The Emirates’ Qualification framework and Curriculum mapping to evaluate an Advanced Academic Writing course

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Abstract

Education in today’s globalized terrain aims to initiate students into the ubiquitous 21st century learning environment, to enhance their skills in critical thinking, technology, creativity, collaboration, and communication. The Emirates Qualifications Framework Handbook (QF, 2012) launched in 2012, describes a policy by the United Arab Emirates Commission on Academic Accreditation that provides criteria “for both the accreditation of qualifications and for those organizations in the public and private sector, which are to deliver them.” The QF specifies benchmarks for each qualification level, e.g., level 7 for a Bachelor’s degree, level 9 for Master’s, and level 10 for Doctorate. The handbook stipulates uniform standards regarding content, skills, and aspects of competence to be achieved at each respective level.

In this case study at an accredited American university near Dubai, MA TESOL teacher trainees explore the degree of success that could be achieved by integrating technological and critical thinking skills in an existing undergraduate course called Advanced Academic Writing. As part of teaching a Curriculum Design (ELT 517) course, various tasks were assigned to the teacher trainees, which eventually culminated in curriculum mapping, that seeks to document improvement as “(e)videnced directly in student products and performances” (Jacobs, 2004). The purpose was to reinforce course content and its application to specific skills as outlined by the QF. It was also to evaluate whether or not the course objectives of Advanced Academic Writing were congruent to the requirements of the QF and the standards demanded by the Ministry of Education in the United Arab Emirates.

Introduction

‘The Qualification Framework for the Emirates Handbook provides detailed information about the architecture of qualification in the UAE and also defines the requirement that will enable UAE qualifications to be compared with and valued alongside foreign qualifications...Perhaps more importantly, the QF Emirates is a facilitative tool that aims to promotes the concept of lifelong learning as a means to enable learners to plan and access learners in order to fulfill their potential and to contribute to the future growth and prosperity of the UAE.’ (Foreword, QF 2012). Such is the significance of the QF, which is being implemented in all educational institutions across the UAE. As someone teaching Curriculum Design to teacher trainees in an MA TESOL program, I deemed it essential to encourage them to evaluate an important undergraduate course that is taught to students in almost 30 sections per semester. It is thus a study that done to measure the standard of a major writing course called Advanced Academic Writing.

Advanced Academic Writing (ENG 204), is a General Education requirement and a gatekeeping course for students in almost all major disciplines at our university. It is a skill-based course that trains
students to write a research paper by the end of the semester, by learning to utilize the micro skills of summarizing, paraphrasing, quoting (in APA documentation style), analyzing scholarly articles, critiquing and synthesizing them, in order to build an argumentative research paper. The course outcomes for ENG 204 which reflect the acquisition of all the above-mentioned skills and their assessment tools were evaluated to see how they align with the intended QF learning outcomes for a Bachelor’s degree program. Such evaluation of course learning outcomes were meant to subsequently indicate the success of the program. At the end of the course MA TESOL students made some recommendations to improve upon the course and align it more to the QF requirements. Assessment via the use of benchmarks, blogs, discussion boards, e-portfolios, and e-journals, was explored in order to make students’ learning experience memorable, motivating, and measurable in an ESL learning context.

The Study

Curriculum maps allow teachers to make choices with regards to their content, skills, and assessments. These choices are synchronized vertically and horizontally keeping in view a set of essential questions that reflect not only the aims and objectives of the course but that of the institution as a whole. Jacobs and Johnson (p. 3, 2009) believe that “Schools who have implemented curriculum mapping from a systematic perspective find it leads to a more dynamic, focused curriculum; stronger alignment with assessments, instructions, and reporting; new ways of collecting and analyzing data; a more cohesive approach to planning and implementing professional development; and an opportunity to strengthen the organizational and leadership structure in a school or district.”

Since the course being evaluated called Advanced Academic Writing (ENG 204) already had a complete syllabus with specific course objectives in place, the teacher trainees were asked to evaluate these course objectives as a preparatory step towards a) laying the foundation, b) launching the process, c) maintaining, sustaining, and integrating the system, and finally d) advancing the mapping task. (Jacobs, 2004). A number of sequential tasks were given to the teacher trainees to initiate them to the gradual process of redesigning and evaluating the existing syllabus in order to evaluate the efficacy of the existing course objectives and subject-matter in terms of the requirement of the QF. It was also a self-exploratory process for the teacher trainees as they were asked to define, as their initial tasks, their teaching contexts (if they were already teaching in regional schools), and articulate their teaching beliefs (and perhaps reevaluate them) in light of the course books and the curriculum design frameworks the books offered.

The teacher trainees were then provided with the existing course syllabus that had the stipulated course objectives and their corresponding assessment tools. They were also given a copy of the ENG 204 textbook that was currently being used: Van Rys, J., Meyer, V., & Sebranek, P. (2012). The research writer: Curiosity, Discovery, Dialogue. Boston: Wadsworth. In addition to that they were given a copy of Bachelor degree’s criteria as stated in the Qualification framework (2012). Of the 9 different tasks that were given in the course I am just going to be focusing on 3 to exemplify the process that culminated in the designing of a curriculum map for the units in the course textbook. The purpose of the study was to

- Examine the three existing documents (given below)
- Conduct a needs analysis by circulating online questionnaires among students who had completed the ENG 204 to find out if, in their opinion, the course had fulfilled most of the objectives that the syllabus outlined
- Collate the results to come up with the discrepancies between the way the course was being taught and the stipulated QF (2012) requirements
- Design curriculum maps to address the gaps in order to align the ENG 204 syllabus to the QF requirements.
The existing course objectives for ENG 204 stipulated in the syllabus were as follows:

Upon completion of the course, students will be able to:
1. Demonstrate the skills of summarizing, paraphrasing, and quoting, using APA documentation style in all written work
2. Critically analyze and evaluate academic texts to demonstrate logical development of arguments, counterarguments, and refutation
3. Design a research proposal with a specific research question and a working bibliography.
4. Distinguish between personal opinion and referenced material derived from academic sources when writing a research paper.
5. Identify and evaluate credible library, database, and internet sources relevant to their research topics.
6. Synthesize material from academic texts to write a literature review for the research paper.
7. Compose multiple, improved drafts leading to 10-page argumentative research paper.
8. Defend the research paper’s stance in an in-class presentation.

The assessment instruments that were followed by the ENG 204 teachers are given in the grid below:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate the skills of summarizing, paraphrasing, and quoting,</td>
<td>Summary &amp; Paraphrasing exercises</td>
</tr>
<tr>
<td>using APA documentation style in all written work</td>
<td>APA exercises</td>
</tr>
<tr>
<td>• Summary &amp; Paraphrasing exercises</td>
<td>Summaries, analysis, synthesis</td>
</tr>
<tr>
<td>• APA exercises</td>
<td>Annotated bibliography</td>
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<tr>
<td>• Summaries, analysis, synthesis</td>
<td>Midterm</td>
</tr>
<tr>
<td>2. Critically analyze and evaluate academic texts to demonstrate</td>
<td>Logical fallacy exercises</td>
</tr>
<tr>
<td>logical development of arguments, counterarguments, and refutation</td>
<td>Critique essay assignments</td>
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<tr>
<td>• Logical fallacy exercises</td>
<td>Quizzes</td>
</tr>
<tr>
<td>• Critique essay assignments</td>
<td>Final exam</td>
</tr>
<tr>
<td>3. Design a research proposal with a specific research question and a</td>
<td>Research proposal assignment</td>
</tr>
<tr>
<td>working bibliography.</td>
<td>Annotated bibliography</td>
</tr>
<tr>
<td>4. Distinguish between personal opinion and referenced material derived</td>
<td>Information literacy quizzes</td>
</tr>
<tr>
<td>from academic sources when writing a research paper</td>
<td>Critiques</td>
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<tr>
<td>• Information literacy quizzes</td>
<td>Research paper</td>
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<tr>
<td>5. Identify and evaluate credible library, database, and internet</td>
<td>Library sessions</td>
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<tr>
<td>sources relevant to their research topics.</td>
<td>Information literacy exercises and tests</td>
</tr>
<tr>
<td>• Library sessions</td>
<td>Midterm</td>
</tr>
<tr>
<td>• Information literacy exercises and tests</td>
<td>Quizzes</td>
</tr>
<tr>
<td>6. Synthesize material from academic texts to write a literature review</td>
<td>Synthesis essay</td>
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<td>for the research paper.</td>
<td>Research proposal</td>
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<tr>
<td>• Synthesis essay</td>
<td>Drafts of the research paper</td>
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<tr>
<td>7. Compose multiple, improved drafts leading to 10-page</td>
<td>Research outline assignment</td>
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<tr>
<td>argumentative research paper</td>
<td>Multiple drafts of the research paper</td>
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<tr>
<td>8. Defend the research paper’s stance in an in-class</td>
<td>Class presentations based on the research paper</td>
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<tr>
<td>presentation</td>
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</tbody>
</table>
The *Qualification Framework* criteria, which lists the skills required for a person pursuing a Bachelor’s degree is also given on the next page. The teachers were then given sequential tasks to conduct a needs analysis, redesign the course objectives, and design a curriculum map. Since ENG 204 is a skill-based course, the teacher trainees were instructed to focus on the last 4 columns of the QF criteria when completing the assigned tasks for ELT 517 (Curriculum Design). These columns are: *Skills*, which was further classified into: *Autonomy, Role in context, Self-development.*

<table>
<thead>
<tr>
<th>Level</th>
<th>Aspects of competence</th>
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<tr>
<td></td>
<td>Self-development</td>
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<td></td>
<td>Role in context</td>
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<td></td>
<td>Autonomy and responsibility</td>
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<td>Skill</td>
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<td></td>
<td>Knowledge</td>
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</tbody>
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**Autonomy and responsibility**
- Can take responsibility for developing innovative and imaginative teaching approaches, and manage learning processes.
- Can manage learning activities and manage learning activities in their field of expertise.
- Can participate in peer collaboration and self-directed learning.

**Skill**
- Can apply critical and analytical skills appropriate to solving complex problems using information and ideas.
- Can contribute to the management of learning and understanding in discipline-related courses.
- Can work effectively as an individual, team member, and group leader.

**Knowledge**
- Can understand and apply the principles and concepts of discipline-specific knowledge.
- Can apply knowledge and concepts gained from a range of sources to new situations.
- Can apply knowledge and expertise to new situations.
To exemplify the process, each of the following tasks given to the teacher trainees is followed by their responses. Hence, in the sequence of those tasks, task number three was to conduct a Needs Analysis of undergraduate students who had already completed ENG 204 to determine what they thought was essential to ENG 204.

**ELT 517 Task 3: Needs Analysis**

The Qualification Framework for the Emirates launched on February 20th, 2012 is a policy document that provides criteria “for both the reaccreditation of qualifications and for those organizations in the public and private sector, which are to deliver them.” (QF 2012)

This policy document stipulates uniform standards to be followed with respect to content and skills that have to be acquired for each corresponding level. For instance:

- Level 5 for a Diploma
- Level 7 for a Bachelors’ degree
- Level 9 for a Masters’ degree
- Level 10 for a Doctoral degree

You have been provided with (a) a handout for level 7, which explains the criteria that need to be fulfilled for acquiring a Bachelor’s degree and (b) ENG 204 (Advanced Academic Writing) syllabus. Devise a needs analysis questionnaire for students who have completed ENG 204 to find out

- Whether or not the course fulfilled all (or most) of the requirements for level 7 as specified in the handout.
- What might be some skills that would need to be included in the course in order to address deficiencies (if any) and bring the course up to par with the Qualification Framework

One of the teacher trainees reports back after administering a needs analysis questionnaire as follows:

“Learners' needs in a language course are of high importance because they are a description of the difference between what learners can do in a language and what they should be able to do. Therefore, (Richards, 2001) differentiates between present and possible future needs as he states that needs analysis "includes the study of perceived and present needs as well as potential and unrecognized needs" (p. 55). Similarly, (Graves, 2000) emphasizes the importance of needs assessment as she explains, "when needs assessment is used as an ongoing part of teaching, it helps the learners to reflect on their learning, to identify their needs, and to gain a sense of ownership and control of their learning" (Graves, 2000, p. 98). Hence stems the importance of needs assessment in every learning course to bridge the gap that may exist between the course goals and the students' needs and preferences.

Furthermore, needs analysis may be used for different purposes. Some of these purposes, as explained by (Richards, 2001), are to discover certain language skills that may be needed by learners, to identify a gap between students' present skills and potential skills, to collect information about particular problems in certain courses, and "to help determine if an existing course adequately addresses the needs of potential students" (Richards, 2001, p. 52). However, we should distinguish between objective information and subjective information. While the former includes facts about the learners, their language ability, and their language needs, the latter includes attitudes and expectations of the learners. (Graves, 2000).
Results:
Overall, the students seem to have benefitted from the course. This is evident in the students' responses to the questions. For example, more than 50% of the respondents agreed that the course helped them learn how to select and analyze appropriate sources for their research papers, and to write a research paper. These responses indicate that the students have learned some of the skills listed in QF 2012 such as "technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes" (Qualification Framework Emirates Handbook, 2012, p. 107). Another skill that was addressed in the QF 2012 was the students' ability to select appropriate research tools to collect data. 57% of the students agreed that the course helped them learn how to select appropriate research tools to collect data. In another question, 66% of the students agreed that using technology was helpful in presenting their research papers. Thus, they used "communication and information technology skills to present, explain and/or critique complex and unpredictable matters". (Qualification Framework Emirates Handbook, 2012, p.107).

Some question items in the questionnaire addressed the students' autonomy and responsibility. For example, 94% of the students said that they were responsible for choosing their own research question(s). This indicates that students in ENG 204 needed only little guidance through the process of identifying their research questions. On the other hand, when they were asked if they needed guidance while conducting their research, 67% of the students answered that they needed some guidance. Responses to item (7) indicate that 39% of the students who answered (yes) to the previous question needed guidance in forming their research question, 25% in selecting appropriate research tools, 22% in using library resources, and 14% in reporting their research findings. This indicates that not all ENG 204 students "can function with full autonomy in technical …or design processes in unpredictable, unfamiliar and varying contexts (Qualification Framework Emirates Handbook, 2012, p. 107).

To analyze the students' responsibility and role in context, the students were asked whether they prefer to work individually, in pairs or in groups. While 85% of the students prefer to work individually, only 3% of them prefer group work. In addition, to find out the students' roles in context, they were asked to rate how much they talked in a group. While 27% of the students considered themselves talkative when they were put in a group, 61% took a neutral position.

Finally, to investigate the students' ability of self-development, students were asked if they could use the skills learned in this course to conduct future research. To this question, 44% of the students agreed that they could. However, 30% of the students took a neutral position. The students were also asked if they learned how to use APA documentation style effectively to avoid plagiarism to which 63% of the students agreed. This means that 66% of the students "can contribute to and observe ethical standard." (Qualification Framework Emirates Handbook, 2012, p. 107).

It is evident that ENG 204 students have benefitted from the course and learned many of the skills required by the QF 2012 during that course."
ELT 517 Task 4: Formulating Goals and Objectives

Looking at the Qualification Framework (2012) and the ENG 204 (Advanced Academic Writing) course requirements, determine what general course goals are both desirable and attainable based on the constraints revealed in the needs analysis? E.g., “Upon completion of the course the students will be able to:

1. Critically analyze and evaluate academic texts to demonstrate logical development of arguments, counterarguments, and refutation
2. Synthesize material from academic texts to write a literature review for the research paper” etc.

Consider what student knowledge, behaviors, competencies, or “micro-skills’ are expected of students at the end of the course? (See Graves, Chapter 5 and Richards, Chapter 5).

Structure your assignment as follows:

- Course description/rationale. A brief description of the nature of the course and its overall purpose.
- Course goals and objectives:
  - List of goals/aims you hope your course will achieve
  - Under each goal, list the instructional objectives/outcomes, which will help your students achieve that goal.

If you are working with another course follow exactly the same format, except you will not be using the Qualification Framework (2012) or the ENG 204 syllabus.

The task is addressed by one of the teacher trainees as follows:

“The course ENG 204 builds upon the skills acquired in WRI 102 to develop further students’ critical thinking and academic writing competencies. Develops students’ academic writing competencies and research skills. Requires students to read and respond to a variety of texts from different disciplines and produce a research paper using analytical and critical skills in response to non-literary texts. Students develop skills to work effectively in a group. Teachers aim to enhance students’ autonomy and incorporate technology into classroom pedagogy. The course familiarizes students with quantitative and qualitative research methods, and teaches them how to conduct research and report their findings using technology. For designing the goals and objectives the A TASK (Awareness, Teacher, Attitude, Skills, Knowledge) framework suggested by Graves (2000) was used.

Goals and Objectives

AWARENESS

Goal 1. Identify and develop effective writing skills transferable to any context. Upon completion of the course, students will be able to:

- Objective 1a. Summarize, paraphrase, and quote using APA style.
- Objective 1b. Evaluate and critically analyze their peers’ and their own writings.
- Objective 1c. Annotate their readings and maintain reading logs (discussionboard or any social media, such as facebook or social discussion blog groups).
Objective 1d. Determine and articulate characteristics of a well-written paragraph, essay, and short research paper.

TEACHER
Goal 2. Encourage students to read and think critically. Upon completion of the course, students will be able to:

Objective 2a. Read and analyze research papers.
Objective 2b. Write blog entries of short reflections regarding the sociocultural issues that affect their writing.
Objective 2c. Write a short reflective essay to express personal views, and accept responsibility towards society and to socio-cultural norms.

ATTITUDE
Goal 3. Develop a positive attitude towards writing. Upon completion of the course, students will be able to:

Objective 3a. Express confidence in their ability to write by developing and improving their writing skills and strategies.
Objective 3b. Demonstrate personal responsibility to society and to socio-cultural norms when conducting a research paper.

SKILLS
Goal 4. Develop skills that enable them to work together cooperatively as well as enhance students’ autonomy. Upon completion of the course, students will be able to:

Objective 4a. Demonstrate the ability to listen actively to speakers within the classroom setting.
Objective 4b. Restate and summarize material in writing for the benefit of classmates.
Objective 4c. Demonstrate the ability to provide others with constructive feedback.

Goal 5. Develop appropriate research skills to solve specialized problems. Upon completion of the course, students will be able to:

Objective 5a. Brainstorm issues or topics to research about (individually and within a group to help narrow and clarify their topics)
Objective 5b. Conduct preliminary research.
Objective 5c. Select an appropriate topic(s) for a research project.
Objective 5d. Narrow down topics to a manageable focus.
Objective 5e. Formulate an appropriate research question and working bibliography.
Objective 5f. Analyze primary documents (data and information).
Objective 5g. Reflect on sources, which relates to the research question(s).

Goal 6. Evaluate and implement appropriate research tools and strategies related to the research paper. Upon completion of the course, students will be able to:
Objective 6a. Use the internet sources for different writing and research purposes.

Objective 6b. Identify and evaluate credible library, database and internet sources significant to their research topics.

KNOWLEDGE

Goal 7. Familiarize students with quantitative and qualitative research methods. Upon completion of the course, students will be able to:

Objective 7a. Choose and implement an appropriate research method in their research project.

Objective 7b. Distinguish between personal opinions or scholarly articles when writing a research paper.

Objective 7c. Work with graphs and statistics. Practice integrating quotes and graphs smoothly.

Goal 8. Teach students how to write a research paper.

Objective 8a. Synthesize material from academic texts to write a literature review for the research paper.

Objective 8b. Compose multiple improved drafts leading to a 10-page research paper.

Objective 8c. Develop an argumentative research paper

Objective 8d. Conduct field research and report back to class using appropriate technology.

Goal 9. Develop and incorporate technology throughout the course. Upon completion of the course, students will be able to:

Objective 9a. Incorporate technology into classroom activities, such as, “Scan the Text” for instant journal entries, “Skype” to conduct group meetings, and discussions, “Air-Drop” for instant file transfers where students can easily comment on each other’s works.

Objective 9b. Defend/ orally present the results of an original research study using professional and suitable visual aids.

ELT 517 Task 5: Conceptualizing and Organizing Content

Develop a course syllabus which specifies what you will be teaching every week. See Figure 4.a: Questions that Guide Conceptualizing Content, in Graves (p. 38). Imagine it is a 15-week semester, similar to what we have at AUS. The sample course syllabi in Graves, shown in Appendix7-1 (pp. 252-255) and in Appendix 7-2 (pp. 256-257) are very useful to be used as models. However, your syllabus needs to be more detailed as it would include the following considerations:

• What predominant syllabus framework will you use to structure/sequence your course (See Richards’ Chapter 6, pp. 145-197)

• What are your instructional priorities?

