



المركز الوطني للتقويم والاعتماد الاكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)





هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University	Date: 9/10/2019
College/Department: College of Languages and Translation / Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Grammar / ENG 118			
2. Credit hours: Three hours			
3. Program(s) in which the course is offered: (If general elective available in many programs indicate this rather than list programs) BA in English language and Translation.			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: Level One/ First year			
6. Pre-requisites for this course (if any): None			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Main Campus			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	80%
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	20%
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments: The course is taught in a classroom supplied with two CALL resources: podium computer and data show.			

B. Objectives

1. What are the learning objectives of the course?

Students will be able to communicate accurately using oral and written medium.

By the end of the course, students will be able to:

1. Form correct sentences using the simple present, the present continuous, the simple past, and the present perfect tense .
2. Form correct sentences using imperative.
3. Produce correct meaningful sentences using future time: be going to, will, and the present continuous.
4. Form correct meaningful sentences using modals of ability and possibility.
5. Use modals and phrases of request, permission, desire, and preferences accurately in meaningful sentences.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

- Updating the course content in light of recent research and recently published textbooks.
- Integrating technology and websites into the course content to provide students with online interactive practice outside the classroom.

C. Course Description (Note: General description of the form used in Bulletin or handbook)

Course Description:

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 and three.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Chapter 1: The Simple Present	1	3
Chapter 2: Imperative	2	6
Chapter 3: The Present Continuous	1	3
Chapter 4: The Simple Past	1	3
Chapter 5: The Past Continuous and Past Time Clauses	2	6



Chapter 6: The Present Perfect	1	3
Chapter 7: Future Time: Be Going To, Will, and the Present Continuous	2	6
Chapter 8: Future Time Clauses and If Clauses	1	3
Chapter 9: Modals of Ability and Possibility	2	6
Chapter 10: Modals and Phrases of Request, Permission, Desire, and Preferences.	2	6

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45					45
	Actual	45					45
Credit	Planned	3 hours					3 hours
	Actual	3 hours					3 hours

3. Additional private study/learning hours expected for students per week.

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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcomes. Each course learning outcome, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge By the end of the course, students will be able to:		
1.1	Recognize 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.	1. Class lectures 2. Class discussion	1. Quizzes (oral and written) 2. Presentations 3. Exams
2.0	Cognitive Skills By the end of the course, students will be able to:		



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. Pair/Group work	1. Assignments 2. Quizzes (oral and written) 3. Exams
2.2	Differentiate between the different types of tenses, time clauses, conditional sentences, and modals.	1. Report presentation 2. Pair work	1. Exams 2. Assignments 3. Observations
3.0	Interpersonal Skills & Responsibility By the end of the course, students will be able to:		
3.1	Demonstrate ethically and consistently with high moral standards in personal and public forums abilities of using the following grammatical structures: 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. Class discussion 2. Pair/Group work	1. Observations
3.2	Work effectively in pairs and groups.	1. Class lectures 2. Class discussion 3. Pair/Group work	1. Observations
4.0	Communication, Information Technology, Numerical By the end of the course, students will be able to:		
4.1	Illustrate the correct use of certain grammatical structures such as 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 in different written and oral communication situations.	1. Group discussion	1. Assignments
4.2	Evaluate sentences written on the different topics included in the course.	1. Pair/Group work	1. In-class assignments 2. Exams
5.0	Psychomotor Not applicable		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Classroom participation	1-15	10%
2	Mid-term exam	8	20%
3	Quiz	13	10%
4	Final exam	16	60%

D. Student Academic Counseling and Support

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|---|
| <p>1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)</p> <p>- Two hours per week.</p> |
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E. Learning Resources

1. List	Required Textbooks:
	Pavlik, Ch. (2012). <i>Grammar Sense 2</i> (2 nd edition). Oxford University Press.
2. List Essential References Materials (Journals, Reports, etc.)	
	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.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.	
	http://www.azargrammar.com/ http://www.pearsonlongman.com/ae/azar/grammar_ex/index.html
4. Other learning materials such as computer-based programs/CD, professional standards or regulations and software.	
	Not applicable

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) - Lecture rooms. - Computer labs.
2. Technology resources (AV, data show, Smart Board, software, etc.) - Podium computer and data show
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Students' Feedback on the Effectiveness of Teaching <ul style="list-style-type: none"> • Formal, anonymous course evaluations by students at the end of course • Informal student feedback throughout the semester.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> • In-class, peer review is to be implemented to give support and disseminate workable practices.
3. Processes for Teaching Development <ul style="list-style-type: none"> • Training sessions and workshops to facilitate the exchange of experience amongst faculty members. • Holding regular meetings between course conveners and instructors to address problems of the course. • Discussing challenges in the classroom with colleagues and admin. Staff. • Attending professional development conferences. • Keeping up-to-date with pedagogical theory and practice. • On-going review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none"> • Identify rubrics for each student's activity or assignment. • Checking grading of a sample of examination papers either by a resident or visiting faculty member.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none"> • Course specifications to be reviewed periodically in alignment with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.



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Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

