



# Course Specifications

<b>Course Title:</b>	Grammar (3)
<b>Course Code:</b>	ENG 213
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>4</b>
1. Course Description .....	4
2. Course Main Objective .....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	5
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support</b> .....	<b>6</b>
<b>F. Learning Resources and Facilities</b> .....	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required .....	6
<b>G. Course Quality Evaluation</b> .....	<b>6</b>
<b>H. Specification Approval Data</b> .....	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 2
<b>2. Course type</b> a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 3/Year 2
<b>4. Pre-requisites for this course (if any):</b> ENG 117 Grammar 2
<b>5. Co-requisites for this course (if any):</b> N/A

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	30
<b>Other Learning Hours*</b>		
1	Study	
2	Assignments	10
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	40

\* 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

<p><b>1. Course Description</b></p> <ul style="list-style-type: none"> <li>Grammar 3 relates form and meaning at the level of the sentence and above the sentence (in paragraphs and verbal exchanges).</li> <li>It focuses on the word-class members: Noun, Pronoun, Verb, and Adjective.</li> <li>It describes their forms, positions, and functions at the level of the English sentence in context.</li> </ul>
<p><b>2. Course Main Objectives</b></p> <ul style="list-style-type: none"> <li>Consolidate students' mastery of the grammatical rules of English covered at Level 1 and 2 and help them develop more correct and appropriate <i>use</i> of English in context.</li> </ul>

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Develop students' explicit and implicit knowledge of the English grammar.	K1
1.2	Develop their knowledge of the syntactic structure of the English sentence.	K3
1.3	Understand the factors that influence use of grammar in speech and writing	K2
<b>2</b>	<b>Skills:</b>	
2.1	Improve students' listening and speaking skills.	S1
2.2	Improve students' reading and writing skills.	S1
2.3	Identifying various grammatical elements and their function within sentences, and analyzing errors regarding the use of such elements.	S3
<b>3</b>	<b>Competence:</b>	
3.1	Use of Blackboard for additional opportunities for practice/research purposes	C2
3.2	Active involvement in group work, classroom discussion, and pair-work.	C3

## C. Course Content

No	List of Topics	Contact Hours
1	Overview of Verb Tenses	4
2	Present and Past: Simple and Progressive	4
3	Perfect and Perfect Progressive Tenses	4
4	Future Time	2
5	Subject Verb Agreement	4
6	Nouns and Pronouns	4
7	Modals	8
<b>Total</b>		<b>30</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Develop students' explicit and implicit knowledge of the English grammar.	Lectures, Discussions, Relating content to prior knowledge, Regular review	Two Progress Tests, Final Exam, Assignments/quizzes, Analysis of textbook exercises.
1.2	Develop their knowledge of the syntactic structure of the English sentence.	Discussions, Co-operative learning, Use of textbook charts and exercises,	Two Progress Tests, Final Exam, Assignments/quizzes, Analysis of textbook exercises.
1.3	Understand the factors that influence use of grammar in speech and writing	Discussions, Co-operative learning, Regular review	Two Progress Tests, Final Exam, Assignments/quizzes, Analysis of textbook exercises.
<b>2.0</b>	<b>Skills</b>		
2.1	Improve students' listening and speaking skills.	Discussions, Co-operative learning	Evaluating students' participation in classroom discussions.
2.2	Improve students' reading and writing skills.	Discussions, Co-operative learning,	Evaluating students' participation in classroom activities and homework assignments.
2.3	Identifying various grammatical elements and their function within sentences, and analyzing errors regarding the use of such elements.	Deductive and Inductive explanations of the rules. Cooperative learning.	Assignments/quizzes, Analysis of textbook exercises.
<b>3.0</b>	<b>Competence</b>		
3.1	Use of Blackboard for additional opportunities for practice/research purposes	Seven weekly office hours available for students' questions regarding the use of Blackboard	Evaluating students' participation involving classroom discussions and homework assignments.
3.2	Active involvement in group work, classroom discussion, and pair-work.	Encouraging consistent English communication of each student in class. Encouraging extracurricular involvement.	Evaluating students' participation involving classroom discussions and homework assignments.

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
4	Homework/quizzes, class participation	Various	10%
5	First Progress Test	Week 7	20%
6	Second Progress Test	Week 13	20%
7	Final Exam	Week 16	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 :

Faculty office hours= 10 per week;

Two voluntary hours in LEP (Language Enhancement Program) room are encouraged.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Azar, B. S. & Hagen, S. A. (2009). <i>Understanding and Using English Grammar</i> (Fourth Edition). Pearson & Longman. (Chapters 1-10)
<b>Essential References Materials</b>	<i>Oxford Advanced Learner's Dictionary</i>
<b>Electronic Materials</b>	BlackBoard <a href="http://www.pearsonlongman.com/ae/azar/grammar_ex/">http://www.pearsonlongman.com/ae/azar/grammar_ex/</a> <a href="http://www.interactive.com">http://www.interactive.com</a> <a href="http://www.englishforums.com/English/GeneralEnglishGrammarQuestions">www.englishforums.com/English/GeneralEnglishGrammarQuestions</a>
<b>Other Learning Materials</b>	<a href="http://www.longman.com/grammarexchange">http://www.longman.com/grammarexchange</a>

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<b>Classroom: 30 seats with white board</b>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<b>Smart Board, projector</b>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Program Leaders	1. Regular meetings among teachers and the course coordinator 2. Regular meetings by the curriculum review committee 3. Departmental council meetings to discuss proposals for the curriculum

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Processes for Verifying Standards of Student Achievement	Program Leaders	Mutual checking of random samples of examination papers by coordinators and other teachers of the same course and by the designated committees.
Processes for Improvement of Teaching	Faculty, Program Leaders, Peer Reviewer	1. In-house workshop. 2. Working group meetings. 3. Training new instructors.
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Faculty Peer Reviewers	Occasional in-class observations by faculty peers.

**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

<b>Council / Committee</b>	Department of English Council
<b>Reference No.</b>	20138
<b>Date</b>	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee