Course Syllabus

According to JORDAN National Qualification Framework (JNQF)

Course Name: Paragraph Writing

Course Number: 01022101

General Course Information:

Course title	**Paragraph Writing**
Course number	**01022101**
Credit hours	**3**
Education type	**[Face-to-Face]**
Prerequisites/corequisites	**-**
Academic Program	**English Language & Literature**
Program code	**102**
Faculty	**Arts**
Department	**English Language & Literature**
Level of course	**2ⁿᵈ Year**
Academic year /semester	**2023/2024 1ˢᵗ Semester**
Awarded qualification	**Bachelor of Arts**
Other department(s) involved in teaching the course	**English Language/Translation**
Language of instruction	**English**
Date of production/revision	**15/10/2023**

Course Coordinator:

Coordinator'sname	**Fatima Al Qeyam**	
Office No	**2301**	
Office Phone extension number	**2431**	
Office Hours	**Sun. 10:00 – 11:00** **Mon. 11:00 – 12:30** **Tues. 12:00 – 1:00** **Wed. 2:00 – 3:30** **Thurs. 2:00 – 3:00**	
Email	**fatima.al-qeyam@iu.edu.jo**	

Other Instructors:

Instructorname	************ NA *********

Course Description *(English/Arabic)*:

English	- Writing different types of meaningful and grammatically correct English sentences using proper punctuation - Producing a coherent and well-constructed paragraph - Writing process: prewriting (deciding topic, brainstorming, outlining), writing (developing ideas appropriately, drafting), and rewriting (revising mechanics and ideas) - Analysis of model paragraphs - Methods of paragraph development/ modes of academic discourse: narrative-descriptive, expositive [comparison and contrast, cause and effect, definition, analysis, and illustration], and argumentative

Arabic	• كتابة مختلف أنواع الجملة الإنجليزية المكتملة المعنى والصحيحة قواعدياً باستعمال علامات التنقيط المناسبة. • كتابة فقرة متناسقة وجيدة البناء. • عملية الكتابة: مرحلة ما قبل الكتابة (اختيار الموضوع، العصف الذهني، والمخطط)، مرحلة الكتابة (تطوير الأفكار بشكل مناسب، وكتابة المسودة)، ومرحلة إعادة الكتابة (مراجعة الأفكار والأساليب). • طرق/ أساليب تطوير الفقرة / أساليب الحوار الأكاديمي: السرد، والوصف، والاستعراضية (المقابلة والمقارنة، والسبب، والنتيجة والتعريف، والتحليل، والتوضيح) والجدلية. • تحليل فقرات نموذجية أمثلة للدراسة.	

Textbook: *Author(s), Title, Publisher, Edition, Year, Book website.*

Alice Savage; Masoud Shafiei, Effective academic writing 1: the paragraph, retrieved from:
https://www.academia.edu/26239813/Effective_Academic_Writing_1_The_Paragraph

References: *Author(s), Title, Publisher, Edition, Year, Book website.*

Supporting Material

1. Blanchard, K., & Root, C. *Ready To Write More: From Paragraph To Essay*
Longman.
2.. Rawlings Miller, C. Glasscock, S. *Powerful Paragraphs*. New York, Scholastic Inc.(2005).
3. McLean, S. *Successful Writing*. University of Arizona and Northern Arizona University-Yuma (2012).
4. Rawlings Miller, C. Glasscock, S. *Writing Different Types of Paragraphs*. New York, Scholastic Inc. (2005)
5. Brandon, Lee. 2012/2009. At a Glance: Paragraphs. 5th edition. WADSWORTH Learning. Available online: https://books.google.jo
6. Boardman, C .*Writing to communicate*. University of California Irvine Extension, San Francisco (2002).
7. Check paragraph types and different modes of academic discourse on the internet.
8.Savage, A, Shafiei, M. *Effective Academic Writing 1*, Oxford University Press, 2007.

Course Educational Objectives (CEOs):

1.	**Students should understand some grammatical rules that maintain the structure of written texts.**
2.	**Students should identify different important terms in paragraph writing.**
3.	**Students should be able to write well-structured paragraphs effectively and creatively,**
4.	**Students should be able to edit their paragraphs.**

Intended Learning Outcomes (ILO's):

	Subject Intended learning outcomes (ILOs) describe what students are expected to know and be able to do at the end of the course. These outcomes are related to the knowledge, skill and competence that students acquire:	Relationship to CEOs	Contribution to PLOs	Bloom Taxonomy Levels*	Descriptors**
A	Knowledge and Understanding:				
A1	Identify different themes paying attention to different rhetorical modes of academic discourse (narrative-descriptive, and	2	1 3 4	1 2 3	K S C

	opinion)		9		
B	Intellectual skills:				
B1	Infer the importance of coherence, unity and structure.	1	1 3 4 5 9	1 2 3	K S C
C	Subject specific skills:				
C1	Edit written work to avoid sentence errors such as run-on sentences, fragments, etc.	4	1 3 4 5 9	1 2 3	K S C
D	Transferable skills:				
D1	Write a well-structured paragraph (topic or thesis sentence, body, and conclusion) on any topic.	3	1 3 4 5 9	1 2 3	K S C

*Bloom Taxonomy Levels

Level #	1	2	3	4	5	6
Level Name	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis

** Descriptor (National Qualification Framework Descriptors): K : Knowledge, S: Skill, C: Competency.

Program Learning Outcome (PLOs):

