



# Course Specification

## (Bachelor)

**Course Title:** Grammar1

**Course Code:** 111 ENG-3

**Program:** B.A. in Translation

**Department:** Translation Department

**College:** College of Languages and Translation

**Institution:** Najran University

**Version:** TP-153

**Last Revision Date:** 4<sup>th</sup> November 2024

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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( 3 hours )

#### 2. Course type

- A. ☐ University ☐ College ☐ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/Year at which this course is offered: ( Level 1/ 1<sup>st</sup> year)

#### 4. Course General Description:

This course is designed to introduce the basic principles of English Grammar. Grammatical elements targeted in this course include verbs, tenses, parts of speech, articles, models, and relative clauses that help students to be familiarized with a range of precise accurate sentences constructed with various structures and word forms. The focus-on-Form Approach is adopted to raise the learners' awareness of effective communication in a socially meaningful context.

#### 5. Pre-requirements for this course (if any):

None

#### 6. Co-requisites for this course (if any):

None

#### 7. Course Main Objective(s):

This course aims to develop students' understanding of grammar rules and their use in uniting processes to form reasoning and correct observation. It also targets second language learners' ability to construct accurate, distinct written and spoken sentences for effective and consistent communication.

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>	45	100%
4	Distance learning	---	---



### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	---
3.	Field	---
4.	Tutorial	---
5.	Others (specify)	---
Total		45

### B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	To recognize the usage of different English tenses in different contexts.	K1	<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Class discussion</li> <li>➤ Presentations</li> <li>➤ Practices (in class &amp; online)</li> </ul>	-Midterm exam -Quizzes -Assignment or/and Presentation -Final exam
1.2	To identify basic grammatical elements such as parts of speech, modals, conjunctions, articles, comparative and other verb forms (e.g. gerund, infinitive)	K2	<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Class discussion</li> <li>➤ Presentations</li> <li>➤ Practices(in class &amp; online)</li> </ul>	-Midterm exam -Quizzes -Assignment or/and Presentation -Final exam
2.0	Skills			
2.1	To infer grammatical connotations.	S1	<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Class discussion</li> <li>➤ Presentations</li> <li>➤ Practices(in class &amp; online)</li> </ul>	-Midterm exam -Quizzes -Assignment or/and Presentation -Final exam
2.2	To construct grammatically correct sentences of various types (simple, compound-complex, etc.).	S2	<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Class discussion</li> <li>➤ Presentations</li> <li>➤ Practices(in class &amp; online)</li> </ul>	-Midterm exam -Quizzes -Assignment or/and Presentation -Final exam
3.0	Values, autonomy, and responsibility			



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.1	Bear the responsibility for self-study and self-improvement.	V1	Self-learning	Observation Card
3.2	Make the right choices about the subjects related to his major.	V2	Self-learning	Observation Card
3.3	Show self-confidence during the activities and tasks assigned to him.	V3	Self-learning	Observation Card

### C. Course Content

No	List of Topics	Contact Hours
1.	<b>GRAMMAR</b> <i>Be: Present</i> <b>CONTEXT</b> <i>Student Life</i> Subject Pronouns and Nouns; Contractions with Be; Be with Descriptions, Definitions, and Classifications; Negative Statements with Be; Yes/No Questions and Short Answers with Be; Wh- Questions with Be; Prepositions of Place; This, That, These, Those	6
2.	<b>GRAMMAR</b> <i>The Simple Present</i> <b>CONTEXT</b> <i>Places to Visit</i> The Simple Present—Affirmative & Negative Statements, The Simple Present—Use, Spelling & Pronunciation of the -s Form, The Simple Present—Yes/No Questions and Short Answers; Wh- Questions; Questions About Meaning, Spelling, Cost, and Time Frequency Words and Expressions with the Simple Present; Position of Frequency Words and Expressions; Questions and Short Answers with Ever; Questions and Answers with How Often; Prepositions of Time	6
3.	<b>GRAMMAR</b> <i>Singular and Plural Nouns</i> <i>There Is/There Are</i> <i>Articles</i> <b>CONTEXT</b> <i>Housing</i> Singular and Plural Nouns; Regular Plural Nouns—Spelling; Regular Plural Nouns—Pronunciation; Irregular Plural Nouns There Is/There Are, Questions and Short Answers with There/They and Other Pronouns Definite and Indefinite Articles; Making Generalizations	6
4.	<b>GRAMMAR</b> <i>Possession</i> <i>Object Pronouns</i> <i>Questions About the Subject</i> <b>CONTEXT</b> <i>Families and Names</i>	6





