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| Institution : |  Hotat Sudair College |
| Academic Department : | English department |
| Program : | BA |
| Course title and code: | Grammar 3ENG212 |
| Specification Approved Date :  | 5/ 3 / 1439 H |

**Course Specifications**

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| **Institution:** Majmaah University | **Date:**  |
| **College/Department :** College of Science and Human studies - Hotat Sudair/Department of English |

**A. Course Identification and General Information**

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| 1. Course title and code:Grammar 3ENG212 |
| 2. Credit hours:(3) |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)None |
| 4. Name of faculty member responsible for the courseSana Abdelhay |
| 5. Level/year at which this course is offered:Level 3 |
| 6. Pre-requisites for this course (if any):Grammar 2 |
| 7. Co-requisites for this course (if any):None |
| 8. Location if not on main campus:NA |
| 9. Mode of Instruction (mark all that apply):100% a. traditional classroom What percentage?  b. blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage? f. other What percentage?**Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?1. To train students write correct English sentences2. To highlight the differences between tenses3. To develop the students' ability to identify & correct errors4. To help students use the passive mode correctly5. To enable students analyze condensed syntactic structures6. To develop the awareness of direct versus indirect mode7. To raise students' awareness of the phrasal verbs8. To give further practice to count and non-count nouns9. To help students use modal verbs more effectively10. To give further practice to the use of pronouns nouns. |

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)Encouraging students to practice more exercises and worksheets. |

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:This is course is designed for the undergraduate English-majored students at the College of Education, Majma'ah University. The prerequisite for this course is ENG122 - English Grammar 2. The aim of this course is to develop the abilities of students to effectively use English grammar at the upper intermediate level in interactive written as well as spoken English. |

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| **1. Topics to be Covered** |
| **List of Topics** | **No. of****Weeks** | **Contact hours** |
| Introduction: Basic sentence patterns | 1 | .3. |
| Verb tenses: present, future, past | 3 | 9 |
| Practice on tenses | 1 | 3 |
| Pronouns | .1 | 3 |
| Count & count nouns | 1 | 3 |
| Modal verbs | 1 | 3 |
| Phrasal verbs | 1 | 3 |
| Passive mode and practice | 3 | 9 |
| Indirect speech and practice | 3 | 9 |

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| **2. Course components (total contact hours and credits per semester):** |
|  | **Lecture** | **Tutorial** | **Laboratory/****Studio** | **Practical** | **Other:** | **Total** |
| **Contact****Hours** | **Planed** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |
| **Credit** | **Planed** | **3** |  |  |  |  | **3** |
| **Actual** | **3** |  |  |  |  | **3** |

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| 3. Additional private study/learning hours expected for students per week. 2hrs |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| **On the table below are the five NQF Learning Domains, numbered in the left column.** **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)  |
| **Code****#** | **NQF Learning Domains****And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| **1.0** | **Knowledge** |
| **1.1** | Define the basic sentence patterns | Lecturing | test |
| **1.2** | Complete a correct English sentence | Lecturing | test |
| **2.0** | **Cognitive Skills** |
| **2.1** | Differentiate between the tenses | Lecturing | test |
| **2.2** | Identify and correct errors | Lecturing | test |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | Solving problems | Group work | In class assessment |
| **3.2** |  |  |  |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | Using appropriate language to express an idea | PowerPoint presentation | Participation assessment |
| **4.2** |  |  |  |
| **5.0** | **Psychomotor** |
| **5.1** |  |  |  |
| **5.2** |  |  |  |

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| **5. Schedule of Assessment Tasks for Students During the Semester** |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | 1st midterm | Week 6th or 7th | 25% |
| **2** | 2nd midterm | Week 12th or 13th | 25% |
| **3** | Participation & Assignments | Continuous assessment | 25% |
| **4** | Final exam | At the end of the semester | 25% |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)Every day |

**E Learning Resources**

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| 1. List Required TextbooksFundamentals of English grammar; Betty Schrampfer Azar,2003 |
| 2. List Essential References Materials (Journals, Reports, etc.)Fundamentals of English grammar; Betty Schrampfer Azar,2003Interactions 2 Grammar; Patricia K. Werner, 2007 |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.http://a4esl.orglab.com/guide.htm-http://eslhttp://elt.oup.com/student/practicegrammarhttp://classroom.jc-schools.net/basic/la-grammar.htmlhttp://www.englisch-hilfen.de/en/exercises\_list/alle\_grammar.htmhttp://englishteststore.net/index.php?option=com\_content&view=article&id=11387&Itemid=427 |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)Available |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)Available |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of TeachingStudents Evaluation Questionnaire for the Course |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the DepartmentSetting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| 3. Processes for Improvement of TeachingOrganizing workshops and training sessions to facilitate experience exchange among faculty members. |
| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)1. Check marking of a sample of examination papers either by a resident or visiting faculty member.2. Double-check papers by a second reader in case of students who believe they are underrated |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.1. Compare syllabi and course description with other universities (including those on the net)2. Biannual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest |

**Name of Course Instructor: Sana Abdelhay**

**Signature: …………………………. Date Specification Completed: …………………**

**Program Coordinator: Dr. Murad Al.Shboul**

**Signature: ………………………….. Date Received: ………………………………......**