

ATTACHMENT 5.

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

**T6. Course Specifications
(CS)**

Course Specifications

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

A. Course Identification and General Information

1. Course title and code: Grammar (4) ENG 218			
2. Credit hours: 2 Credit hours			
3. Program(s) in which the course is offered: B.A in English (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Dr. Basim Kana'an			
5. Level/year at which this course is offered: Level 4/ 2 nd year			
6. Pre-requisites for this course (if any): Grammar (3) ENG 213			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: On Main Campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="text"/>	What percentage?	<input type="text" value="80"/>
b. blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text" value="20"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. other	<input type="text"/>	What percentage?	<input type="text"/>
Comments: This course is an advanced course in grammar. It's a theoretical course that needs face to face interaction. The use of blackboard for more practice deepens students' understanding of the topics discussed in classroom.			

B. Objectives

1. What is the main purpose for this course?

Students are expected by the end of this course to achieve the following objectives:

Course Objectives:

1. Students should gain adequate knowledge of advanced English grammar such as listing different types of noun clauses, adverb clauses, unreal conditions, etc.
2. Students should be fully aware of the peculiarities and subtleties of English grammar mainly those encountered in TOEFL and similar tests.
3. Students should be able to use the knowledge of grammar in spoken and written discourse.
4. Students should be able to communicate in an appropriate and accurate 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)

I recommend to include two grammar courses in the program instead of four to avoid repetition/ redundancy by increasing the credit hours of this course to become 3 credit hours instead of 2 and another grammar course of 3 credit hours. Moreover, encouraging students to make use of the materials available online and preparing supplementary materials according to students' needs result in sharpen their knowledge.

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

Course Description:

This is an advanced course in grammar. It concentrates on subtle grammar points and peculiarities of English language grammar. Moreover, it recycles, expands, and deepens

students' understanding of major grammatical structures already presented in the earlier grammar courses.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Noun Clauses	2	4
Adjective Clauses	2	4
Gerunds and Infinitives (Part 1)	2	4
Gerunds and Infinitives (Part 2)	2	4
Coordinating Conjunctions	1	2
Adverb Clauses	2	4
Reduction of Adverb Clauses to Modifying Adverbial Phrases	2	4
Connectives that Express Cause and Effect, Contrast and Condition	1	2
Conditional Sentences and Wishes	2	2

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
--	---------	----------	------------	-----------	--------	-------

			or Studio			
Contact Hours	30					30
Credit	2					2

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

N/A

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	Students should gain adequate knowledge of advanced English grammar such as listing different types of noun clauses, adverb clauses, unreal conditions, etc.	In – class discussion regarding the previous knowledge and linking it to the current stage. Moving from known to unknown and from simple to complex. Problem solving exercises on grammar	Quizzes/Assignments (10%) First-Mid-Term Test. (20%) Second-Mid-Term Test. (20%) Final Exam. (50%)
1.2	Students should be fully aware of the peculiarities and subtleties of English grammar mainly those encountered in TOEFL and similar tests.	In – class discussion regarding the previous knowledge and linking it to the current stage. Moving from known to unknown and from simple to complex.	Quizzes/Assignments (10%) First-Mid-Term Test. (20%) Second-Mid-Term Test. (20%) Final exam.

		Problem solving exercises on grammar	(50%)
2.0	Cognitive Skills		
2.1	Students demonstrate ability to analyze sentence structure.	Explaining rules deductively and inductively. Discussing the exercise with the students. Relate the exercise to charts. Contextualized practice.	Quizzes related to error analysis Assignments Group discussion
2.2	Students demonstrate ability to identify various grammatical components and their function in sentences.	Explaining rules deductively and inductively. Discussing the exercise with the students. Relate the exercise to charts. Contextualized practice.	Quizzes related to sentence type Assignments Group discussion
3.0	Interpersonal Skills & Responsibility		
3.1	Students employ the gained knowledge of grammar in spoken and written discourse.	Encouraging group work as well as pair work. Training the students to use the newly learned items in their day- to-day life. Using on-line material and electronic support for the enhancement of grammatical knowledge.	Observing the students' classroom activities. Evaluating the students' participation in dialogues and debates.
3.2	Students employ the grammatical knowledge in communicating with their colleagues as well as their instructors in an appropriate and accurate language.	Encouraging group work as well as pair work. Training the students to use the newly learned items in their day- to-	Observing the students' classroom activities. Evaluating the students' participation in dialogues and debates.

		day life. Using on-line material and electronic support for the enhancement of grammatical knowledge.	
4.0	Communication, Information Technology, Numerical		
4.1	Students demonstrate advanced ability in using English language.	Encouraging students to communicate with their teachers and colleagues in English.	
4.2			
5.0	Psychomotor		
5.1	N/A	N/A	N/A
5.2	N/A	N/A	N/A

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												
1.2												
2.1												
2.2												
3.1												
3.2												
4.1												

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	Quizzes and Assignments	3 & 10	10%
2	First-Mid-Term Test	7	20%
3	Second-Mid-Term Test	14	20%
4	Final Exam	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)

Office Hours: 8 hours a week

E Learning Resources

1. List Required Textbooks

Azar, B. S. (2009). *Understanding and using English grammar* (4rd edition). Longman. Chaps. 12–20

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

Maurer, J. (2000). *Focus on grammar: An advanced course for reference and practice*. Longman.

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

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

<http://www.azargrammar.com/>

<http://www.pearsonlongman.com/index.html>

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

Students are motivated to explore internet websites to find out support materials.

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.)

Lecture room with a capacity of 25 students.

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

Blackboard, Data show, and Smart Board.

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 completion of standard course evaluation questionnaire by students at the end of each semester.

Occasional student-faculty meetings to get students' feedback.

Homework sheets.

<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>In-class observation by other colleagues Peer observation Observation by external experts</p>
<p>3 Processes for Improvement of Teaching</p> <p>Workshops by internal and external experts. Coordination between teachers of different sections of the same course. Training and orientation for new instructors of the course.</p>
<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> <p>Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department Mutual checking of random samples of examination papers by coordinators and other teachers of the same course</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Regular meetings between teachers and course coordinator Regular meetings by The Curriculum Review Committee Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee. The contents as well as the textbook should be reviewed and updated regularly to cope with the</p>

latest developments knowledge based on modern linguistic theories and methodology.

Name of Instructor: Dr. Basim Kana'an

Dr. Abdelhamid Bessaid

Dr. Mohammad Nurul Islam

Signature: _____ Date Report Completed: 26/6/1437

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: 26/6/1437