



Course Specifications

Course Title:	Communicative Grammar
Course Code:	ENGL 121
Program:	B.A
Department:	English Language
College:	College of Science and Humanities
Institution:	Majmaah University

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A. Course Identification

1. Credit hours:	2
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:	LEVEL 3/ YEAR 2
4. Pre-requisites for this course (if any):	Grammar and Sentence Writing-1
5. Co-requisites for this course (if any):	None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	*	85%
2	Blended	*	15%
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	2
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30
Other Learning Hours*		
1	Study	6
2	Assignments	12
3	Library	6
4	Projects/Research Essays/Theses	
5	Others(specify)	6
	Total	30

*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 builds on *ENGL 111* (Grammar and Sentence Writing), and continues its philosophy of Focus-on-Form Approach to teaching grammar. As such, the course aims to develop students' Communicative Competence marked by combining fluency with grammatical appropriateness via integrating grammar instruction and grammar practice with

always a communicative approach to language teaching in mind. This course puts the accent on the actual act of communication. Thus, language structures are not supposed to be taught in isolation but integrated to the four skills of language and practiced in a meaningful context. The students must understand a grammatical structure and be able to use it in a variety of situations spontaneously and not just learn the patterns at the utterance level. This will involve using language to perform a wide range of functions (drawing on a functional and use-based approach to grammar). Examples may include: talking or writing about occupations, professions, writing emails, observing politeness, using phrasal verbs communicatively, describing things and processes, using reported speech correctly in story-telling, grammar for academic writing etc. (see course contents). Instructors should select an appropriate textbook of grammar [e.g. *The Communicative Grammar of English* by Edward woods and Ruddy Coppiters; *A Communicative Grammar of English* by Geoffrey Leech and Jan Svartvik, *Open Resources For English Language Teaching* (ORELT)-(Online Source), etc.].

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2. Course Main Objective

The course aims to:

1. Help students engage in conversational English for real-life communicative purposes: (Talking about professions, describing a process (how to send an e-mail, Wrap a gift, etc).
2. Enable students to perform certain language functions using appropriate Grammar and Vocabulary: Using Modals for polite requests, Degrees of politeness, contracted forms, giving a description using relative clauses, phrasal verbs, using adjectives for descriptions.
3. Raise students' consciousness with the ways in which grammatical structures convey different meanings in written compositions: Composing a story using reported speech, describing events (using active/passive voice), using non-finite verbs in descriptive passages.
4. Providing them with students to practice: Simple, Compound and Complex Sentences, Sequencing of ideas in paragraphs through relative clauses and pronouns. Use of conjunctions and adjectives, grammatical categories for comparing and contrasting.
5. Familiarize students with specific grammatical structures and categories for academic texts such as describing, defining, writing summaries, turning notes into essays..

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1		
1.2	Skills in expressing oneself orally and in writing standard English.	K1
1.3	The knowledge and usage of grammatical structures and specific categories for academic tasks	K5
1...		
2	Skills :	
2.1	Using appropriate grammar and vocabulary to perform certain language functions related to fostering social relationships	S1

CLOs		Aligned PLOs
	-	
2.2	Make aware of grammatical structures for expressing politeness in English	S5
2.3	Use appropriate grammar and vocabulary to perform certain language functions related to establishing, maintaining and fostering and maintaining social relationships.	
2...		
3	Competence:	
3.1	Ability to explore different ways in which English grammar can be used for better writing.	C1
3.2	Compose Scientific reports using appropriate grammatical forms	C2 & C5
3.3		
3...		

C. Course Content

No	List of Topics	Contact Hours
1	Orientation. (Course Orientation: What is Grammar and How to Learn it Effectively?).	2
2	Unit 1: Communicating Effectively (Communicating Effectively (Grammar rules for speaking and conversing accurately) This includes various grammar items and categories.	6
3	Unit 2: Grammar for Social Skills (using modals, adjectives, adverbs, conditionals, comparatives and superlatives, etc., for a variety of social purposes and functions)	6
4	Unit 3: Grammar Games for Fun -(Grammar for Improving Composition/ Writing skills (for different purposes) -Punctuation	6
5	Unit 4: Grammar for Improving Composition Skills	4
6	Unit 5: Grammar across the Curriculum (Achieving accuracy in defining, describing, comparing and contrasting, arguing for and against, criticizing, summarizing, concluding, etc.).	4
7	Grammar for Online Writing (emailing, tweeting, Whatsapping, group chatting, etc.).	2
8	Revision, Midterm and Final Exam	
Total		30

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	To teach communicative grammar	Lecture, PPTS	Tests
1.2	Speak and write accurately for a variety of purposes in a wide range of contexts	Lecture, PPTS	Tests
1.3...	Use appropriate grammar and vocabulary to perform certain language functions related to establishing, maintaining and fostering and maintaining social relationships.	Lecture, PPTS	Tests
1.4	Become aware of grammatical structures and forms for expressing politeness in English.	Lecture	Tests
2.0	Skills		
2.1	Engage in informal conversational English for real-life communicative purposes, Explore different ways in which English grammar can be used for better writing.	Think-pair share	Team work
2.2	Speak about themselves, their daily routines and their future plans.	PPTs	Team work
2.3...	Explore different ways in which English grammar can be used for better writing.	Lecturing	Dialoguereciting
2.4	Perform certain language functions using appropriate grammar and vocabulary.	Lecturing	Individual assignments and group quizzes, tests and exams
2.5	Distinguish between tenses (e.g. past and present perfec).	Collaborative Learning	Role Plays
3.0	Competence		
3.1	Argue intelligently using grammatically correct forms.	Presentations	Problem solving questions

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.2	Write Scientific reports using appropriate grammatical forms.	Presentations	Problem solving questions
3.3	Converse effectively and accurately.	The use of PowerPoint when giving presentations	Appreciate the responsive students and encourage the slow learners to come forward and participate.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1 st midterm	Week 6	20 %
2	Participation	All along	8 %
3	Quiz	Week 8	4 %
4	Home Assignments	All along	4 %
5	Presentation	Week 14	4%
6	2 nd midterm	Week 12	20 %
7	Final	Week 14	40%

*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	Open Resources for English Language Teaching (ORELT), <i>Communicative Grammar</i> , Commonwealth of Learning, 2012. Raymond Murphy (2004). <i>English Grammar in Use</i> , Third Edition, Cambridge University Press.
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	<p>Leech, G. and Svartvick, Jan. (2013). A Communicative Grammar of English. London: Routledge.</p> <p>Accompanied by: (Woods, Edward and Copieters, R. The Communicative Grammar of English Workbook).</p> <p><u>The Best Grammar Workbook Ever!</u>” by Arlene Miller</p>
Essential References Materials	None
Electronic Materials	<p><u>ESL Intermediate/Advanced Grammar</u> by Mary Ellen Muñoz Page</p> <p>ESL (English as a Second Language) Grammar Intermediate & Advanced by Mary Ellen Munoz</p> <ol style="list-style-type: none"> 1. http://www.how-to-study.com/(Good) 2. http://www.ucc.vt.edu/stdysk/stdyhlp.html(Good) 3. http://www.howtostudy.org/resources.php(Good) 4. http://www.edufind.com/english/grammar/ (Good) 5. <input type="checkbox"/> http://www.englishclub.com/grammar (Good) 6. <input type="checkbox"/> http://grammar.ccc.comment.edu/grammar/ (V. good) 7. <input type="checkbox"/> http://en.wikipedia.org/wiki/English_grammar (V. good) 8. <input type="checkbox"/> http://englishplus.com/grammar/ (Good)
Other Learning Materials	<p>http://orelt.col.org/module/unit/2-grammar-social-skills This course book is supported by CDs covering all the lessons of this course.</p>

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<p>Lecture rooms well equipped with teaching aids Language labs</p>
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<p>Laptop computer Multimedia projector system</p>

Item	Resources
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	Library should have English Newspapers , and some general books in English to develop reading and writing habit

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	