• What type of learning activities, techniques, and tasks will facilitate the kind of learning experience that you intend for your learners?

• What criteria will you use to select these learning activities, techniques, and tasks?

• How much technology would you use to make the course interesting for your students?
Those of you working on ENG 204 (Advanced Academic Writing) need to keep in mind that it is a skill-based course. There is already a syllabus in place, but you have to redesign it keeping in view the QF (2012) requirements for level 7, the findings from your needs analysis, and the course objectives that you enumerated in your last assignment (Task 4, Formulating goals and Objectives). Keeping in view our discussion on curriculum mapping and the samples provided try to design a curriculum map that would enumerate the skills required in the QF (2012). Be mindful of including the higher order thinking skills’ activities that could contribute to students’ autonomy as well as collective ones that could take learning outside the classroom and into the community. Here are a few useful handouts for you to consult:

Bloom’s Taxonomy

Curriculum Mapping
(Sample Month/Unit)

SUBJECT/COURSE: Science Grade 7 Month: August

ESSENTIAL QUESTIONS
- Why classify insects?
- What would our environment be like without insects?
CONTENT
Scientists use the classification system to categorize and identify insects.
- Insects Study
  - Phylum-Anthropds
  - Class-Insects
  - Measure and compare true measurement
  - Population count

SKILLS
- Evaluates the criteria used to establish differences among insects
- Classifies insects by order
- Measures and compares true measurement to magnification
- Compares and contrasts characteristics of organisms
- Gathers population count data

ASSESSMENTS
- Insect Book"
- Collect five different insects and define different characteristics that are used for identification
- Use classification criteria, students identify insects into the 8 main orders of insects
- Gather data on insects (measurement and population)
- Compare and contrast characteristic data with data from previous organisms studied
- Reflective essay on "What would our environment be like without insects?"

ACTIVITIES
- Graphic organizer on insect characteristics
- Practice data chart
- Practice essay writing (work with Language Arts Team Teacher)

RESOURCES
- Previous samples of "Insect Books"
- Guest speaker-Topic: Insects
- Video: The Life of the Insect
- Textbook

Unit: Writing: Multiple Paragraph Essays
Grade or Subject: 8th Grade
<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Content</th>
<th>Skills</th>
<th>Activities</th>
<th>Assessments</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>What strategies can I use to help me be a more effective writer?</td>
<td>Concept: Good writers use a variety of strategies to enhance their message and engage the reader.</td>
<td>• Integrates a focused thesis statement into an introductory paragraph as part of a 3-5 paragraph essay</td>
<td>Given paragraphs without thesis statements, the student develops introductory thesis statements.</td>
<td>5 paragraph issue-based essay</td>
<td>Write using specific strategies for specific formats.</td>
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<tr>
<td>Why do writers pick a particular structure for writing?</td>
<td></td>
<td>• Writes a 3-5 paragraph essay with a clear thesis statement, main idea, a focused introductory paragraph, relevant details, and supporting evidence</td>
<td>Uses a graphic organizer to identify supporting details.</td>
<td>Multiple paragraph essay using two different structures- sequence of ideas and comparison/contrast</td>
<td>• Incorporating the thesis statement which identifies the focus or controlling idea for the entire composition, into an introductory paragraph.</td>
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<tr>
<td></td>
<td></td>
<td>• Incorporates relevant supporting details from a variety of sources</td>
<td>Works in pairs on transition activity to strengthen links between ideas</td>
<td>Self-assessment using essay rubric</td>
<td>• Writing paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement.</td>
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<tr>
<td></td>
<td></td>
<td>• Maintains composition unity using an organizing rubric</td>
<td>Identifies sentence structures in an essay and identifies possible changes</td>
<td>Essay revision task focusing on improving transitions and sentence structure</td>
<td>• Organizing ideas using appropriate structures (e.g., order by chronology, importance…) to maintain the unity of the composition with a variety of transitional words and phrases.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses a variety of transitional words and phrases to link ideas within and between paragraphs</td>
<td>Editing Team activity - Use rubric to revise given essays</td>
<td></td>
<td>• Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing.</td>
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<tr>
<td></td>
<td></td>
<td>• Uses a variety of sentence structures to enhance meaning (e.g., short, simple, compound, complex, compound-complex)</td>
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<td></td>
<td></td>
<td>• Uses a variety of sentences to create a certain effect in your writing</td>
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<td></td>
<td></td>
<td>• Uses the criteria and levels of performance on the writing rubric to assess your writing</td>
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<td></td>
<td>Vocabulary: organizational structures, compound-complex, personal style, controlled organization, unity</td>
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</tbody>
</table>

