



# Course Specifications

<b>Course Title:</b>	<b>Essay and Research Writing Skills</b>
<b>Course Code:</b>	<b>11010112</b>
<b>Program:</b>	<b>Bachelor in Business Administration</b>
<b>Department:</b>	<b>Business Administration</b>
<b>College:</b>	<b>College of Business Administration</b>
<b>Institution:</b>	<b>Albaha University</b>

**Note:** The course is university requirement; and its course specification is adopted for the BA program from Faculty of Applied Medical Sciences of Albaha University.

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## A. Course Identification

<b>1. Credit hours:</b>	2
<b>2. Course type</b>	
a.	University <input checked="" type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	Level 7 (1 <sup>st</sup> semester / year 4)
<b>4. Pre-requisites for this course (if any):</b> None	
<b>5. Co-requisites for this course (if any):</b> None	

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	2	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

## 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	30
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	30
<b>Other Learning Hours*</b>		
1	Study	30
2	Assignments	5
3	Library	5
4	Projects/Research Essays/Theses	-
5	Others (specify)	-
	<b>Total</b>	40

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course focuses on the methods to prepare essay and research writing and provides an introduction to the fundamental skills necessary for the practice of research writing. Topics include basic concepts, description and analysis of essay and research data, how to design the research and to choice the topics and title of the research. The course emphasizes on the researches aspect materials and how the basic techniques are applied in research and research ethics.

## 2. Course Main Objective

1. To help students successfully complete college essay and research writing projects
2. To learn strategies for prewriting, drafting
3. To revise and edit a variety of types of essays
4. To learn methods for gathering and evaluating information
5. To summarize contributions to knowledge by synthesizing material, writing reviews and documenting a research paper

The course reviews and emphasizes on elements of good writing such as unity, coherence, clarity, and grammar and punctuation. It also covers the appropriate application of APA citation, formatting and referencing.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	<b>Define</b> the principles & concepts of writing short and long essays.	K.1
1.2	Effectively <b>describe</b> useful pre-writing strategies to generate topics, supporting details, and restricted controlling ideas for paragraphs.	K.1
1.3	Clearly <b>state</b> various modes of writing development in essays, research proposals and structure of their theses.	K.2
2	<b>Skills :</b>	
2.1	Broadly <b>apply</b> the skills of avoiding unrelated information, providing coherence, and eliminating mechanical and grammatical errors in basic writing.	S.1
2.2	Critically <b>show</b> skills, competence and efficiency in writing with different styles.	S.1
2.3	<b>Use</b> appropriate information, and technological and numerical tools of analyses and interpretation in writing essays, project, training, and research reports research related to business administration.	S.4
3	<b>Competence:</b>	
3.1	<b>Demonstrate</b> interpersonal competence in solving problems individually and in teams.	C.1
3.2	<b>Practice</b> the ethical aspects of writing essays and conducting research.	C.2
3.3	Actively <b>show</b> self-directed learning and intellectual self-development.	C.3

## C. Course Content

No	List of Topics	Contact Hours
1	The meaning of the research and the elements of its success	2
2	The writing process and preparing to write	2
3	The qualities and the ethics of the researcher	2
4	Stages of research and its steps	2
5	Conclusions; Revising, Proofreading, and Formatting	2
6	The concept of quotation and its use in research	2

7	Documentation and the arrangement of footnotes, margins and sources	2
8	Midterm exam	2
9	Types of sources and references	2
10	Write the search and its tools	2
11	Writing a Summary	2
12	Essay: Concept, types	2
13	Parts of the essay, and steps to write it	2
14	A technical study of the models of the essay	2
15	Practical applications on the above studied	2
16	Final exam	2
<b>Total</b>		32

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Co de	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	<b>Define</b> the principles & concepts of writing short and long essays.	Lectures, group discussion, internet application and data show used as main teaching aids	Quizzes ( MCQ), Class participation, submitted assignments, midterm & final exam
1.2	Effectively <b>describe</b> useful pre-writing strategies to generate topics, supporting details, and restricted controlling ideas for paragraphs.	Lectures, group discussion, internet application and data show used as main teaching aids	Quizzes ( MCQ), Class participation, submitted assignments, midterm & final exam
1.3	Clearly <b>state</b> various modes of writing development in essays, research proposals and structure of their theses.	Lectures, group discussion, internet application and data show used as main teaching aids	Quizzes ( MCQ), Class participation, submitted assignments, midterm & final exam
<b>2.0</b>	<b>Skills :</b>		
2.1	Broadly <b>apply</b> the skills of avoiding unrelated information, providing coherence, and eliminating mechanical and grammatical errors in basic writing.	Lectures, group discussion, internet application and data show used as main teaching aids	Quizzes ( MCQ), Class participation, submitted assignments, midterm & final exam
2.2	Critically <b>show</b> skills, competence and efficiency in writing with different styles.	Lectures, group discussion, internet application and data show used as main teaching aids	Quizzes ( MCQ), Class participation, submitted assignments, midterm & final exam
2.3	<b>Use</b> appropriate information, and technological and numerical tools of analyses and interpretation in writing essays, project, training, and research reports research related to business administration.	Lectures, group discussion, internet application and data show used as main teaching aids	Quizzes ( MCQ), Class participation, submitted assignments, midterm & final exam
<b>3.0</b>	<b>Competence:</b>		
3.1	<b>Demonstrate</b> interpersonal competence in solving problems individually and in teams.	Group discussion, cases studies, and illustrations	Class participation; group assignments
3.2	<b>Practice</b> the ethical aspects of writing essays and conducting research.	Group discussion, cases studies, and illustrations	Class participation; discussions; assignments
3.3	Actively <b>show</b> self-directed learning and intellectual self-development.	Lectures, group discussion, internet application and data show used as main teaching aids	Class participation; assignments

