



## Course Specification — (Bachelor)

**Course Title:** Grammar 1

**Course Code:** 197 ENG-2

**Program:** Diploma

**Department:** Administrative sciences & Computer sciences

**College:** Applied college

**Institution:** Najran University

**Version:** 2025

**Last Revision Date:** 8 – 2 – 2025



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( ..... )

### 2. Course type

A.	<input type="checkbox"/> University	<input checked="" type="checkbox"/> College	<input type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		

3. Level/year at which this course is offered: ( 1 )

### 4. Course General Description:

This course aims to develop students cognitive abilities and comprehension of certain grammatical structures and tenses to accurately form correct and appropriate sentences.

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

None.

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

None.

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

The goal of this course is to develop the students' ability to understand and use certain grammatical structures to accurately convey different meanings in spoken and written English.

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		





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

No	Activity	Contact Hours
1.	<b>Lectures</b>	2*15
2.	<b>Laboratory/Studio</b>	
3.	<b>Field</b>	
4.	<b>Tutorial</b>	
5.	<b>Others (specify)</b>	
<b>Total</b>		

### 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
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Form sentences correctly in the present simple tense.		PowerPoint presentation. Lecture in the classroom, discussion participation, controlled practice	Presentations, self-assessment, online tasks, midterm and final tests
1.2	Use the present continuous tense correctly in sentences by adding the suffix ing to the verb.		PowerPoint presentation. Lecture in the classroom, discussion participation, controlled practice	Presentations, self-assessment, online tasks, midterm and final tests
1.3	Categorize nouns to countable or uncountable.		PowerPoint presentation. Lecture in the classroom, discussion participation, controlled practice	Presentations, self-assessment, online tasks, midterm and final tests
<b>2.0</b>	<b>Skills</b>			
2.1	Identify the grammatical concept		PowerPoint presentation.	Presentations, self-





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	of the pronoun IT and use it in sentences correctly.		Lecture in the classroom, discussion participation, controlled practice	assessment, online tasks, midterm and final tests
2.2	Classify nouns to singular or plural.		PowerPoint presentation. Lecture in the classroom, discussion participation, controlled practice	Presentations, self-assessment, online tasks, midterm and final tests
3.0	<b>Values, autonomy, and responsibility</b>			
3.1	Differentiate between the present simple and the present continuous tenses.		PowerPoint presentation. Lecture in the classroom, discussion participation, controlled practice	Presentations, self-assessment, online tasks, midterm and final tests
3.2	Distinguish between there is \ there are and how to use each one.		PowerPoint presentation. Lecture in the classroom, discussion participation, controlled practice	Presentations, self-assessment, online tasks, midterm and final tests
3.3	Demonstrate a correct use of the articles: a \ an \ the.		PowerPoint presentation. Lecture in the classroom, discussion participation, controlled practice	Presentations, self-assessment, online tasks, midterm and final tests

### C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1/ Present Simple 1: Verbs to Be (am / is / are)	4





2.	<b>Unit 2/ Present Simple 2</b>	4
3.	<b>Unit 3/ present continuous: (I am doing ...)</b>	4
4.	<b>Unit 4/ There is - There are</b>	4
5.	<b>Unit 5/ It</b>	3
6.	<b>Unit 6/ Singular and Plural</b>	4
7.	<b>Unit 7/ Countable and Uncountable</b>	4
8.	<b>Unit 8/ Articles a / an / the</b>	3
<b>Total</b>		<b>30</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<b>Class participation</b>	Throughout the term	5
2.	<b>Self-assessment</b>	Throughout the term	5
3.	<b>Project</b>	From the 2nd. To the 14th	10
4.	<b>Online Tasks</b>	Throughout the term	10
5.	<b>Midterm test</b>	6th	15
6.	<b>Portfolio</b>	Term end	5
7.	<b>Final test</b>		50
<b>Total</b>			<b>100</b>

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

#### E. Learning Resources and Facilities

##### 1. References and Learning Resources

<b>Essential References</b>	<b>Grammar 1 Booklet 2024</b>
<b>Supportive References</b>	<b>Essential Grammar in Use 4th Edition by R Murphy</b>
<b>Electronic Materials</b>	<a href="http://www.nu.edu.sa/"><u>http://www.nu.edu.sa/</u></a>
<b>Other Learning Materials</b>	

##### 2. Required Facilities and equipment





Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<b>Classroom size 30</b> <b>Examination Halls</b>
<b>Technology equipment</b> (projector, smart board, software)	<b>projector, smart board</b>
<b>Other equipment</b> (depending on the nature of the specialty)	

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Students survey
Effectiveness of Students assessment	Quality and Development Unit, Curriculum Committee, Assessment Committee	data analysis, teachers' feedback, students' feedback, course reports
Quality of learning resources	Quality and Development Unit	Annual quality improvement program review
The extent to which CLOs have been achieved	Quality and Development Unit	Course report, data analysis of achievement test
Other		

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