The task as addressed by a teacher trainee:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ASSIGNED READING</th>
<th>NOTES</th>
<th>Focus</th>
<th>Tasks &amp; Exercises</th>
<th>Assignments</th>
<th>Remarks</th>
</tr>
</thead>
</table>
| 1    | Sept. 16-18      | Research Rhetoric: Purpose, Audience and Context & Cite others’ ideas to avoid plagiarism Ch. 1. Thinking through research Ch. 7. Building credibility: Avoiding plagiarism and other source abuses | Developing strong research questions p. 25  
Avoiding plagiarism p. 27, pp.155-163  
Sociolinguistic skills (using the appropriate language)  
Interpersonal communication with their peers; learning how to learn with others.  
Managing the learning tasks independently in unfamiliar contexts (Self-development, QF) | Reading the abstracts of research papers provided by the teacher, and then writing the questions of the study described. (pair work) | Keep a journal for two weeks and then come up with the topic that interest you with a specific research question(s)  
Assignment (p.4) | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Sept. 30-Oct.2</td>
<td><strong>Locating Sources in the Library Databases</strong>&lt;br&gt;Ch. 3. Doing research in the wired library&lt;br&gt;Ch. 4. Doing research on the free web (Home reading)</td>
<td>➤ Searching the online catalog pp. 53-58&lt;br&gt;➤ Boolean logic pp. 46-47&lt;br&gt;➤ Searching for periodical articles pp. 61-65&lt;br&gt;➤ Using scholarly books pp. 71-73&lt;br&gt;➤ Students function with full autonomy in technical contexts with little guidance (role in context, QF)&lt;br&gt;➤ Searching the library databases for their tentative research topic in a library session.&lt;br&gt;➤ In-class discussion of the research topics.</td>
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<td>4</td>
<td>Oct. 7-9</td>
<td><strong>Research Ethics</strong>&lt;br&gt;Ch. 19. APA Style and sample paper</td>
<td>➤ APA in-text citations and reference list pp. 424-438&lt;br&gt;➤ APA format guidelines and Sample paper pp. 439-456&lt;br&gt;➤ “Can contribute to and observe ethical standards”, (Self-development, QF)&lt;br&gt;➤ Interactive APA Practice Exercise-(computer lab)&lt;br&gt;➤ Read the handout provided&lt;br&gt;Editorials: Gun Control and Virginia and be prepared to discuss it after Eid Holidays</td>
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<td>Oct. 13-17</td>
<td><strong>EID UL AZHA HOLIDAYS</strong></td>
<td>➤ Distinguishing primary, secondary and tertiary sources pp. 34-37&lt;br&gt;➤ Writing a research proposal pp. 43-45&lt;br&gt;➤ “evaluating, selecting and applying appropriate methods…in the processes of investigation towards identified solutions” (skill, QF)</td>
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<td>5</td>
<td>Oct. 21-23</td>
<td><strong>Literature Review</strong>&lt;br&gt;Ch. 2. Planning your research&lt;br&gt;Ch. 17. The literature review</td>
<td>➤ Guidelines for writing a literature review, and Sample literature review pp. 360-367&lt;br&gt;➤ Interpersonal skills: responsibility for setting and achieving specific outcomes. (Role in Context, QF)&lt;br&gt;➤ Developing learning strategies to continue learning beyond the classroom. (self-development, QF)&lt;br&gt;➤ Students discuss the strengths and weaknesses of the handout.&lt;br&gt;➤ The students are then asked to write a thesis statement for the provided handouts, and then an outline for the literature review of the thesis they write as a group.&lt;br&gt;➤ Visit MICUSP (<a href="http://elicorpora.info/">http://elicorpora.info/</a>) to see the organizing principle of the literature review section of your research topic. Then write a mini literature review section for your topic.</td>
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**Notes:**<br>➤ Tentative research topics due.<br>➤ Visit the same copra to see the organizing principle of the literature review section of the academic genre.<br>➤ Handouts-<br>➤ See appendix A: Links<br>➤ See appendix D: Editorials<br>➤ See appendix E: Literature review handouts.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Research Proposal Ch. 11</th>
<th>Ch. 5 Doing primary research</th>
<th>Ch. 13. The analytical research paper</th>
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<tbody>
<tr>
<td>6</td>
<td>Oct. 28-30</td>
<td>Research Proposal</td>
<td>Research proposal peer review</td>
<td>Learners autonomy: Responsible for developing approaches to manage their own learning (autonomy and responsibility, QF)</td>
<td>Visiting MICUSP to see sample research proposals (individually)</td>
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<td>7</td>
<td>Nov. 4-6</td>
<td>Research types: Primary Research</td>
<td>Conducting interviews pp. 110-115</td>
<td>Independent learning</td>
<td>Web-based workshops on questionnaire/survey design. Small-group discussion to devise the broad areas that the questionnaire would address. Analysis of research studies: How the method(s) used helped the researcher address the research question(s).</td>
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<td>8</td>
<td>Nov. 11-13</td>
<td>Ch. 13. The analytical research paper</td>
<td>Guidelines for writing an analytical paper pp. 294-300</td>
<td>Synthesizing arguments and counterarguments to the question at hand. (skill, QF)</td>
<td>Sample analytical essay pp. 301-307</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Read Critically &amp; Argumentative Research Paper Ch. 14. The argumentative research paper</td>
<td>Ch. 15. The IMRAD research report Ch. 15. The IMRAD research report</td>
<td>Ch. 8. Drafting papers with documented research Ch. 9. Revising and refining your research paper Ch. 9. Revising and refining your research paper</td>
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<td>9</td>
<td>Nov. 18-20</td>
<td>Logical fallacies pp. 210-211 Logos, Ethos, Pathos pp. 312-316 Guidelines for writing an argumentative paper Ch. 14. The argumentative research paper</td>
<td>Recognizing logical fallacies associated with analyzing an issue and constructing an argument. Focus on the genre of academic papers (language focus) To take a conscious stance and to argue in favor of one of the argument; sustained by evidence, details and examples; using the appropriate form of the verb (express an internalized personal view, autonomy and responsibility, QF) Video Clips to spot the logical fallacies. In-class computer lab logical fallacies activity (pair work) An awareness-raising activity: What makes an argument essay persuasive? (Group discussion)</td>
<td>Sample student paper: IMRAD report pp. 330-339 An understanding of the boundaries in a field of discipline (Knowledge, QF) Visit MICUSB to analyze complete research papers.</td>
<td>Writing introductions and conclusions pp. 182-196 Developing research paper outline pp. 178-180 Increase confidence and motivation in writing effective introductions and conclusion. (Affective element) Sociolinguistic skills (choosing and using the appropriate language)</td>
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**Conclusion:**
The entire assignment is not provided for purposes of brevity in this paper. The aim of this paper was just to provide a glimpse of how by giving relevant sequential tasks teachers trainees could be encouraged to evaluate their courses and to enhance teaching standards. Curriculum mapping is a viable means to making such evaluations replicable and justifiable.

**References**

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<tr>
<th>Date</th>
<th>Progress</th>
<th>Research Paper Presentations</th>
<th>Course Revision</th>
<th>Final Exam Revision</th>
<th>Technology Skills to Present Complex Matters (Skill, QF)</th>
<th>Reflective Paper on the Students’ Attitudes Toward the Writing Process and the Course as a Whole</th>
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<td><strong>15</strong> Dec 30</td>
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<td>Report/Research Paper Presentations</td>
<td>Revision for the Final Exam</td>
<td>Increase the Students’ Ability to Self-Evaluate Their Learning Process (Self-Development, QF)</td>
<td>Looking for the Ways in Which the Course Can Be Improved</td>
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<td><strong>16</strong> Jan, 6, 8, 9</td>
<td>Progress Report/Research Paper Presentations</td>
<td></td>
<td>“Can Express an Internalized Personal View” (Autonomy and Responsibility, QF)</td>
<td>The Use of Information Technology to Present Complex Matters (Skill, QF)</td>
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