



Course Specifications

Course Title:	Grammar and Sentence Writing 1
Course Code:	ENGL111
Program:	English Language (B.Ed. Programme)
Department:	English Department
College:	College of Science and Humanities
Institution:	Majmaah University

Table of Contents

A. Course Identification	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes	4
1. Course Description	4
2. Course Main Objective.....	4
3. Course Learning Outcomes	5
C. Course Content	6
D. Teaching and Assessment	6
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	6
2. Assessment Tasks for Students	8
E. Student Academic Counseling and Support	9
F. Learning Resources and Facilities	9
1. Learning Resources	9
2. Facilities Required.....	9
G. Course Quality Evaluation	10
H. Specification Approval Data	10

A. Course Identification

1. Credit hours:3
2. Course type
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: 1 st level
4. Pre-requisites for this course (if any): (NA)
5. Co-requisites for this course (if any): (NA)

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	*	70%
2	Blended	*	10%
3	E-learning	*	20%
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	3
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	45
Other Learning Hours*		
1	Study	27
2	Assignments	10
3	Library	
4	Projects/Research Essays/Theses	6
5	Others(specify)	2
	Total	45

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course adopts the Focus-on-Form (FonF) Approach(see Michael Long's theory), to raise the students' awareness of fundamentals of English grammar while can still communicate effectively in a socially meaningful context. Grammatical elements targeted in the course(and which will also be continued in ***ENGL 121 Communicative Grammar***), include (but not necessarily limited to): English verb tenses, auxiliaries(be, have and do), modals, nouns(count, noncount, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc.

Within tenses particular focus is given to the differences between present and progressive, present and past tenses, past and past progressive , perfect tenses(present and past perfect), future expressions, etc. These forms are expected to be introduced, emphasized and made aware of, while largely utilizing the context of the sentence in a meaningful event/act.

The selection of a textbook for this course(and for all courses in our study plan) will generally tend to be more dynamic and flexible(keeping in mind the course philosophy, aims and expected outcomes, any textbook that is deemed to best realizing these, may be selected). Preference, however, will be given to the more updated, timely, comprehensive and communicative grammar course books).

2. Course Main Objective

By the end of the course, students are expected to:

1. Express themselves in good English orally and writing.
2. Identify and use the fundamentals of English sentence structure.
3. Acquire "accuracy" as well as fluency in simple writing and speaking.
4. Use correctly and purposively all the grammatical items presented in the course: English verb tenses, auxiliaries(be, have and do), modals, nouns(count, noncount, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc.
5. Distinguish between the following while communicating effectively and purposively:
 - Present vs. Present Progressive Tenses*
 - Present vs. Past Tenses*
 - Past and Past Progressive Verb Forms*
 - Present, Past vs. Present Perfect Tenses*
6. Particularly identify and use English nouns correctly and meaningfully.
7. Use punctuation correctly.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Recognizing the (fundamentals) of English sentence structure (form, meaning, and usage of basic structures in English).	
1.2	Expressing themselves in good English orally and writing.	K1
1.3	Using correctly and purposively all the grammatical items presented in the course: English verb tenses, auxiliaries (be, have and do), modals, nouns (count, noncount, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc.	K5
1.4	Exposing students to open-ended communicative task for both speaking and writing.	
1.5	Distinguish between the following while communicating effectively and purposively: <i>Present vs. Present Progressive Tenses</i> <i>Present vs. Past Tenses</i> <i>Past and Past Progressive Verb Forms</i> <i>Present, Past vs. Present Perfect Tenses</i>	
2	Skills :	
2.1	Ability to think critically and analytically making use of the knowledge of the rules of grammar.	S1
2.2	Identifying and using English nouns correctly and meaningfully.	S5
2.3	Using comparatives and superlatives correctly and appropriately.	
2.4	Applying different communicative approaches to the study of basic grammar and writing.	
2.5	Use English punctuation correctly.	
3	Competence:	
3.1	Completing reading assignments in due time.	C1
3.2	Participating in class discussion and thinking independently and critically.	C2 –C5
3.3	Acting responsibly in carrying out individual as well as group assignments or any other tasks.	
3.4	Learn team and inter-team skills in the context of studying grammar and sentence structure.	

C. Course Content

No	List of Topics	Contact Hours
1	<i>Orientation week</i>	3
2	<i>Introduction to the course</i>	3
3	Chapter 1: Simple Present with Be.	3
4	Chapter 2: Introduction to Nouns	3
5	Chapter 6: Adjectives and Pronouns	3
6	1st Midterm	3
7	Chapter 8: The Present	3
8	Chapter 11: The Past	3
9	Chapter 14: Articles: Quantity Expressions	3
10	2ed Midterm	3
11	Chapter 17: The Future	3
12	Workshop	3
13	Revision	3
14	<i>General final examination</i>	3
15	<i>Final examination</i>	3
Total		45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Recognizing the (fundamentals) of English sentence structure (form, meaning, and usage of basic structures in English).	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home Assignments
1.2	Expressing themselves in good English orally and writing.		
1.3	Using correctly and purposively all the grammatical items presented in the course: English		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	verb tenses, auxiliaries (be, have and do), modals, nouns (count, noncount, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc.		
1.4	Exposing students to open-ended communicative task for both speaking and writing.		
1.5	Distinguish between the following while communicating effectively and purposively: <i>Present vs. Present Progressive Tenses</i> <i>Present vs. Past Tenses</i> <i>Past and Past Progressive Verb Forms</i> <i>Present, Past vs. Present Perfect Tenses</i>		
2.0	Skills		
2.1	Ability to think critically and analytically making use of the knowledge of the rules of grammar.	1. Lectures / teaching students how to use Reading material 2. Class discussions / teaching students to think independently and engage in group discussions & practice 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the classroom with the instructor 4. Group / pair work will be encouraged.	1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes
2.2	Identifying and using English nouns correctly and meaningfully.		
2.3	Using comparatives and superlatives correctly and		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	appropriately.		
2.4	Applying different communicative approaches to the study of basic grammar and writing.		
2.5	Use English punctuation correctly.		
3.0	Competence		
3.1	Completing reading assignments in due time.	<ol style="list-style-type: none"> 1. Students are made aware of the significance of time management in teaching learning process 2. Discussions with students on reading rules and its usages 3. Individual counseling on writing difficulties 4. Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers. 	<ol style="list-style-type: none"> 1. Active class participation reflects the students ability to keep up with the reading schedule effectively 2. The habit of doing homework will certify to the student's ability to fulfill assignments and respect deadlines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
3.2	Participating in class discussion and thinking independently and critically.		
3.3	Acting responsibly in carrying out individual as well as group assignments or any other tasks.		
3.4	Learn team and inter-team skills in the context of studying grammar and sentence structure.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
---	------------------	----------	--------------------------------------

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1 st midterm	Week 6	20
2	Participation	All along	10
3	2 nd midterm	Week 12	20
4	Final	Week 15	50

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

The course instructor is available throughout the week during office hours.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<i>Grammar Sense 1</i> Second Edition
Essential References Materials	<ul style="list-style-type: none"> Betty Schramper Azar, Stacy A. Hagen, Basic English Grammar (3rd Edition), Pearson Longman Web-based materials collated from various sources.
Electronic Materials	<ul style="list-style-type: none"> https://www.taylorfrancis.com/books/9781317869696 http://journals.sagepub.com/doi/abs/10.1177/003368828401500208?journalCode=rela
Other Learning Materials	<ul style="list-style-type: none"> Rayond Murphy, Essential English Grammar (3rd Edition), Cambridge University Press

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> Larger and more convenient classrooms. Better equipped language labs.

Item	Resources
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> Laptop computer-projector system. Data show to facilitate going over students' papers in class.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> CDs/Flash memory materials

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Student's feedback	Students	Indirect
Question Papers	Examination Committee	Indirect

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	