

T6. Course Specifications (CS)

Eng. 111-3

Grammar 1

Course Specifications

Institution: Najran University	Date of Report: 10/3/1438- 9/12/2016
College/Department College of languages & translation- languages & translation Department	

A. Course Identification and General Information

1. Course title and code: ENG 111- Grammar 1		
2. Credit hours: 3 hours		
3. Program(s) in which the course is offered. English Program		
4. Name of faculty member responsible for the course: T. Yasser Jafsher/ Sultan Hassan / Norah Al-Mefareh		
5. Level/year at which this course is offered: Level 1/ 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? <input type="text" value="100"/>
c. e-learning	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
f. Other	<input type="checkbox"/>	What percentage? <input type="checkbox"/>
Comments: No Comments		

B Objectives

1. What is the main purpose for this course?
1. Develop the students' knowledge of the basic grammatical rules that make them able to construct grammatically correct written and spoken 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)
1. Providing students with web-based exercises for extra training 2. Communicating with students through teacher account (email, etc) by posting course related information and receiving student feedback

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

Course Description: Through this course the students will learn basic grammatical rules related to modal verbs, tenses, sentence structure, pronouns, prepositions, etc. Through the study of this course students will be able to express themselves using grammatically correct written and spoken English sentences and understand listening and reading passages.
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1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<ul style="list-style-type: none"> Verb to be (is, am, are) The present simple tense Personal pronouns, possessive and adjective pronouns 	2	6 hours
<ul style="list-style-type: none"> There is/ there are, possessive nouns The present continuous tense Modals (statements, yes-no questions, wh.-questions, meaning) 	1	3 hours
<ul style="list-style-type: none"> Quantifiers (some, any, a lot of, many, much, a few, a little) Comparisons (as ...as, less ...than, comparative degree of adjs.) Modals (requests, offers, permission) 	1	3 hours
<ul style="list-style-type: none"> The future simple tense (be going to, present continuous, present simple) Phrasal verbs 	1	3 hours
<ul style="list-style-type: none"> Prepositions, articles The past simple tense (regular & irregular verbs, used to, the past tense of be) Compound sentences with and, but, or, so 	2	6 hours

<ul style="list-style-type: none"> Complex sentences with because, before, after, as soon as, when, if The present perfect (simple) tense Superlative forms of adjs. 	1	3 hours
<ul style="list-style-type: none"> Other comparatives: so and too, either and neither, contrast of but Verb + object + infinitive, modal verbs Reflexive pronouns, tag questions 	1	3 hours
<ul style="list-style-type: none"> Subject pronouns, reduction of relative clause into relative phrases, object pronouns The past continuous, past continuous vs. past simple (when and while) 	1	3 hours
<ul style="list-style-type: none"> Infinitive after verbs and adjs., infinitive of purpose Summary of modals and pronouns, indefinite pronouns The present perfect (simple) tense (since and for) 	1	3 hours
<ul style="list-style-type: none"> The present perfect continuous tense The present perfect (simple) tense vs. the present perfect continuous tense Adverbs of degree: so and such, enough and too 	1	3 hours
<ul style="list-style-type: none"> Gerunds and infinitives as subjects; Gerunds as objects of prepositions; Gerund after adjs. & preps. Gerunds and phrasal verbs ; verbs followed by gerunds Verbs before objects and gerunds; verbs before objects and simple forms of verbs 	2	6 hours
<ul style="list-style-type: none"> Revision 	1	3 hours

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	3x 15 weeks	-----	-----	-----	-----	45
Credit	3	-----	-----	-----	-----	3

