**Ministry of Higher Education and Scientific Research**

**Supervision and Scientific Evaluation Body**

**Quality Assurance and Academic Accreditation Office**

**Course Description Sample**

**Subject: --Writing a Paragraph**

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| This course description provides a brief survey of the most important characteristics, expected learning output, showing whether students have made full use f the learning opportunities. These characteristics have to be matched with the description of the program. |

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| 1. Educational Institution | Shatt Al-Arab University College |
| 2. Department / Center | English |
| 3. Course Title /Code | Writing a paragraph |
| 4. Lecturer Name |  |
| 5. Type of Teaching | Attendance |
| 6. Academic Year /Term | 2024-2025 |
| 7. Total No. of Teaching Hours | 30 |
| 8. Date f Preparing this Course Description | 15\9\2024 |

9. **Course Objectives**

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| a. Providing students with the most important principles and basics of paragraph writing. |
| b. Teaching students how to apply the instructions of writing good paragraphs scientifically and linguistically.  |
| c. Providing graduates with the necessary knowledge on how to write a good paragraph and projects to suit their jobs in organizations. |
| d. Develop his skills in acquiring knowledge, as the article writer must research deeply about the topic he wants to deal with before writing that paragraph. |
| e. Providing graduates with the skills of education and creative learning. |

10. **Course Output, Methodology and Evaluation**

 (A) **Cognitive Objectives**

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| a. Enabling students to acquire knowledge and the art of writing a paragraph. |
| b. Acquainting students with how to promote their personal knowledge and linguistic styles to write a good and effective paragraph. |
| c. Helping the student to know the best method for arranging, coordinating and reshaping the components and vocabulary of the required content within the article in one way or another to be very effective paragraph. |
| d. Develop his skill in writing various types of paragraph such as narrative,opinion descriptive, argumentative, etc. |
| e. Enabling students to invest their scientific abilities in their working place in the scope of writing a paragraph or different projects.  |
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 (B) **Skill Objectives Related to the Program**:

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| B1-Develop the student's skills in writing a paragraph in general. |
| B2 - Develop his skills in writing each type of paragraph, such as fiction, descriptive and opinion, in a distinctive linguistic style. |
| B3 - Develop his skills in acquiring knowledge, as the author of a paragraph must research deeply about the topic he wants to deal with before writing such any paragraph.  |

**Methods of Teaching and Learning**

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| a. Using already- prepared lectures. |
| b. Using up-to-date data shows. |
| c. Homework |
| d. Adopting group discussions with the teacher and among the students themselves.  |

**Methods of Evaluation**

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| a. Oral tests |
| b. Monthly tests |
| c. Daily quizzes |
| d. Students' Regular Attendance |

 (C) **Sentimental and Value Objectives**

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| a – To develop the student's skills in discussions so as to express his opinion in a polite and scientific manner. |
| b –To develop his skills to participate in festivals in writing paragraphs, articles and short stories. |
| c – To develop his skills in writing all kinds of paragraphs in a distinguished scientific and linguistic style. |
| d – To develop the student's skills in dialogue and express his opinion in a polite scientific manner. |

**Methods of Teaching and Learning**

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| a. Preparation, preface by reference to the previous lecture, using questions, reinforcement, class tests, containment and follow-up, using different teaching methods that suit students, their level and inclinations, presenting and discussing students’ articles in the classroom to determine the strengths and weaknesses of students. |
| b. Educational guidance lectures. |
| c. Continuous directing. |
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**Methods of Evaluation**

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| a. Daily quizzes. |
| b. Classroom discussions and commitment to ethics and sublime values. |
| c. Special marks for class activities. |
| d. Monthly and quarterly evaluation. |

D) **General and Qualitative Skills (other skills related to the ability of employment and personal development)**

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| a. Enabling students to acquire the skill and art of writing a good paragraph |
| b. Enabling students to apply creative thinking in writing his paragraph so as to persuade the reader in their paragraph and goals. |
| c. Enabling students to use modern methods of analysis and conclusions. |
| d. Enabling students to gain knowledge, because the writer of an essay or a paragraph must research deeply about the topic that he wants to deal with before writing any paragraph. |

11. **Course Structure**

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| **Week** | **No of Hours** | **Required Learning Output** | **Title of Subject** | **Teaching Method** | **Evaluation** |
| 1 | 2 | understanding the material | Process writing | - lectures- case study-discussions | - oral tests-questions |
| 2 | 2 | understanding the material | Recognizing and writing complete sentences | - lectures- case study-discussions | - oral tests-questions |
| 3 | 2 | understanding the material | The structure of a paragraph | - lectures- case study-discussions | - oral tests-questions |
| 4 | 2 | understanding the material | Identifying week and good paragraph | - lectures- case study-discussions | - lectures- case study-discussions |
| 5 | 2 | understanding the material | Analyzing Students’ paragraphs  | - lectures- case study-discussions | - lectures- case study-discussions |
| 6 | 2 | understanding the material | Developing paragraph with descriptive details  | - lectures- case study-discussions | - lectures- case study-discussions |
| 7 | 2 | understanding the material | Using lists to brainstorm | - lectures- case study-discussions | - lectures- case study-discussions |
| 8 | 2 | understanding the material | Learning to edit lists | - lectures- case study-discussions | - lectures- case study-discussions |
| 9 | 2 | understanding the material | Writing about places | - lectures- case study-discussions | - lectures- case study-discussions |
| 10 | 2 | understanding the material | Analyzing Students’ paragraphs | - lectures- case study-discussions | - lectures- case study-discussions |
| 11 | 2 | understanding the material | Writing about people | - lectures- case study-discussions | - lectures- case study-discussions |
| 12 | 2 | understanding the material | Analyzing Students’ paragraphs | - lectures- case study-discussions | - lectures- case study-discussions |
| 13 | 2 | understanding the material | Writing about your opinion | - lectures- case study-discussions | - lectures- case study-discussions |
| 14 | 2 | understanding the material | Analyzing Students’ paragraphs | - lectures- case study-discussions | - lectures- case study-discussions |
| 15 | 2 | understanding the material | Reviewing the previous types of paragraph  | - lectures- case study-discussions | - lectures- case study-discussions |

12.**Infrastructure**

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| a. Textbooks |  Dorothy E, Dorothy and Carlos Islam.(2011). Writing in Paragraphs .Oxford: Macmilian.  |
| b. References |  Dorothy E. Zemach and Lisa A. Rumisek. (2011) Academic Writing. Oxford: Macmillan |
| c. Recommended books and periodicals (journals, reports, etc.) | Strunk, W., Jr. and White, E.B., The Elements of Style . (2010). Oxford: Longman Group |
| d. Electronic references, internet websites, etc | http://www.paragraph.com/step3.htm&q |

13. **The Plan of Improving the Course**

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| Organizing festivals for writing distinguished paragraphs, essay and writing short stories to encourage students to write persuasive essays that are scientifically and linguistically distinct. |
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