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Oral presentations / Research activities	1-14	10%
2	Midterm exam	8	30%
3	Final Exam (written)	16	60%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

### Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

The program coordinator stated with the students planning activities for student's, advice to students and assessment of performance, the program coordinator provide the students with hard copy for the contents, facilities where they will be located, and strategies to minimize time loss in arrangement. Follow up with students in seminars or tutorials & reference in subsequent courses. Consultation, planning with and advice to field supervisors and students, student assessment. Availability of accommodation, computer resources, learning support materials, data show projectors, and 24/7 accessible internet WiFi.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<ol style="list-style-type: none"> <li>1. Leki, I. (1998). Academic writing: Exploring processes and strategies. (2nd ed.). Cambridge, England: Cambridge University Press.</li> <li>2. Lester, J. D. (1996). Writing research papers: The City University style manual (8th ed.). New York, NY: Harper Collins.</li> <li>3. Lester, J. D. (1999). Writing research papers: A complete guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers.</li> <li>4. Markham, R., Markham, P., &amp; Waddell, M. (2001). 10 steps in writing the research paper (6th ed.). Happaug, NY: Barron's.</li> <li>5. Ramage, J. D., Bean, J. C., &amp; Johnson, J. (2003). The Allyn &amp; Bacon guide to writing: Concise edition. New York, NY: Longman Publishers.</li> </ol>
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<b>Essential References Materials</b>	<ol style="list-style-type: none"> <li>1. Cramer, S. (2001, July 27). Choosing a topic. In Guide to library research (part 1). Retrieved July 31, 2004, from Duke Libraries Web site: <a href="http://www.lib.duke.edu/libguide/choosing.htm">http://www.lib.duke.edu/libguide/choosing.htm</a></li> <li>2. Hamid, S. (2004). Writing a research paper. Retrieved July 10, 2004, from Purdue Online Writing Lab Web site: <a href="http://owl.english.purdue.edu/workshops/hypertext/researchw/index.html">http://owl.english.purdue.edu/workshops/hypertext/researchw/index.html</a></li> <li>3. Hult, C. A., &amp; Huckin, T. N. (2001). The new century handbook: Brief edition. Boston, MA: Allyn and Bacon.</li> </ol> <p>Jordan, R. R. (1999). Academic writing course: Study skills in English (3rd ed.). Harlow, MA: Pearson Education.</p>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>• Web sites on writing skills</li> </ul>
<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>• Blackboard program</li> </ul>

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Class, 45 comfortable seats with support back, good ventilated, adequate light, table brange, table for lab top.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Audiovisual material as computer-based audiovisual equipment is often used in education, as installing projection equipment, projector screen and using interactive whiteboard technology. Additional both a sound and a visual component,
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Online trusted video (e.g. YouTube)

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
General satisfaction on module	Students	Direct: Questionnaires / survey
Evaluate the module length and lectures time suitability	Students Peer evaluation Self-evaluation	Direct: Questionnaires / survey. Self-assessment / continuous reassessment.
How to improve this course and the content of this course?	Students group Teacher portfolio Internal Audit External audit	Indirect: Open ended written opinion
Effectiveness of teaching	Students	Direct: Questionnaires / survey
Quality of learning resources	Peer evaluation Self-evaluation	Direct: Self-assessment / continuous reassessment


Evaluation Areas/Issues	Evaluators	Evaluation Methods
	Teacher portfolio Internal Audit	
Course activities diversity	Students Self-evaluation	Direct: Questionnaires / survey. Self-assessment / continuous reassessment.
Effectiveness of assessment	Students Self-evaluation Faculty member	Indirect: Questionnaires / survey. Self-assessment / continuous reassessment.

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Program Coordinator	Dr. Abdella Kormie Dinga 
Program Chair	Dr. Saleh Abdullah Alghamdi
Council / Committee	Business Administration Department Board Meeting
Reference No.	2 <sup>nd</sup> Board Meeting 1441-1442
Date	24/12/2020





