**GAU, Faculty of Humanities**

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| **Course Unit Title** |  The Development of Writing Skills |
| **Course Unit Code** | EGL 102 |
| **Type of Course Unit**  | Compulsory, all psychology students |
| **Level of Course Unit**  | First year, Bachelors Degree  |
| **National Credits** | 3 |
| **Number of ECTS Credits Allocated** | 3 ECTS |
| **Theoretical (hour/week)** | 2 |
| **Practice (hour/week)** | 1 |
| **Laboratory (hour/week)** | - |
| **Year of Study** | 1 |
| **Semester when the course unit is delivered** | 2 |
| **Mode of Delivery**  | Face to Face, E-Learning activities |
| **Language of Instruction**  | English |
| **Prerequisities and co-requisities**  | None |
| **Recommended Optional Programme Components**  | None |
| **Objectives of the Course:** |
| * Students will develop superior-level sub-skills of reading namely.
* Students will be able to read between the lines.
* Students will relate inferences from the text to real life, and gain insights into the cultural similarities and differences.
* Students will analyze, synthesize and evaluate information in their compositions, react to readings.
* Students will also analyze and produce different types of essays. Students will develop basic research skills including library/internet search, and basic research report writing skills, such as: citing, paraphrasing and referencing.
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| **Learning Outcomes** |  |
| When this course has been completed the student should be able to | Assesment. |
| 1 | Learn the writing techniques and the importance of useful phrases and sentences patterns. | 1 |
| 2 | Analyze different types of essays.. | 1,2 |
| 3 | Know how to divide an essay into the introduction, body and conclusion parts. | 1,2 |
| 4 | Learn to analyze and interpret the reading passages. | 1,2 |
| 5 | Relate the reading passages with their own realities.learn writing an essay plan | 1,2 |
| 6 | Develop effective strategies to improve writing skills. | 1 |
| Assesment Methods: 1. Written Exam, 2. Assignment 3. Project/Report, 4.Presentation, 5 Lab. Work |
| **Course’s Contribution to Program** |
|  |  | CL |
| 1 | Ability to identify the current and historical core content of and what is known in psychology. | 2 |
| 2 | Differentiate the various areas of Psychology and identify what is known in each. | 3 |
| 3 | Ability to show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. | 3 |
| 4 | Ability to apply psychological content and skills to career goals. | 3 |
| 5 | Ability to identify, and evaluate construct and critically analyze complex arguments. | 3 |
| 6 | Ability to apply basic research methods in psychology, with sensitivity to ethical principles. | 4 |
| 7 | Ability to identify the writing format of the American Psychological Association (APA). | 3 |
| 8 | Ability to understand the role of academic, professional, and personal integrity in maintaining a healthy community. | 3 |
| 9 | Ability to recognize and describe the ways in which diversity influences psychological processes. | 3 |
| 10 | Ability to distinguish important behavioral factors associated with personal and cultural diversity that enable intervention process in therapy. | 2 |
| 11 | Ability to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context. | 3 |
| CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate 4: High, 5:Very High) |

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| **Course Contents** |
| Week |  |  | Exam**s** |
| 1 |  | To teach the parts of an essay |  |
| 2 |  | To analyze introduction, supporting and conclusion paragraphs |  |
| 3 |  | To teach the transition signals for the paragraphs |  |
| 4 |  | To choose any essay topic and write an essay  |  |
| 5 |  | To teach the Division and Classification Essay |  |
| 6 |  | To teach the Process Essay |  |
| 7 |  | Homework and assessment practices | Quiz |
| 8 |  |  | Mid Term |
| 9 |  | Reading short stories |  |
| 10 |  | To teach the Cause and Effect and Comparison/Contrast Essay |  |
| 11 |  | To teach the Problem/Solution Essay |  |
| 12 |  | Reading short stories |  |
| 13 |  | Homework and assessment practices |  |
| 14 |  | Revisions | Quiz |
| 15 |  |  | Final |
| **Recommended Sources** |
| **Textbook:** Balanchard, K. & Root, C. Ready to Write More. LongmanCosta, G. American Short Story. ThomsonJudy L. Miller & Robert F. Cohen. Reason to Write. Oxford **Supplementary Material (s):**  |
| **Assessment** |
| Attendance | 10% |  |
| Laboratory | % |  |
| Midterm Exam (Written) | 30% |  |
| Quiz (Written) | 10% |  |
| Final Exam (Written) | 50% |  |
| Total | 100% |  |
| **ECTS Allocated Based on the Student Workload** |
| Activities | Number  | Duration (hour)  | Total Workload(hour) |
| Course duration in class (including the Exam week)  | 15 | 3 | 45 |
| Labs and Tutorials |  |  |  |
| Assignments | 1 | 2 | 2 |
| Project/Presentation/Report Writing  |  |  |  |
| E-learning Activities |  |  |  |
| Quizzes | 1 | 7 | 7 |
| Midterm Examination | 1 | 14 | 14 |
| Final Examination | 1 | 28 | 28 |
| Self Study  | 6 | 1 | 6 |
| Total Workload  | 102 |
| Total Workload/30 (h) | 3.4 |
| ECTS Credit of the Course | 3 |