

ATTACHMENT 5.

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

Grammar 1, English 113

**T6. Course Specifications
(CS)**

Course Specifications

Institution King Khalid University	Date April 2016
College/Department Faculty of Languages and Translation/ Department of English	

A. Course Identification and General Information

1. Course title and code: Grammar 1, English 113			
2. Credit hours 3			
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			
4. Name of faculty member responsible for the course Weatherford Thomson			
5. Level/year at which this course is offered Level One (First Year)			
6. Pre-requisites for this course (if any) N/A			
7. Co-requisites for this course (if any) N/A			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	100%
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

Students will develop a thorough understanding of nouns, pronouns, and verbs, and how these parts of speech are used to construct sentences. Students will demonstrate the ability to express themselves and comprehend others with grammatical accuracy.

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)

N/A

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

Course Description:

Students use speech and writing to master basic grammatical accuracy.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Review of Basics: The verb “to be” and sentence structure.	1	3
Using the Simple Present	2	6
Using the Present Progressive	2	6
Talking About the Present (prepositions, there is/there are, needs and wants, and other forms)	2	6
Nouns and Pronouns (subject/object, singular/plural)	1	3
Count and Noncount Nouns	2	6
Expressing Past Time (2 parts)	3	9

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

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	45					
Credit	3					

3. Additional private study/learning hours expected for students per week. **1 hour (homework)**

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.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	<i>Basic verb tenses of grammar, countable and non-countable nouns, and functions of these parts of speech within the framework of sentence construction.</i>	<i>Discussion, Co-operative learning, use of textbook charts and exercises (problem solving), relating of content to prior student knowledge, regular review</i>	<i>Two Progress Tests, Final Exam, Assignments/quizzes, class participation (including analysis of textbook exercises.</i>
2.0	Cognitive Skills		
2.1	<i>Understanding and analyzing the structure of the English language (sentences), as it differs from the Arabic system.</i>	<i>Deductive and Inductive explanations of the rules. Discussion and review of exercises with students. Cooperative learning.</i>	<i>Two Progress Tests, Final Exam, Assignments/quizzes, class participation (including analysis of textbook exercises.</i>
2.2	<i>Identifying various grammatical elements and their function within sentences, and analyzing errors regarding the use of such elements.</i>		
3.0	Interpersonal Skills & Responsibility		
3.1	<i>Active involvement in group work, classroom discussion, and pairwork.</i>	<i>Encouraging consistent English communication of each student in class. Encouraging extracurricular involvement.</i>	<i>Evaluating students' participation involving classroom discussions and homework assignments. Assigning marks corresponding to this evaluation.</i>
3.2			
4.0	Communication, Information Technology, Numerical		

4.1	Use of Blackboard for dissemination of information and opportunities for additional practice/research for enrichment purposes.	Seven weekly office hours available for students' questions regarding their understanding and needs for clarification	
5.0	Psychomotor		
5.1	N/A		
5.2			

Course LOs #	1.1	2.1	2.2	3.1	3.2	4.1	4.2
1.1	X	X	X	X			X
2.1	X	X	X	X			X
2.2	X	X	X	X			X
3.1	X	X	X	X			X
4.1	X	X	X	X			X

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	Homework/quizzes, class participation	Various	10%
2	First Progress Test	Week 7	20%
3	Second Progress Test	Week 13	20%
4	Final Exam	Week 16	50%
5			
6			
7			
8			

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)

Faculty office hours= 7 per week; Two voluntary hours in LEP (Language Enhancement Program) room are encouraged.

E Learning Resources

1. List Required Textbooks

Azar, B.C. & Hagen, S.A. (2006) Basic English Grammar, Third Edition. Pearson Longman (Chapters 3-9 are the focus.)

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

Oxford Advanced Learner's Dictionary

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

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

http://www.pearsonlongman.com/ae/azar/grammar_ex/

BlackBoard

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

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.)

Classroom: 30 seats with white board and projector

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

N/A

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

N/A

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Confidential student questionnaires
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Occasional in-class observations by the department chairman. Peer observation.
3 Processes for Improvement of Teaching In-house workshop. Working group meetings. Training new instructors to the course.
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) Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards Mutual checking of random samples of examination papers by coordinators and other teachers of the same course
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Regular meetings among teachers and the course coordinator Regular meetings by the curriculum review committee Departmental council meetings to discuss proposals for the curriculum

Name of Instructor: **Weatherford Thomson**

Signature: _____ Date Report Completed: **April 2016**

Name of Field Experience Teaching Staff _____

Program Coordinator: **Weatherford Thomson**

Signature: _____ Date Received: _____