

**Kingdom of Saudi Arabia**  
**The National Commission for Academic Accreditation &  
Assessment**

**T6. Course Specifications  
(CS)**

**Grammar III**

## Course Specifications

Institution: <b>King Khalid University</b>	Date: 2016
College/Department: <b>Faculty of Languages and Translation, Department of English</b>	

### A. Course Identification and General Information

1. Course title and code: <b>Grammar (3) – (ENG 213)</b>			
2. Credit hours: <b>2 hours</b>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>BA in English</b>			
4. Name of faculty member responsible for the course: Habib Abdesslem			
5. Level/year at which this course is offered: <b>Level 3, 2<sup>nd</sup> Year</b>			
6. Pre-requisites for this course (if any): <b>Grammar 2: ENG 117</b>			
7. Co-requisites for this course (if any): <b>N.A.</b>			
8. Location if not on main campus: <b>N.A.</b>			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="90 %"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>

Comments:

Each student is required to have a copybook in which he copies the grammar rules and illustrative examples the teacher writes on the board and in which he does any work the teacher assigns. The teacher checks at the beginning of each session whether each student has done his homework.

B Objectives

1. What is the main purpose for this course?

- Consolidate the students' mastery of the grammatical rules of English covered at Level 1 and at Level 2.
- Help students develop their explicit and an implicit knowledge of the grammar of English further.
- Contribute to developing more correct and appropriate *use* of English in context.
- Contribute to the improvement of students' listening and speaking skills.
- Contribute to the improvement of students' reading and writing skills.

2. Briefly describe any plans for developing and improving the courses 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).

- Encourage students to make use of relevant materials available online.
- Provide students with advice and support regarding online supplementary materials.

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

Course Description: Grammar 3 relates form and meaning at the level of the sentence and above the sentence (in paragraphs and verbal exchanges). It focuses on the word-class members: Noun, Pronoun, Verb, and Adjective. It describes their forms, positions, and functions at the level of the English sentence in context.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Overview of Verb Tenses	2	4

Present and Past: Simple and Progressive	2	4
Perfect and Perfect Progressive Tenses	2	4
Future Time	1	2
Subject Verb Agreement	2	4
Nouns and Pronouns	2	4
Modals	4	8

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

	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	2					2
Credit	2					2

3. Additional private study/learning hours expected for students per week.

2 hours
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#### 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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Knowledge of the syntactic structure of the English sentence	Inductive and deductive teaching strategies	Fill in the blank exercises Multiple choice exercises
1.2	Knowledge of when, where, and how sentences (utterances) are used in context	Combining and relating sentences with particular focus on cohesion and coherence Producing and exchanging speech acts in given situations	Fill in the blanks exercises Exchange completion tasks Combining and relating sentences exercises
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	The ability to judge the grammaticality of sentences and their appropriateness in context.	Implicit teaching /learning of grammar rules	Fill in the blank exercises Multiple choice exercises
2.2	The ability to reflect on sentences / utterances by using adequate linguistic terms	Explicit teaching /learning of grammar rules	Error identification and correction exercises
2.3.	The ability to cognise shades of meaning and their effects on the communication process	Production and analysis of relevant sample sentences (utterances)	Multiple choice exercises Dialogue completion tasks Paragraph completion tasks
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	The ability to exchange information as well as goods and services with others	Student-student exchanges (e.g. role play and simulation) Teacher-student exchanges Short paragraph completion	Fill in the blank exercises Exchange completion tasks Short paragraph completion tasks
3.2	The ability to convey and to react to views, attitudes, and emotions		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	The ability to make use of internet resources on the grammar of English	A student (or more) shares additional knowledge on a particular grammar point dealt with in class	
4.2	The ability to send questions to relevant internet forums		

5.0	Psychomotor		
5.1	N.A.	N.A.	N.A.
5.2	N.A.	N.A.	N.A.

## English Program Outcomes:

### 1. Students will demonstrate: (knowledge)

1.1 Knowledge of different skills required for communication and use of English language for academic and general purposes.

1.2 Knowledge of Linguistics, applied linguistics, their scope and branches.

1.3 Knowledge of translation processes, text types, and translation problems and solutions

1.4 Knowledge of different types of literary forms

### 2. Students will also demonstrate: (Cognitive Skills)

2.1 The ability to employ reading and writing skills for academic and general purposes and to use English successfully in spoken and written communication.

