



# Course Specification

— (Bachelor)

Course Title: **Grammar**

Course Code: **ENGD 111**

Program: *Enter Program Name.*

Department: *Enter Department Name .*

College: **Applied College**

Institution: **Majmaah University**

Version: **version 1**

Last Revision Date: **18/9/2023**



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( 3 )

#### 2. Course type

A.  University     College     Department     Track     Others

B.  Required     Elective

3. Level/year at which this course is offered: ( level 1 )

#### 4. Course general Description:

This course adopts the Focus-on-Form (F on F) Approach (see Michael Long's theory) to raise the students' awareness of the fundamentals of English grammar to communicate effectively in different and socially meaningful contexts. It covers articles, auxiliaries (be, have, and do), singular & plural nouns, adjectives, adverbs, and prepositions. Furthermore, students will be exposed to English tenses (present simple, and present continuous.) Finally, possessive adjectives and possessive pronouns, Nouns, and Pronouns are covered in this course.

All these elements of grammar are expected to be introduced, emphasized, and made aware of in different meaningful contexts to help students understand the importance of grammar in learning the English language.

5. Pre-requirements for this course (if any):

NA

6. Pre-requirements for this course (if any):

NA

#### 7. Course Main Objective(s):

**By the end of the course, students should be able to:**

1. Identify the differences between the articles a, an & the in English.
2. Use correctly and purposively all the grammatical items presented in the course (articles, auxiliaries “be, have and do”, difference between the simple present, and present continuous, singular & plural nouns, adjectives, adverbs, prepositions).
3. Identify the parts of speech in the English language.
4. Differentiate between the present and past tenses in spoken or written contexts.
5. Identify the possessive adjectives and the possessive pronouns.
6. Use the countable and uncountable nouns with the correct subject verbs.

### 2. Teaching mode (mark all that apply)





No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
<b>Total</b>		<b>45</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	To recognize the fundamentals of English sentence structure (form, meaning, and usage of basic structures in English).	K1	<ul style="list-style-type: none"> <li>Lectures.</li> <li>Discussions.</li> <li>Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty developed exams and assignments</li> <li>-Midterm and final exams</li> </ul>
1.2	To identify the main tenses in English correctly	K2	<ul style="list-style-type: none"> <li>Lectures.</li> <li>Communicative exercises.</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Faculty developed exams and assignments</li> <li>-Midterm and final exams.</li> </ul>
<b>2.0</b>	<b>Skills</b>			





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	To use of the knowledge of the rules of grammar they learned.	S1	Lectures. - Online Discussion -Communicative drills.	-Participation. -Homework. -Midterm and final exams. -Tasks/Written Assignments.
2.2	To write suitable grammatical rules correctly based on the context they occur.	S 2	-Communicative exercises.	-Assignments. Exams
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	To cultivate students' ability to respect, appreciate, and understand one's own culture and the culture of other nations.	V1	-Group work and pair work that encourage the student to explain discuss and defend his own ideas with his peers. -Cooperative learning	-Skill based guide/ graded -communicative activities. -Homework.
3.2				

### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction & orientation	3
2.	Unit 1. Hello	3
3.	Unit 2 : holidays	3
4.	Unit 3 : family and friends	3
5.	Unit 4 : cities	3
6.	Unit 5 : my things + quiz	3
7.	Unit 6 : we love it	3
8.	<b>Mid-term 1</b>	3
9.	Unit 7 : daily life	3
10.	Unit 8 : work and study	3
11.	Unit 9 : travel & Unit 10 : famous people	3
12.	Unit 11 : true stories + quiz	3
13.	Unit 12 : The Weekend	3





14.	Mid-term 2	3
15.	REVISION	3
<b>Total</b>		<b>45</b>

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	6 & 12	%10
2.	Midterm Exam	8 & 14	%40
3.	Assignments	All the way through	%5
4.	participation/ presentations/ reflections	All the way through	%5
5.	Final Exam	17-18	%40
<b>Total</b>			<b>%100</b>

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	<b>Life beginner</b>
<b>Supportive References</b>	Mosaic 1 Reading, ME Gold Edition by Miki Knezevic, Publisher: McGraw Hill, Year 2007 (ISBN: 0077116429)
<b>Electronic Materials</b>	<a href="https://takeielts.britishcouncil.org/prepare-test/practice-tests/reading-practice-test-1-academic">https://takeielts.britishcouncil.org/prepare-test/practice-tests/reading-practice-test-1-academic</a> <a href="https://www.bestmytest.com/toefl/reading">https://www.bestmytest.com/toefl/reading</a> <a href="http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension">http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension</a>
<b>Other Learning Materials</b>	

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom, 30 to 40 chairs for 40 students, smart boards and whiteboards. The course book is online and all the materials given to the students are available electronically
<b>Technology equipment</b> (projector, smart board, software)	Smart board · Laptops · Overhead Projector · TVs
<b>Other equipment</b> (depending on the nature of the specialty)	Digital content. Video. Audio tracks



## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	students	Indirect "Students' academic experience evaluation" questionnaire done by the students at the end of each term. - "Program evaluation" questionnaire done by the students at the end of each term.
Effectiveness of Students assessment	Measuring of learning outcome unit	Direct – systemic tools
Quality of learning resources	Students and teacher	Indirect "Course evaluation" questionnaire done by the students on the university portal at the end of each term.
The extent to which CLOs have been achieved	coordinators	Direct Observations (form )
Other	coordinators	Direct Observations (form )

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	
<b>REFERENCE NO.</b>	
<b>DATE</b>	

