



Course Specifications

Course Title:	Grammar (4)
Course Code:	ENG 218
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 2			
2. Course type			
a.	University	College	Department
	<input type="checkbox"/> K <input type="checkbox"/> K <input type="checkbox"/> U	<input type="checkbox"/> F <input type="checkbox"/> L <input type="checkbox"/> T	<input type="checkbox"/> E <input type="checkbox"/> N <input type="checkbox"/> G
b.	Required	Elective	Others
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Level/year at which this course is offered: Level 4/ 2 nd year			
4. Pre-requisites for this course (if any): Grammar (3), ENG. 213			
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	30	100%
2	Blended		
3	E-learning		
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	25
2	Laboratory/Studio	
3	Tutorial	5
4	Others (specify)	
	Total	30
Other Learning Hours*		
1	Study	20
2	Assignments	20
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	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

1. 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.

2. Course Main Objective:

1. Students should gain adequate knowledge of advanced English grammar such as listing different types of coordinating conjunctions, connectives, 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.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	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.	K2
1.2	Students should be fully aware of the peculiarities and subtleties of English grammar mainly those encountered in TOEFL and similar tests.	K2
2	Skills :	
2.1	Demonstrate ability to analyze sentence structure.	S3

CLOs		Aligned PLOs
2.2	Demonstrate ability to identify various grammatical components and their function in sentences.	S3
2.3	Employ the gained knowledge of grammar in spoken and written discourse.	S1
2.4	Employ the grammatical knowledge in communicating with their colleagues as well as their instructors in an appropriate and accurate language.	S3
3	Competence:	
3.1	Advanced ability in using English language effectively.	C1

C. Course Content

No	List of Topics	Contact Hours
1	Coordinating Conjunctions	6
2	Adverb Clauses	6
3	Reduction of Adverb Clauses to Modifying Adverbial Phrases	4
4	Connectives that Express Cause and Effect, Contrast and Condition	8
5	Conditional Sentences and Wishes	6
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	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%)

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
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. Problem solving exercises on grammar	Quizzes/Assignments (10%) First-Mid-Term Test. (20%) Second-Mid-Term Test. (20%) Final exam. (50%)
2.0	Skills		
2.1	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	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
2.3	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.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.4	Employ the grammatical knowledge in communicating with their colleagues as well as their instructors in an appropriate and accurate language.	In class discussions	Observing the students' classroom activities. Evaluating the students' participation in dialogues and debates.
3.0	Competence		
3.1	Advanced ability in using English language effectively.	Encouraging students to communicate with their teachers and colleagues in English.	Observing the students' classroom activities. Evaluating the students' participation in dialogues and debates.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes and Assignments	4&10	10%
2	First-Mid-Term Test	7	20%
3	Second-Mid-Term Test	14	20%
4	Final Exam	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 :

Office Hours: 10 hours a week.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Azar, B. S. (2009). <i>Understanding and using English grammar</i> (4th edition). Longman. Chaps. 16–20
Essential References Materials	Maurer, J. (2000). <i>Focus on grammar: An advanced course for reference and practice</i> . Longman.
Electronic Materials	http://www.azargrammar.com/

	http://www.pearsonlongman.com/index.html
Other Learning Materials	Students are motivated to explore internet websites to find out support materials.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room with a capacity of 25 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	Blackboard, Data show, and Smart Board.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Appropriateness and effectiveness of teaching and assessment process.	Students	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.
Achievement of course learning outcomes.	Faculty	In-class observation by other colleagues. Peer observation. Observation by external experts. 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.

Evaluation Areas/Issues	Evaluators	Evaluation Methods

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	Department of English Council
Reference No.	20138
Date	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee