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| Institution : | University College of Science and Human Studies at Hotat Sudair, Majmaah University | |
| Academic Department : | English | |
| Programme : | B.A | |
| Course title and code: | Grammar – I | |
| Specification Approved Date : | | 16/ 11/2017 |

**Course Specifications**

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| **Institution:** Majmaah University | Date: 16/11/2017 |
| **College/Department :** University College of Science and Humanities, Hotat Sudair,  Department of English | |

**A. Course Identification and General Information**

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| 1. Course title and code: Grammar – I , Eng: 111 |
| 2. Credit hours: 02 |
| 3. Program(s) in which the course is offered. BA., English  (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course: Dr. T. Gayathri |
| 5. Level/year at which this course is offered: Level 1, First year |
| 6. Pre-requisites for this course (if any): Basics of Grammar in High school Level |
| 7. Co-requisites for this course (if any): |
| 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?   * To help students to express themselves in good English orally and in writing. * To help students to i dentify and use the basic parts of the English sentence. * To help students to u se simple sentence structure. * To help students to use ‘to be’ and ‘to do’ in written and oral communication. * To help students to u se adverbs of frequency correctly. * To help students to use the present progressive and the past simple correctly. * To help students to identify and use nouns and pronouns correctly. * To help students to use punctuation correctly. |

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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) |

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

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| Course Description:  This course is designed for the undergraduate English-majored students at the College of  Education, Majmaah University. There is no pre-requisite for this course. The aim of this  course is to develop the abilities of the students to use and understand the basic sentence  structures effectively. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Parts of the Speech | 1 | 2 |
| Parts of the Speech | 1 | 2 |
| Using be | 1 | 2 |
| Using be, do and have | 1 | 2 |
| Simple Present | 1 | 2 |
| Mid I Exam | 1 | 2 |
| Simple Present, Use of adverbs of Frequency | 1 | 2 |
| Present Progress | 1 | 2 |
| Use of Prepositions | 1 | 2 |
| Talking about past | 1 | 2 |
| Simple sentence structure | 1 | 2 |
| Punctuation, and Article | 1 | 2 |
| II Mid Exam | 1 | 2 |
| Common Errors | 1 | 2 |
| Final Exam | 1 | 2 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | **30** |  |  |  |  | **30** |
| **Actual** | **30** |  |  |  |  | **30** |
| **Credit** | **Planed** | **2** |  |  |  |  | **2** |
| **Actual** | **2** |  |  |  |  | **2** |

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

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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** | Recognizing punctuation | Lecture | Test |
| **1.2** | Identifying parts of speech | Lecture | Test |
| **1.3** | Use of proper adverbs | Lecture | Test |
| **1.4** | Use of proper Tense | Lecture | Test |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Apply principles introduced | Questions on errors | Pair work |
| **2.2** | Use of information from the basic material | Exercises | Pair work |
| **2.3** | Differentiating the use of simple present and present progress | Assignment | Pair work |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Students can participate in class discussion and think critically | Guides and facilitates | Role plays |
| **3.2** | Students will use necessary skills to communicate in class | Guides and facilitates | Analysis |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Use appropriate English | Clues for dialogues | Role plays |
| **4.2** | Use of available web links for practice | Homework | Assignments |
| **5.0** | **Psychomotor** | | |
| **5.1** | ---NA--- |  |  |
| **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** | I Mid Exam | 6 | 20 |
| **2** | II Mid Exam | 12 | 20 |
| **3** | Assignments | 4 | 5 |
| **4** | Quiz | 8 | 5 |
| **5** | Presentations | 13 | 10 |
| **6** | Final Examination | 15 | 40 |
| **7** |  |  |  |

**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)  The teacher concerned is available for the students throughout the week during office hours. |

**E Learning Resources**

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| 1. List Required Textbooks   * Basic English Grammar Third Edition, Betty Schrampfer Azar, Stacy A. Hagen, Pearson Longman, 2006 * English Grammar in Use, Third Edition, Raymond Murphy, Cambridge University Press, 2004. |
| 2. List Essential References Materials (Journals, Reports, etc.)  Raymond Murphy, **Basic Grammar in Use**  Pub., Cambridge  Michael Swan, **Basic English Usage** Pub., by Oxford |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  <http://www.englishgrammar.org/exercises/>  http://www.grammarbank.com/english-grammar-exercises.html |
| 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.)  Class room**.** |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)   * LCD Projector and Smart Board |
| 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 Teaching   * Feedback forms on certain parameters of Teaching * Result Analysis of the Mid Exams and final exams * Conducting assignment * Radom quiz |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department   * Feedback from the students |
| 3. Processes for Improvement of Teaching   * Class room discussion * Feedback from the students * Assessment of 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) |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  A Library hour must be introduced to read the texts for effective writing, common errors in writing, grammatical rules, and thereby communicate the opinions in the class. |

**Name of Course Instructor: Dr. T. Gayathri**

**Signature: T. Gayathri Date Specification Completed: 16/11/2017**

**Program Coordinator: Dr.** Murad Al-Shaboul

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