Program Learning Outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviours that students acquire as they progress through the program. A graduate of the (English Language and Literature) program will demonstrate:		Descriptors**		
		K	S	C
1.	Acquiring the basic language skills in English.	X		
2.	Understanding the disciplines of knowledge of the English language.	X		
3.	Developing different skills of contact and communication.		X	
4.	Analyzing linguistic and literary texts.		X	
5.	The ability to adapt to different working environments and conditions.			X
6.	Evaluating different working environments and conditions.			X
7.	The ability to write scientific researches related to English language and literature.		X	
8.	Acquiring technical skills in the field of scientific research.	X		
9.	Enhancing critical thinking skills.			X

** Descriptors according to the national qualifications framework (K: knowledge, S: skill, C: Competency)

Weekly Schedule *(please choose the type of teaching)*➜☐**Face to Face**

Week	First hour	Second hour	Third hour	Ach ILOs	Ach PLOs	Descriptors**
1	General Introduction	Different language levels	Kinds of sentences: Simple, compound,	C1	1 3 4 9	K S C
2	Kinds of sentences: complex	Correcting fragments, coma splice, and run on sentences	Introducing paragraph form & structure: - Topic sentence - Supports/details - Concluding sentence	C1	1 3 4 5 9	K S C
3	Study Example paragraphs: form & structure	Narration: Story elements ➜ plot-characters-setting	Narration: Revising Verb Tenses: Use of simple and continuous past tenses	A1, B1, C1, D1	1 3 4 5 9	K S C
4	Narration: Analyse example paragraphs	Write own paragraph	Share paragraph w/class: revise and edit	A1, D1	1 3 4 5 9	K S C
5	Description: sense language ➜what you see/hear/ touch/feel/think	Description: Use of simple and continuous present tenses	Description: Analyse example paragraphs	A1, B1, C1, D1	1 3 4 5 9	K S C
6	Description: (Practice) outlining	Write own paragraph	Share paragraph w/class: revise and edit	C1, D1	1 3 4 5 9	K S C
7	Compare and Contrast Paragraphs: Similarity Vs. Difference	Use of adjectives/adverbs and sentence connectors that show relations	Compare and Contrast: Analyse example paragraphs & outlining	A1, B1, C1, D1	1 3 4 5 9	K S C
8	Compare and Contrast Paragraphs (Practice)	Write own paragraph	Share paragraph w/class: revise and edit	A1, B1	1 3 4 5 9	K S C
9	Cause and Effect Paragraphs	Use of connectors to show causes—Study example paragraph	**Use of connectors to show effects—Study example paragraph**	A1 B1 C1 D1	1 3 4 5 9	K S C
10	Cause and Effect Paragraphs (Practice)	Write own paragraph	Share paragraph w/class: revise and edit	A1 B1 C1 D1	1 3 4 5 9	K S C
11	Analysis Paragraphs: Classification: Study	Write own paragraph& share w/class—Revise & Edit	Process Paragraph: Study Example Paragraph Write own paragraph**& share w/class—Revise & Edit**	C1 D1	1 3 4 5 9	K S C

	Example Paragraph					
12	Definition Paragraph (& Practice)	**Study Example Paragraph**	Write own paragraph**& share w/class—Revise & Edit**	B1 C1	1 3 4 5 9	K S C
13	Opinion (Argument)Paragraph	Argue for: Study example paragraphs	**Argue against Paragraph: Study example paragraphs**	A1 B1 C1 D1	1 3 4 5 9	K S C
14	Opinion Paragraph (Practice)	Write own paragraph	**share w/class—Revise & Edit**	C1 D1	1 3 4 5 9	K S C
15 16	Final Exams	**Final Exams**	Final Exams			K S C

Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:
- **Class Discussion& Forums**
- **Quizzes& Assignments**
- **Other Interactive online activities**

Course Policies:

A- Attendance policies:

The maximum allowed absences is 15% of the lectures.

B- Absences fromexams andhandingin assignmentson time:

Midterm exam can be retaken based on approval of excuse by the instructor's discretion.

Not handing assignment on time will incur penalties.

C- Academic Health and safetyprocedures

D- Honesty policy regarding cheating, plagiarism, and misbehaviour:

Cheating, plagiarism, misbehaviourwill result in zero grade and further disciplinary actions may be taken.

E- Grading policy:
- All homework isto be posted online through the e-learning system.
- Exams will be marked within 72 hours and the marked exam papers will be handed to the students.
- Online Activities (Course Videos, Practice labs, Discussion Forums, Quizzes)**_20_%**
- Midterm**_30_%**
- Final Exam **_50_%**

F- Available university services that support achievement in the course:**E-Learning Platform, Labs, Library.**

Required equipment:
- **Internet Connection**
- **Access to the IU E-Learning Platform at: https://elearn.iu.edu.jo/**

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s Council (05) Decision No. (06) Date: 18/10/2021.
ty Assurance Council Session (03) Decision No. (03) Date:05/10/2021.

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Assessment Toolsimplemented in the course:

- ➔Final Exam %50
- ➔Midterm Exam %30
- ➔Quizzes&Homework %20

Responsible Persons and their Signatures:

Course Coordinator	Dr Fatima Al Qeyam	Completed Date	15/ 10 /2023
		Signature	Dr Fatima Al Qeyam

Received by (Department Head)	Dr. Bassam Saideen	Received Date	15/ 10 / 2023
		Signature	Dr. Bassam Saideen