



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

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University	Date: 07/10/2019
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 220			
2. Credit hours: Two 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 and Translation			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: Level Three /Second Year			
6. Pre-requisites for this course (if any): Grammar ENG 119			
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 is the main purpose for this course?

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

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

1. Compose grammatically correct and comprehensible sentences using the various tenses.
2. Express future accurately in authentic situations.
3. Demonstrate ability in using gerunds and infinitives in accurate meaningful complete sentences.
4. Join sentences using conjunctions and connectives correctly.
5. Use degrees of comparison accurately in meaningful complete sentences.
6. Use modals accurately to express ability, possibility, request, permission, desire, preference, necessity, prohibition, and advice.
7. Form various types of questions correctly.
8. Change sentences from active voice into passive voice correctly.

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 practice outside the classroom.

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

Course Description:

This is an advanced course in English grammar. It is a continuation for ENG 119. It exposes students to contemporary syntactic structures, usage, and description. It includes comprehensive revision of the structures covered in ENG 119. It enables students to master the underlying rules of grammar which help them carry out their communication purposes and avoid syntactic mistakes. It includes tenses, future time, conjunctions, degrees of comparison, questions, gerunds, infinitives in addition to modals of ability, possibility, request, permission, desire, preference, necessity, prohibition, and advice. Moreover, this course provides students with further practice via interactive online activities.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
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Tenses	2	4
Future Time	2	4
Conjunctions and connectives	1	2
Degrees of Comparison	1	2
Questions	1	2
Mid-term Exam	1	2
Gerunds	1	2
Infinitives	1	2
Passive Voice	2	4
Modals	3	6
Final Exam	1	2

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

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	32					32
Credit	2					2

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

2

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 outcomes, 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.)

1.0	Knowledge		
	By the end of the course, students will be able to recognize the basic concepts of the following topics: tenses, future time, conjunctions, degrees of comparison, questions, gerunds, infinitives in addition to modals of ability, possibility, request, permission, desire, preference, necessity, prohibition, and advice. Moreover, this course provides students with further practice via interactive online activities.	Group work, Lecture s and class discussions	-Formal Assessment through quizzes, assignment and mid-term exam - Students complete sentences by writing the correct verbs based on the adverbial phrases: every day, last week, tomorrow morning, and on the type of the subject (sing. or pl.). -Students correctly use the conjunctions: but, and, so & or.

										- Students form sentences using the modals: can, will, may, should & would.
2.0	Cognitive Skills									
2.1	By the end of the course, students will be able to write accurate meaningful sentences using tenses, future time, conjunctions, degrees of comparison, questions, gerunds, infinitives in addition to modals of ability, possibility, request, permission, desire, preference, necessity, prohibition, and advice.	Pair work								- Quizzes, assignment and mid-term exam - On-going assessment through observations - Students complete sentences by writing the correct verbs based on the following adverbs: yesterday, last, ago, now & tomorrow. - Students form sentences using the following conjunctions: and, but, or & so. - Students write sentences using the modals: will, can, may, would & should.
2.2	and differentiate between the different types of tenses, future time, conjunctions, degrees of comparison, questions, gerunds, infinitives in addition to modals of ability, possibility, request, permission, desire, preference, necessity, prohibition, and advice. Moreover, this course provides students with further practice via interactive online activities.	Report presentations								- Mid-term exam - Observations - Students complete sentences using the three degrees of comparison: positive, comparative & superlative. - Students form wh-questions correctly using the wh-questions such as who, what, when, where, whose, How, How many, etc.
3.0	Interpersonal Skills & Responsibility									
3.1	By the end of the course, students will be able to demonstrate ethically and consistently with high moral standards in personal and public how to use the following grammatical structures: tenses, future time, conjunctions, degrees of comparison, questions, gerunds, infinitives in addition to modals of ability, possibility, request, permission, desire, preference, necessity, prohibition, and advice.	Class interaction								On-going assessment through observations
3.2	demonstrate the differences between tenses, modals, conjunctions through effective group work and pair work techniques.	Group Work								Observations
4.0	Communication, Information Technology, Numerical									
	By the end of the course, students will be able to									
4.1	demonstrate orally the following grammatical structures: tenses, future time, conjunctions, degrees of comparison, questions, gerunds, infinitives in addition to modals of ability, possibility, request, permission, desire, preference, necessity, prohibition, and advice.	Pair work								Formal assessment Assignment
5.0	Psychomotor Not applicable									
5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)										
Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)									
	1.1	1.2	2.1	2.2	2.3	3.1	3.2	4.1	4.2	
1.1	√									
1.2		√								
2.1			√							



2.2				√					
2.3					√				
3.1						√			
3.2							√		
4.1								√	
4.2									√

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Assessment
1	Classroom participation	1-16	10%
2	Mid-term exam	7	20%
3	Quiz	13	10%
4	Final exam	16	60%

1. Arrangements for availability of faculty and teaching staff for **D. Student Academic Counseling and Support**

individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Two hours office work 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 Recommended Textbooks and Reference Material (Journals, Reports, etc)

Azar, B.(1999). *Understanding and Using English Grammar*, (3rd ed.) Prentice Hall Regents.

4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.



<http://www.azargrammar.com/>
http://www.pearsonlongman.com/ae/azar/grammar_ex/index.html

5. 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.
- Personal Smartphones

2. Computing 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

- Formal, anonymous course evaluations by students at the end of course
- In addition to informal student feedback throughout the semester.
- Feedback from host institutions where students do their practical training.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

In class peer reviews to give support and disseminate good practice.

3. Processes for Improvement of Teaching

- Training sessions and workshops to facilitate the exchange of experiences 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-gong review of last semester's teaching strategies and results to set goals for achieving excellent 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)

1. Identify rubrics for each students' activity or assignment
2. Checking grading of a sample of examination papers either by a resident or visiting faculty member
3. Arranging with another institution to have two common test items included on an exam and compare marks given.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

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 Instructor: _____

Signature: _____

Date Report Completed: 07/10/2019

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____

Date Received: _____