	Possessive Nouns—Form; Possessive Adjectives; Questions with Whose; Possessive Pronouns; The Subject and the Object; Subject Questions and Non-Subject Questions; Who, Whom, Whose, Who's	
5.	<b>GRAMMAR</b> <i>The Present Continuous</i> <b>CONTEXT</b> <i>Planet in Danger</i> The Present Continuous—Forms; Spelling of the -ing Form; The Present Continuous—Use; Questions with the Present Continuous; The Present Continuous vs. the Simple Present—Forms; The Present Continuous vs. the Simple Present—Use; Action and Nonaction Verbs	3
6.	<b>GRAMMAR</b> <i>The Future</i> <b>CONTEXT</b> <i>Our Future</i> The Future with Will—Forms, The Future with Will—Use; The Future with Be Going To—Forms; The Future with Be Going To—Use; Choosing Will or Be Going To; The Future with Time Clauses and If Clauses	3
7.	<b>GRAMMAR</b> <i>The Simple Past</i> <b>CONTEXT</b> <i>Aviation</i> The Simple Past—Form; The Simple Past—Uses; The Simple Past of Be—Forms; The Simple Past of Be—Uses; The Simple Past of Regular Verbs; The Simple Past of Regular Verbs—Spelling; The Simple Past of Regular Verbs—Pronunciation; The Simple Past of Irregular Verbs; Negative Statements with the Simple Past; Questions with the Simple Past	3
8.	<b>GRAMMAR</b> <i>Infinitives</i> <i>Modals Imperatives</i> <b>CONTEXT</b> <i>Shopping</i> Infinitives—Overview; Verbs + Infinitives; It + Be + Adjective + (Noun) + Infinitive; Be + Adjective + Infinitive; Verb + Object + Infinitive; Infinitives to Show Purpose Modals and Phrasal Modals—Overview; Can, Be Able To, Be Allowed To; Should; Must and Have To; Not Have To and Must Not; May, Might, and Will; Imperatives; Modals and Other Expressions for Politeness	6
9.	<b>GRAMMAR</b> <i>Count and Noncount Nouns</i> <i>Quantity Words and Phrases</i> <b>CONTEXT</b> <i>Healthy Living</i> Count and Noncount Nouns—An Overview; Groups of Noncount Nouns; Units of Measure with Noncount Nouns; Many, Much, and A Lot Of with Large Quantities; A Few and A Little with Small Quantities; A/An, Some, No, and Any; A Lot Of and Too Much/Too Many; Too and Too Much/Too Many	3
10.	<b>GRAMMAR</b> <i>Adjectives and Adverbs</i> <i>Noun Modifiers</i> <i>Too/Very/Enough</i> <b>CONTEXT</b> <i>Great Women</i> Adjectives; Adverbs of Manner; Adjectives Noun Modifiers; Adverbs; Spelling of -ly Adverbs; Very and Too; Enough	3
Total		45



## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continuous Assessment (Assignment, Quiz, etc.)	All through	20%
2.	Midterm	10 - 11	30%
3.	Final Exam	17 - 19	50%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	Saundra N. Elbaum (6 <sup>th</sup> Edition). Grammar 1 in Context. CenGAGE Learning.
Supportive References	Thurman, Susan & Larry Shea (2003). The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment. UK: Adams Corporation.
Electronic Materials	<a href="http://www.englishpage.com/verbpage/verbtenseintro.html">http://www.englishpage.com/verbpage/verbtenseintro.html</a> <a href="http://www.ego4u.com/en/cram-up/grammar/">http://www.ego4u.com/en/cram-up/grammar/</a> <a href="http://www.englisch-hilfen.de/en/inhalt_grammar.htm">http://www.englisch-hilfen.de/en/inhalt_grammar.htm</a> <a href="http://www.Grammarly.html">http://www. Grammarly.html</a>
Other Learning Materials	Azar, Betty S. & Stacy A. Hagen (2011). Fundamentals of English Grammar. 4th edition. London: Longman.

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories
<b>Technology equipment</b> (projector, smart board, software)	Computer/Laptop/Bb
<b>Other equipment</b> (depending on the nature of the specialty)	Other relevant sources

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, program leaders	Indirect
Effectiveness of Students assessment	Faculty	Direct
Quality of learning resources	Students, faculty	Indirect
Course Learning Outcomes	Students, faculty	Indirect, Direct
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Course Specification Approval

<b>COUNCIL / COMMITTEE</b>	Department Council
<b>REFERENCE NO.</b>	6/ 1446
<b>DATE</b>	25/12/2024