



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 119			
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)			
B.A. in English Language & Literature			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: Level Two/ First year			
6. Pre-requisites for this course (if any): Grammar / ENG 118			
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?	<input type="text" value="80%"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="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 objectives of this course?

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

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

1. Form grammatically correct sentences while using various tenses.
2. Correctly form different types of questions.
3. Express future tense accurately in authentic situations.
4. Produce correct meaningful sentences using the active voice and the passive voice.
5. Use modals accurately to express ability, possibility, request, permission, desire, preference, necessity, prohibition, and advice.

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

C. Course Description (Note: General description in 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. These topics include the simple present, the present continuous, the simple past, the past continuous, the present perfect, the present perfect continuous, the past perfect, the past perfect continuous, the future tense, modals of possibility, past modals and active and passive forms. This course provides students with online practice for the structures covered. Moreover, this course prepares students for ENG 220 which is an advanced course in English grammar.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
The present	2	6
The past	2	6
Future forms	2	6
The present perfect	1	3
The present perfect continuous	1	3
The past perfect and the past perfect continuous	2	6

Modals of possibility	1	3
Past modals	1	3
Passive sentences 1 and 2	2	6
Revision	1	3

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 outcome. 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: the simple present, the present continuous, the simple past, the past continuous, the present perfect, the present perfect continuous, the past perfect, the past perfect continuous, the future tense, modals of possibility, past modals and active and passive forms.	- Class lectures - Class discussion - PP Presentation	- Quizzes - Exams - Assignments
2.0	Cognitive Skills By the end of the course, students will be able to:		



2.1	Write accurate meaningful sentences using various tenses, modals of possibility, past modals and active and passive forms.	- Class lectures - Pair/group work	- Quizzes - Exams - Assignments - Observations
2.2	Differentiate between types of tenses, and between active and passive forms.	- Report presentation - Pair work - Peer correction	- Exams - Assignments - Observations
3.0	Interpersonal Skills & Responsibility By the end of the course, students will be able to:		
3.1	Demonstrate the efficient use of grammatical structures to communicate fluently with their peers, in groups or independently.	- Assigning Group work in class - Interactive oral Exercises	- Observations
3.2	1. Show responsibility for their own learning and continue their personal academic development. 2. Demonstrate ethical behavior both inside and outside the classroom.	- Assignments - Group/peer work	- Meeting Deadlines - Punctuality/attendance - Observation
3.3	Demonstrate responsibility in group discussions or work and exercise leadership when appropriate.	- Group work - Peer work	- Observation
4.0	Communication, Information Technology, Numerical By the end of the course, students will be able to:		
4.1	1. Operate computer applications to communicate correct oral and written English grammar in their assignments and tests. 2. Research correctly using information and communications technologies to investigate different grammatical rules and their application.	- Smart Board - PPT Presentation - Mixed learning (class and online)	- Formal assessment - Assignments - Delegating online tests
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

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)

- Two office hours per week.

E. Learning Resources

1. List Required Textbooks

Pavlik, Ch. (2012). *Grammar Sense 3*. Oxford University Press.

2. List Essential References Materials (Journals, Reports, etc.)

Fuchs, M. & Bonner, M. (2000). *Focus on Grammar: A high-intermediate course for reference and practice*. Longman.

Murphy, R. (2015). *English Grammar in use*. 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 material 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 Student Feedback on Effectiveness of Teaching: <ul style="list-style-type: none"> • Formal, anonymous course evaluations by students at the end of the 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 to give support and disseminate good practice.
3. Processes for Improvement of Teaching: <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. • On-going review of last semester's teaching strategies and results to set goals for achieving better results.
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"> • Checking the grading of a sample examination paper 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 line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.



Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

