



Course Specifications

Course Title:	English Grammar I
Course Code:	ENG 105
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Al-Imam Muhammad Ibn Saud Islamic University

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A. Course Identification

1. Credit hours: 3 hours
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level One/First Year
4. Pre-requisites for this course (if any): None
5. Co-requisites for this course (if any): None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	Blended	45	100%
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	25
2	Laboratory/Studio	
3	Tutorial	
4	Others (Practical Work, Tests)	20
	Total	45

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <p>This course focuses on fundamental grammar topics which enhance students' accurate academic oral and written communication. It includes tenses, past time clauses, conditional clauses, future time clauses, modals of ability and possibility in addition to modals and phrases of request, permission, desire, and preferences. This course provides students with online practice for the structures covered. Moreover, this course prepares students for advanced courses in English grammar in level two.</p>
<p>2. Course Main Objective</p> <p>The main objective of this course is for students to produce comprehensible spoken and written sentences in various contexts following the rules of English Grammar.</p>

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding: <i>At the end of the course, the student is expected to be able to:</i>	
1.1	Reproduce sentences using the grammatical concepts accordingly in different contexts.	K 1
1.2	State the basic concepts of the following topics: tenses, past time clauses, conditional clauses, future time clauses, modals of ability and possibility in addition to modals and phrases of request, permission, desire, and preferences.	K 2
2	Skills: <i>At the end of the course, the student is expected to be able to:</i>	
2.1	Compose accurate meaningful sentences using tenses, past time clauses, conditional clauses, future time clauses, modals of ability and possibility in addition to modals and phrases of request, permission, desire, and preferences.	S 1
2.2	Evaluate multiple grammatical structures and their contexts effectively	S 2
2.3	Demonstrate the ability to generate effective oral and written skills using the grammatical concepts to communicate with others.	S 5
3	Values: <i>At the end of the course, the student is expected to be able to:</i>	
3.1	Demonstrate self-confidence and creativity in the presentation of questions and ideas.	V 1
3.2	Work effectively in pairs and groups using the acquired grammatical structures.	V 2

C. Course Content

No	List of Topics	Contact Hours
	Note: Practical work is included within each topic's contact hours	
1	Chapter 1: The Simple Present	3
2	Chapter 2: Imperative	3
3	Chapter 3: The Present Continuous	3
4	Chapter 4: The Simple Past	3
5	Chapter 5: The Past Continuous and Past Time Clauses	6
6	Chapter 6: The Present Perfect	3
7	Chapter 7: Future Time: Be Going To, Will, and the Present Continuous	6
8	Chapter 8: Future Time Clauses and If Clauses	3
9	Chapter 9: Modals of Ability and Possibility	3
10	Chapter 10: Modals and Phrases of Request, Permission, Desire, and Preferences.	6
11	Midterm, Quizzes	6
Total		

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Reproduce sentences using the grammatical concepts accordingly in different contexts.	1. Lecturing 2. Presentations 3. Practical lessons	-Exercises -Class activities -Editing -report writing (individual or peer or group)
1.2	State the basic concepts of the following topics: tenses, past time clauses, conditional clauses, future time clauses, modals of ability and possibility in addition to modals and phrases of request, permission, desire, and preferences.		
2.0	Skills		
2.1	Compose accurate meaningful sentences using tenses, past time clauses, conditional clauses, future time clauses, modals of ability and possibility in addition to modals and phrases of request, permission, desire, and preferences.	1. Task-based sessions 2. Classwork 3. Game-based learning	-Writing -Exercises -Fill in blanks -portfolio or journal editing -freewriting or writing drafts -Answering MC Questions
2.2	Evaluate multiple grammatical structures and their contexts effectively		
2.3	Demonstrate the ability to generate effective oral and written skills using the grammatical concepts to communicate with others.		
3.0	Values		
3.1	Demonstrate self-confidence and creativity in the presentation of questions and ideas.	1. Self-learning exercises 2. Problem-solving sessions 3. Classwork	-Editing -self-evaluations /exercises -peer or group discussion
3.2	Work effectively in pairs and groups using the acquired grammatical structures.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation and class activities	Throughout the semester	%10
2	Course Work as assigned by the convener/instructor (see D1 Assessment methods).	Weekly	%20
3	1 st Midterm	Week 6	15
4	2 nd Midterm	Week 11	15
5	Final Exam	16	%40
6	Total		100%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors are assigned one hour for student academic advising.
- Faculty emails are accessible for students.
- Online interaction between instructor and student is available using the university's official online platforms.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Pavlik, Ch. (2012). <i>Grammar Sense 2</i> (2 nd edition). Oxford University Press.
Essential References Materials	<ul style="list-style-type: none"> • Fuchs, M. & Bonner, M. (2000). <i>Focus on Grammar: A high-intermediate course for reference and practice</i>. Longman. • Murphy, R. (2015). <i>English Grammar in use</i>. Cambridge.
Electronic Materials	http://www.azargrammar.com/ http://www.pearsonlongman.com/ae/azar/grammar_ex/index.html
Other Learning Materials	Not applicable

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> • Classrooms • Computer Labs
Technology Resources (AV, data show, Smart Board, software, etc.)	<p>The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple Microsoft Office 365 applications such as OneDrive, Teams, SharePoint, Kaizala ...etc.</p> <ul style="list-style-type: none"> • Blackboard • Cisco Webex • AV • Data show
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	