

T6. Course Specifications

(CS)

ENG 211-3

GRAMMAR 3

Course Specifications

Institution	Najran University	Date of Report	20-3-1438
College/Department	College of languages & translation- languages & translation Department		

A. Course Identification and General Information

1. Course title and code:	ENG 211 - Grammar 3																						
2. Credit hours	3 Hours																						
3. Program(s) in which the course is offered.	(If general elective available in many programs indicate this rather than list programs)																						
	English Program																						
4. Name of faculty member responsible for the course :	T./ Rageeb Ahmed Shams/ T./ Saadia Sultana																						
5. Level/year at which this course is offered	Level 3 / 2nd Year																						
6. Pre-requisites for this course (if any)	ENG 121 Grammar 2																						
7. Co-requisites for this course (if any)	None																						
8. Location if not on main campus	College of Science & Arts, Najran																						
9. Mode of Instruction (mark all that apply)	<table border="0"> <tr> <td>a. Traditional classroom</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. Blended (traditional and online)</td> <td><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td><input type="text" value="100%"/></td> </tr> <tr> <td>c. E-learning</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>d. Correspondence</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>f. Other</td> <td><input type="checkbox"/></td> <td>What percentage?</td> <td><input type="checkbox"/></td> </tr> </table>			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"/>
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Comments:	None																						

B Objectives

1. What is the main purpose for this course?

The main purpose of this course is to improve the students' abilities to use essential grammatical structures and helps use accurate grammatical construction for the collaborate use of English language.

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)

- Gradually increasing use of web-based material by offering students useful web links on the subjects covered in the syllabus for extra practice.

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

Course Description:

The course consists of a variety of contents useful to develop students' insight into the structure of English language, aiming to enable the students to assimilate the correct patterns of the language and to teach grammar as a rule governed behavior.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
BASIC SENTENCE STRUCTURE: Parts of speech, sentences, verbs and complements, sentence types, pronouns and possessive adjectives, principal parts of verbs, verb tense formation, adjective word order, and adverbs.	3	9
VERBS (1) : Statements, Yes/No questions and short responses, formation of information questions, simple present, adverb of frequency, present continuous tense, simple future tense other forms use for the future, future continuous, present perfect continuous and present perfect tense.	3	9
VERBS (2): Simple past and past continuous tense, present perfect tense, habitual past, future in the past, the past perfect tense, simple past vs past perfect tense, past perfect continuous tense, future perfect and future perfect continuous tense and reported speech.	3	9
MODAL AUXILIARIES AND RELATED STRUCTURES: Modal auxiliaries, expressing present and past ability, should and ought to express expectation, requesting action and permission, expressing preference, expressing present need, past need, expressing advice, expressing present and past possibility, expressing probability with must and must have, use of modal auxiliaries in reported speech, reduction of request for action and for permission, reduction of embedded questions.	4	12
THE PASSIVE VOICE: Introduction to passive voice, passive with simple tenses, passive voice in sentences with indirect objects, verbs commonly used in passive voice, passive voice with perfect tenses, passive voice with continuous tenses, passive voice with modal auxiliaries.	2	6

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

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

3. Additional private study/learning hours expected for students per week. (3) Hours 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	<ul style="list-style-type: none"> Differentiate between various parts of speech, verb tenses and the other course contents. 	1. Lectures 2. Presentation 3. Discussion	<ul style="list-style-type: none"> Midterm exams Final written exam
1.2	<ul style="list-style-type: none"> Identify the errors in the use of Parts of speech, Sentence structure, Modals, Voiced and Reported Speech. 	1. Lectures 2. Presentation 3. Discussion	<ul style="list-style-type: none"> Midterm exams Final written exam
2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> Apply correct grammatical rules in the use of Verbs, Modal Auxiliaries, Sentences, Voiced and Reported Speech 	1. Lecturing 2. Presentation 3. Discussion	<ul style="list-style-type: none"> Midterm exams Final written exam
2.2	<ul style="list-style-type: none"> Write grammatically correct sentences. 	1. Lecturing 2. Discussion	<ul style="list-style-type: none"> Midterm exams Final written exam

		3. Cooperative Learning	
3.0	Interpersonal Skills & Responsibility		
3.1	<ul style="list-style-type: none"> Appreciate others' points of view and show his when participating effectively in team work. 	1. Cooperative learning 2. Presentations 3. Self-learning	Observation cards Online participation & Quizzes
3.2	<ul style="list-style-type: none"> Bear responsibility and lead a team 	1. Cooperative learning 2. Presentations 3. Self-learning	Observation cards Online participation & Quizzes
4.0	Communication, Information Technology, Numerical		
4.1	Students should be able to: <ul style="list-style-type: none"> Use modern methods of technology in learning English language skills. 	1. Discussion 2. Cooperative learning 3. Self-learning	Observation cards Online participation & Quizzes
4.2	<ul style="list-style-type: none"> Communicate with others in spoken and written English. 	1. Cooperative learning 2. Presentations 3. Self-learning	Observation cards Online participation & Quizzes
5.0	Psychomotor		
5.1	Not Applicable	Not Applicable	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	1.3	2.2	2.4	3.1	3.2	4.1	4.2
1.1		√							
1.2		√							
2.1				√					
2.2				√					
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 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)
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
Werner, Patricia K and Nelson, John P & Jack, D. (2009). *Interactions 2 Grammar*. United Kingdom: McGraw-Hill Education.
2. List Essential References Materials (Journals, Reports, etc.)
 1. Azar, B.S. (2013). *Basic English Grammar*, 4th ed. NY: Pearson Education
 2. Eastwood, J. (2002). *Oxford Guide to English Grammar*. Oxford: University Press
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
 1. Hewings, M. (2005). *Advanced Grammar in Use*. Cambridge: University Press
 2. Maurer, J. (2006). *Focus on Grammar 5. An Integrated Skills Approach*. 3rd ed. NY: Pearson

Education
3. Murphy, R. (2004) <i>English Grammar in Use</i> . Cambridge: University Press
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) www.bbc.co.uk/learning/subjects/english.shtml http://www.englishpage.com/verbpage/verbtenseintro.html http://www.ego4u.com/en/cram-up/grammar/ www.nonstopenglish.com www.english-at-home.com/ www.studyenglishtoday.net/
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.) <ul style="list-style-type: none"> Lecture rooms that accommodate for the large number of students.
2. Computing resources (AV, data show, Smart Board, software, etc.) Laptop or desktop computer, data show & smart board.
1. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> Online access is needed.

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> • Check marking of a sample of examination papers by other faculty members. • Students who believe they are under graded can have their papers checked by a Review 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./ Rageeb Ahmed Shams/ T./ Saadia Sultana**

Signature: _____ Date Report Completed: 20/3/1438

Name of Field Experience Teaching Staff _____

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

Signature: _____ Date Received: 20/3/1438

Reviewed by quality coordinator:

Dr. Asmaa Al-Adham