

Syllabus

1	Course title	Advanced Writing
2	Course number	2201211
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	Paragraph Writing
5	Program title	Bachelor's Degree in Applied English
6	Program code	011
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	Third Year & Fourth Year students
11	Year of study and semester (s)	2021/2022, Second Semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	English
15	Teaching methodology	<input type="checkbox"/> Blended <input type="checkbox"/> Online <input checked="" type="checkbox"/> face-to-face
16	Electronic platform(s)	<input checked="" type="checkbox"/> e-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	February 2022

18 Course Coordinator:

Name: Dr. Mohammad Al Salem

Office number:

Phone number:

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Office Hours:

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19 Other instructors:

Name:

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20 Course Description:

This course helps students develop competence in writing essays. Students learn about the prewriting process, how to develop effective sentences, and construct coherent paragraphs with a topic sentence, supporting details, and a strong conclusion. They identify patterns of development in essay writing. It also aims at guiding students through logical steps necessary for creating a finished essay developed through description, exemplification, classification, comparison and contrast, definition, cause and effect and logical division

21 Course aims and outcomes:

A- Aims: (PLOs)

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e., phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
3. Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
4. Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
5. Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
6. Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
7. Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.

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8. Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
9. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
10. Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No .	Course Learning Outcomes	Program learning Outcomes										Assessment Tools													
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11	12		
1	Develop a discerning eye for spotting weaknesses that render a piece of writing illegible and incoherent	X	X						X														X		
2	Improve students analytical and critical thinking skills through the development of well-thought-out arguments in their writings					X	X	X							X	X	X							X	
3	Construct a sense of perseverance and diligence by trying continuously and gradually learn from and correct their mistakes		X				X				X				X	X	X							X	
4	Expand their vocabulary through exploring new assigned topics and class discussions of students' writing and subjects assigned	X			X										X	X	X							X	

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- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. Interview, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam, 11. Case studies

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/p latform	Evaluation Methods**	References
1	1.1	Getting Ready to write: Elements of Good Writing	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	1.2	Getting Ready to write: Elements of Good Writing	1-3	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	1.3	Your Attitude toward Writing	1	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
2	2.1	The Writing Process: 1. Prewriting 2. Planning	3-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	2.2	The Writing Process: 1. Prewriting 2. Planning	4-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	2.3	Constructing paragraphs	2-4-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook

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3	3.1	Drafting: a. paragraph	2-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	3.2	Drafting: a. paragraph	1-2-3-4	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	3.3	Unity and Coherence	1-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
4	4.1	Drafting a paragraph: Unity and Coherence	1-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	4.2	Drafting a paragraph: Unity and Coherence	1-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	4.3	Drafting a paragraph: Unity and Coherence	1-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
5	5.1	Drafting Essays (introduction)	1-2-3	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	5.2	Drafting Essays (body)	1-2-4	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	5.3	Drafting essays (conclusion)	4-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
6	6.1	Quiz		Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook

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	6.2	5. Editing (punctuation, sentence fragments, capitalization)	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	6.3	5. Editing (Run-on sentences, sub-verb agreement, possessive pronouns)	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
7	7.1	Revision + Mid term exam		Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	7.2	Revision + Mid term exam		Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	7.3	Revision + Mid term exam		Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
8	8.1	Patterns of organization (Process)	1-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	8.2	Patterns of organization (Classification)	3-4	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	8.3	Examples on Process and Classification essays	1-3-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
9	9.1	Patterns of Organization (Cause and Effect)	1-4	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook

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	9.2	Patterns of Organization (Cause and Effect)	1-4	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	9.3	Examples on Cause and effect essays	4	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
10	10.1	Patterns of Organization (Comparison)	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	10.2	Patterns of Organization (Comparison)	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	10.3	Examples on Comparison essays	1-3-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
11	11.1	Writing Summaries	2-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	11.2	Writing summaries	2-4-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	11.3	Examples	1-2-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
12	12.1	Descriptive essays	1-4	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	12.2	Narrative essays	4	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook

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	12.3	Examples	4	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
13	13.1	Composition Practice	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	13.2	Composition Practice	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	13.3	Composition Practice	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
14	14.1	Full application of essay instructions training	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	14.2	Full application of essay instructions training	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	14.3	Full application of essay instructions training	4-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
15	15.1	Revision	1-5	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	15.2	Revision	1-2	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook
	15.3	Revision	1-3	Face-to-face learning / Microsoft Teams	In-class tasks/quizzes	Main textbook

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23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Course Learning outcome	Period (Week)	Platform
Quiz	5	Elements of good writing + the writing process (prewriting + outlining + drafting paragraphs)	1-2-3-4-5	6	In class
Assignment	15	Drafting essays	1-2-3-4-5	3-10	
Midterm Exam	30	As assigned	1-2-5	8	In class
Final Exam	50	All Topics	1-2-3-4-5	15	In class

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:

As per the University Regulations.

B- Absences from exams and submitting assignments on time:

As per the University Regulations.

C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

E- Grading policy:

As explained above in 23.

F- Available university services that support achievement in the course:

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Please ask me or your academic advisor for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:

Blanchard, Karen & Root, Christine. Ready to Write 3 with Essential Online Resources, 4th edition. Pearson Publishers. 2016.

B- Recommended books, materials and media:

1. Academic Phrasebank, <https://www.phrasebank.manchester.ac.uk/>.
2. Altakhaineh A., & Melo-Pfeifer, S. (2022). "This topic was inconsiderate of our culture": Jordanian students' perceptions of intercultural clashes in IELTS writing tests. *Journal Applied Linguistics Review*, 1-24. <https://doi.org/10.1515/applirev-2021-0183>.

27 Additional information:

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----