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| Institution : | University College of Science and Humanities, Majmaah University | |
| Academic Department : | English Language | |
| Programme : | BA | |
| Course title and code: | Grammar II Eng: 122 | |
| Specification Approved Date : | | …./ … / …… H |

**Course Specifications**

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| **Institution:**Majmaah University | **Date:** 18/11/2017 |
| **College/Department :**  College of Science and Humanities/English Language | |

**A. Course Identification and General Information**

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| 1. Course title and code: Grammar II, ENG 122 |
| 2. Credit hours:3 |
| 3. Program(s) in which the course is offered.  B. A. in English |
| 4. Name of faculty member responsible for the course:  Reef Alharbi |
| 5. Level/year at which this course is offered:  Level 2 / First Year |
| 6. Pre-requisites for this course (if any): ENG 111 Basic Grammar and Writing Sentences |
| 7. Co-requisites for this course (if any):  None |
| 8. Location if not on main campus:Hotat Sudair |
| 9. Mode of Instruction (mark all that apply):  **80 %**  **\***  a. traditional classroom What percentage?  **20%**  **\***  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?  This course aims to:   * Help students in expressing oneself orally and in writing in acceptable English * Make them understand the usage of time and tenses * Train them in using Present Simple, Present Progressive, Past Simple and Past Progressive tenses making them aware of the differences and confident in using of "Going to ", "Present progressive" and "Will/Shall" Futures * Explain modals, nouns and modifiers and their usage * Train the students identifying and using 'Possessives"; and letting them know and use of "Comparisons" and "prepositions" |

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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)  1. To increase exposure to English grammatical rules  2. To increase use of web based language analysis materials;  3. To regularly change and update textbooks and references.  4. To encourage students to do practical writingparagraphs.  5. To increase using of e-linguistics; and  6. To set up a students’ language and linguistics club. |

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

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| The course aims at teaching basic language structures focusing on practicing and using fundamental grammatical elements in written as well as in spoken English. The learners will develop their skills in expressing themselves orally and in writing in acceptable English. The course particularly aims at making the students understand the usage of time and tenses, modals, prepositions, nouns and modifiers, possessives and comparisons, specially Present Simple and Present Progressive tenses, what is covered in ENG.111, the course moves on to the usage of Past Simple, Past Progressive, Past Progressive vs. Past Simple, Past Progressive vs. Present Progressive; three Futures - "Going to Future", "Present Progressive Future" and "Will Future"; use of Modals, Nouns and Modifiers; identifying different types of "Possessives"; and finally to "Comparisons and Degrees".  أ |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Orientation Revision – present simple and present progressive ; frequency adverbs; time words used with present simple and present progressive tenses | 1 | 3 |
| Past simple and its different forms- statements, negatives and interrogatives; time words used with past tenses | 2 | 6 |
| Present progressive and its different forms – statements, negatives and interrogatives | 2 | 6 |
| Past progressive with past simple; and adverbs used in this context | 1 | 3 |
| Future time words; “Going to future” and its different forms-statements, negatives and interrogatives | 1 | 3 |
| “Present progressive future” and “ Will/Shall Future” and their different forms- statements, negatives and interrogatives | 2 | 6 |
| |  | | --- | | Modals | | Nouns and Modifiers; Possessives | | 2 | 6 |
| 2 | 6 |
| Comparisons | 1 | 3 |
| Revision | 1 | 3 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planned** | **45** | **None** | **None** | **None** | **None** | **45** |
| **Actual** | **45** | **None** | **None** | **None** | **None** | **45** |
| **Credit** | **Planned** | **3** | **None** | **None** | **None** | **None** | **3** |
| **Actual** | **3** | **None** | **None** | **None** | **None** | **3** |

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

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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** | To recognize tenses | Lecture, PPTS | Tests |
| **1.2** | To identify the structures of the tenses. | Lecture, PPTS | Tests |
| **2.3** | To introduce the use of proper Verbs. | Lecture, PPTS | Tests |
| **2.4** | To introduce the use of proper Modals | Lecture | Tests |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | To apply principles introduced | Think-pair share | Team work |
| **2.2** | To use information from the basic material | PPTs | Team work |
| **2.3** | To Plan effective writing. | Lecturing | Essay writing |
| **2.4** | To compare between different tenses and different language functions. | Lecturing | Individual assignments and group quizzes, tests and exams |
| **2.5** | To differentiate the use of simple past and past progress, Future | Collaborative Learning | Role plays |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | To participate in class discussion and think critically | Presentations | Problem solving questions |
| **3.2** | To use necessary skills to communicate in class | Presentations | Problem solving questions |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | To use of electronic journals and data basis | Encourage students to make extensive use of material on the web | Allocate marks for the use of web-based material in students' presentations. |
| **4.2** | To use of PowerPoint and laptop – projector systems | Encourage students to consult the specialist in the computer lab for help on web-based material | Distribute rubric at beginning of assignment so students know what they will be evaluated on |
| **4.3** | To use of communicative drills | the Use of PowerPoint when giving presentations | Appreciate the responsive students and encourage the slow learners to come forward and participate. |
| **4.4** | To experience predicting skills | Demonstrate and give blog and module assignments and coach students in how to carry them out |  |
| **5.0** | **Psychomotor** | | |
| **5.1** | **Not Applicable** |  |  |
| **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 6-7 | 20 % |
| **2** | Participation | All along | 10 % |
| **3** | Quizzes | All along | 5 % |
| **4** | Home Assignments | All along | 5 % |
| **5** | 2nd midterm | Week 11-12 | 20 % |
| **6** | Final | Week 14 | 40 % |
| **7** |  |  |  |
| **8** |  |  |  |

**D. Student Academic Counseling and Support**

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| 8 hour per course per week |

**E Learning Resources**

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| 1. List Required Textbooks  * Basic English Grammar Third Edition, Betty SchrampferAzar, Stacy A. Hagen, Pearson Longman, 2006 * English Grammar in Use, Third Edition, Raymond Murphy, Cambridge University Press, 2004. |
| 1. List Essential References Materials (Journals, Reports, etc.) 2. http://www.edufind.com/english/grammar/ (Good) 3. http://www.englishclub.com/grammar (Good) 4. http://grammar.ccc.comment.edu/grammar/ (V. good) 5. http://en.wikipedia.org/wiki/English\_grammar (V. good) 6. http://englishplus.com/grammar/ (Good) 7. http://owl.english.purdue.edu/handouts/gammar/ (Excellent) |
| 1. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   [www.writing.com](http://www.writing.com)  [www.geosites.com.soho/atrium](http://www.geosites.com.soho/atrium) |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  www.better.english.com  TOEFL test papers for writing essays should be made available |

**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.)  30 seats |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   * Lecture rooms well equipped with teaching aids * Language labs * Library * Conference hall |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)   * Laptop computer * Multimedia projector system |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  Library should have English Newspapers , and some general books in English to develop reading and writing habit |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class  2. End of term college evaluation of course by students ( to be collected by the department)  3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  By doing peer-evaluating per course.  1. Peer evaluation to assess ability of faculty members to work with their colleagues,  2. Class observations by supervisors |
| 1. Processes for Improvement of Teaching   Training sessions  2. Workshops to facilitate experience exchange among faculty members  3. Regular meetings to discuss and solve problems  4. Discussion of challenges in the classroom with colleagues and supervisors  5. Encouraging faculty members to attend professional development conferences  6. Keep up to date with pedagogical theory and practice  7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| 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)  Check marking of a sample of examination papers either by a resident or visiting faculty member  2. Arrange with another institution to have two common test items included on an exam and compare marks given  3. 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.  Compare syllabi and course description with other universities (including those on the net)  2. Bi-annual meetings of faculty members to discuss improvement  3. Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Name of Course Instructor:Reef Alharbi**

**Signature: Reef Date SpecificationCompleted:26/2/1439**

**Program Coordinator:Dr. MuradAl.Shboul**

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