3. Additional private study/learning hours expected for students per week. **(3) Hours per week.**

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognize the different English tenses.	- Lecturing - Discussion	1. Midterm exams 2. Final written exam
1.2	Identify basic grammatical elements such as pronouns, modals, conjunctions, prepositions, articles, comparative and superlative forms of adjectives other verb forms (gerund vs. infinitive)	- Lecturing - Discussion	1. Midterm exams 2. Final written exam
2.0	Cognitive Skills		
2.1	Infer grammatical connotations.	- Lecturing - Discussion	1. Midterm exams 2. Final written exam
2.2	Construct grammatically correct sentences of various types (simple, compound and complex).	- Lecturing - Discussion	1. Midterm exams 2. Final written exam
3.0	Interpersonal Skills & Responsibility		
3.1	Participate in class individually as well as in group work.	- Cooperative learning - Presentations - Self-learning	Observation cards Online participation & Quizzes
4.0	Communication, Information Technology, Numerical		
4.1	Use the available web links for doing some exercises.	- Cooperative learning - Presentations - Self-learning	Observation cards Online participation & Quizzes
4.2	Use the internet to communicate with the teacher.	- Cooperative learning - Presentations - Self-learning	Observation cards Online participation & Quizzes
5.0	Psychomotor		

5.1			
5.2			

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	1.3	2.2	2.4	3.1	3.2	4.1	4.2
1.1		√							
1.2		√							
2.1				√					
2.2					√				
3.1						√			
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 Total Assessment
1	Midterm Exam 1	7	20%
2	Midterm Exam 2	11	20%
3	Final examination	16/17	50%
4	Online participation & Quizzes	To be decided by the instructor	10%

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)

Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising

Besides:

1. *Students are divided according to their levels among faculty members for academic counseling and consultation.*
2. *Names of distinguished students are given to a particular faculty member for guidance and academic counseling.*
3. *Names of low-graded students are given to a particular faculty member for guidance and academic counseling.*
4. *Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.*
5. *Academic Advising icon is activated online through the University gate.*
6. *Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.*
7. *Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system.*

E. Learning Resources

1. List Required Textbooks

Kirn, E. and P. Hartmann (2009). *Interactions 1 Grammar*. UK: McGraw-Hill Education.

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

Thurman, Susan & Larry Shea (2003). *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*. UK: Adams Corporation.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Azar, Betty S. & Stacy A. Hagen (2011). *Fundamentals of English Grammar*. 4th edition. London: Longman.

Murphy, Raymond (2012). *English Grammar in Use: A Self-study Reference and Practice Book for Intermediate Students of English - with Answers*. Cambridge: University Press.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

<http://www.englishpage.com/verbpage/verbtenseintro.html>

<http://www.ego4u.com/en/cram-up/grammar/>

http://www.englisch-hilfen.de/en/inhalt_grammar.htm

[http://www. Grammarly.html](http://www.Grammarly.html)

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.

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 that accommodate for the large number of students.

2. Computing resources (AV, data show, Smart Board, software, etc.)

Laptop computer / PC – 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

- Students' questionnaire evaluating teaching staff member and courses.
- Indirect Course Learning outcomes effectiveness assessment questionnaire by students.
- Assessment of Electronic learning effectiveness questionnaire by students.
- Feedback of students' acquisition of taught material in the previous lectures.
- Exam Paper Evaluation by students.
- Meetings with students.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Self-evaluation report.
- Peer evaluation.

<ul style="list-style-type: none"> - Program Head evaluation report. - Peer review of marks on corrected exam papers. - Revision of exam paper marks' sheets. - Revision of Random corrected exam papers. - Review of exam papers by Measurement & Assessment Committee. - Review of course report by a committee of staff members. - Course Specification Updating & Review by Internal Review Committee in collaboration with Staff members.
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> 1. Regular meetings with teaching staff members where problems are discussed and solutions given 2. Discussion of challenges in the classroom with colleagues and supervisors. 3. Encouragement of faculty members to attend professional development conferences, seminars, workshops & training programs. 4. Keep up-to-date with pedagogical theory and practice 5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results.
<p>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)</p> <ol style="list-style-type: none"> 1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"> 1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.

Name of Instructors: **T. Yasser Jafsher/ Sultan Hassan / Norah Al-Mefareh**

Signature: _____ Date Report Completed: **10/3/1438**

Name of Field Experience Teaching Staff _____

Program Coordinators: **Dr. Hussien Habtour & T./ Looloo Al-Raimy**

Signature: _____ Date Received: **11/3/1438**

Reviewed & Updated by quality coordinator: Dr. Asmaa Al-Adham