Write different kinds of paragraph taking into consideration the unity and coherence in the paragraph  B2, c1	<i>Giving Instructions</i> - <i>Organization</i> - <i>Sentence Structure</i> - <i>Capitalization and Punctuation</i> - <i>Writing</i>	Brainstorming. -Class discussion. -Individual counseling on writing difficulties. -Free practice / Control practice -Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers.	Assignments /Presentations /Participation.
12.	3	Write different kinds of paragraph taking into consideration the unity and coherence in the paragraph S2	<i>Describing a Place</i> - <i>Organization</i> - <i>Grammar</i> - <i>Sentence Structure</i> - <i>Writing</i>	Brainstorming. -Class discussion. -Individual counseling on writing difficulties. -Free practice / Control practice -Group work and pair work that	Assignments /Presentations /Participation.

		B2, c1		encourage the student to explain discuss and defend his own ideas with his peers..	
13.	3	Write different kinds of paragraph taking into consideration the unity and coherence in the paragraph  B2, c1	<i>Expressing Your Opinion</i> - <i>Organization</i> - <i>Sentence Structure</i> - <i>Punctuation</i> - <i>Writing</i>	Brainstorming. -Class discussion. -Individual counseling on writing difficulties. -Free practice / Control practice -Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers	Assignments /Presentations /Participation/
14.	3	Write different kinds of paragraph taking into consideration the unity and coherence in the paragraph  C1	<i>-Expressing Your Opinion</i> - <i>Organization</i> - <i>Sentence Structure</i> - <i>Punctuation</i> - <i>Writing</i>	Brainstorming. -Class discussion. -Individual counseling on writing difficulties. -Free practice / Control practice -Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers	Assignments /Presentations /Participation/
15.	3	Revision			
16.	3	Final exams			

Infrastructure	
<b>Textbook</b>	<b>Ann Hogue. ( 2008). <i>First Steps in Academic Writing</i>. 2<sup>nd</sup>Ed.Pearson: Longman</b>
<b>References</b>	<b>Ann Hogue. (2008). <i>First Steps in Academic Writing</i>. 2<sup>nd</sup>Ed.Pearson: Longman</b>
<b>Required reading</b>	<b>English Grammar in Use-Reference and Practice for Intermediate Students of English.</b>
<b>Electronic materials</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.eslcafe.com">www.eslcafe.com</a></li> <li>• <a href="http://www.creativewriting.com">www.creativewriting.com</a></li> <li>• <a href="http://owl.english.purdue.edu/www.eviews.net/references.html">http://owl.english.purdue.edu/www.eviews.net/references.html</a></li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>- <a href="https://writingcenter.unc.edu/tips-and-tools/paragraphs/">https://writingcenter.unc.edu/tips-and-tools/paragraphs/</a></li> <li>- <a href="https://awc.ashford.edu/PDFHandouts%5CHow%20to%20Write%20a%20Good%20Paragraph.pdf">https://awc.ashford.edu/PDFHandouts%5CHow%20to%20Write%20a%20Good%20Paragraph.pdf</a></li> </ul>

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Course Assessment Plan						
Assessment Method		Grade	CILOs			
			a1	a2	b1	b2
First (Midterm)		30%	10%	10%	5%	5%
Second (if applicable)						
Final Exam		50%	20%	10%	10%	10%
Coursework		20%				
Coursework assessment methods	Assignments		5%			
	Case study					
	Discussion and interaction		5%			
	Group work activities					
	Lab tests and assignments					
	Presentations					
	Quizzes		10%			
Total		100%	50%	20%	15%	15%

Plagiarism
<p>Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code).</p> <p>Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism.</p>