2.2 The ability to appreciate and analyze simple literary texts.

2.3 The ability to solve linguistic problems (phonological, morphological, and syntactic) and to distinguish the various levels of language structure.

2.4 The ability to identify different genre types and translate various text types.

### 3. Students will also demonstrate: (interpersonal skills and responsibility)

3.1 The ability to use English appropriately for social and cross-cultural communication

3.2 The ability of using English for ethical reasoning, argumentation and simple research writing individually or in teams

### 4. Students will also demonstrate: (Communication and Information Technology Skills)

4.1 The ability to use technology for language learning, communication and research

4.2 Their skill in utilizing Blackboard tools such as online forums, online assignments, course mail, etc. for learning and communication and participation in virtual classes.

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	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1	4.2
1.1	V											
1.2	V											
2.1					V		V					
2.2												
2.3					V							
3.1									V			
3.2									V			
4.1											V	
4.2												V

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 progress test 1	8	25% / 20%
2	Quiz (optional)	11	5%
3	Midterm progress test 2	13	25% / 20%
4	Quiz (optional)	15	5%
5	Final exam	17/18	50%
6	Total		100%

#### D. Student Academic Counselling 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):

Tutor provides individual students with assistance and advice on academic matters

**Office hours:** 8 to 10 hours per week

### E Learning Resources

#### 1. List Required Textbooks:

Azar, B. S. & Hagen, S. A. (2009). *Understanding and Using English Grammar* (Fourth Edition). Pearson & Longman. (Chapters 1-10)

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

Fuchs, M. & Bonner, M. (2000). *Focus on Grammar: A High-Intermediate Course for Reference and Practice*. Longman

[www.edufind.com/English-grammar](http://www.edufind.com/English-grammar).

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

**Workbook:** Self-study exercises for independent work

Azar, B. S. & Hagen, S. A. (2009). *Understanding and Using English Grammar* (Fourth Edition). Pearson & Longman.

**Test Bank:** Quizzes, tests, and midterm and final exams

Azar, B. S. & Hagen, S. A. (2009). *Understanding and Using English Grammar* (Fourth Edition). Pearson & Longman.

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

<http://www.interactive.com>

[www.englishforums.com/English/GeneralEnglishGrammarQuestions](http://www.englishforums.com/English/GeneralEnglishGrammarQuestions)

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

Audio CD s accompanying the student book:



<http://www.longman.com/azar>  
<http://www.longman.com/grammarexchange>

## 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"><li>• A lecture room</li><li>• Projector and screen</li><li>• A maximum of 20 students per class</li><li>• 20 seats and 20 small desks</li></ul>
2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"><li>• Open labs for individual practice (language learning centre)</li><li>• Internet connection</li></ul>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"><li>• N.A.</li></ul>

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"><li>• Confidential completion by the students of the Standard Course Evaluation Questionnaire at the end of each semester</li><li>• Report on students' responses in a student-faculty meeting</li><li>• Formal/ Informal coordination meetings among the teachers of the course</li></ul>
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"><li>• Tutor emphasises to the students that teaching-learning is a joint enterprise.</li><li>• Tutor explains at the beginning of the semester that students' success reflects his success and invites them to feel free to comment on the teaching style and strategies he adopts.</li><li>• Tutor observes students' non-linguistic behaviour as the lesson unfolds.</li><li>• Tutor welcomes individual students' reactions (often shared at office hours).</li></ul>

3 Processes for Improvement of Teaching

- Course allocation takes into consideration tutor's academic profile and disposition.
- Adequate orientation for tutors who are to teach the course for the first time or have not taught it over more than two semesters.
- Given the level of the students, it is recommended that instead of allocating 2 hours for grammar per week, **3 hours** would give students more time to develop a better grasp of the syllabus.

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)

- Exchange of midterm tests and quizzes among instructors
- Observing guidelines for uniformity, objectivity, and fairness of evaluation standards.
- Mutual checking of random samples of examination papers by teachers of the same course.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- A beginning of term, a midterm, and an end of term coordination meeting between the teachers of different sections of the same course.
- A beginning of term and an end of term coordination meeting between the coordinators of the language skills teachers.

Name of Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Name of Field Experience Teaching Staff: \_\_\_\_\_

Program Coordinator: Habib Abdesslem

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_