



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	College of Education.
Academic Department :	English Department
Programme:	English Language (B.Ed. Programme)
Course Title and Code :	Grammar and Sentence Writing 1 (ENGL111)
Specification Approved Date :	/3/1440 H, 18/2/2019

Course Specifications

Institution: Majmaah University	Date:
College/Department : College of Education, Department of English	

A. Course Identification and General Information

1. Course title and code: Grammar and Sentence Writing 1 (ENGL111)																				
2. Credit hours: 3 credit hours																				
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) English Language																				
4. Name of faculty member responsible for the course Dr. Abdelmagid Abdelrahman																				
5. Level/year at which this course is offered: 1 st level																				
6. Pre-requisites for this course (if any) : NONE																				
7. Co-requisites for this course (if any): (NA)																				
8. Location if not on main campus: (NA)																				
<p>9 - Mode of Instruction (mark all that apply)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;">A - Traditional classroom</td> <td style="width: 10%; text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="width: 30%; padding: 5px;">What percentage?</td> <td style="width: 25%; text-align: center; padding: 5px;">70 %</td> </tr> <tr> <td style="padding: 5px;">B - Blended (traditional and online)</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">10 %</td> </tr> <tr> <td style="padding: 5px;">D - e-learning</td> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">20 %</td> </tr> <tr> <td style="padding: 5px;">E - Correspondence</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">..... %</td> </tr> <tr> <td style="padding: 5px;">F - Other</td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;">What percentage?</td> <td style="text-align: center; padding: 5px;">..... %</td> </tr> </table>	A - Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	70 %	B - Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	10 %	D - e-learning	<input checked="" type="checkbox"/>	What percentage?	20 %	E - Correspondence	<input type="checkbox"/>	What percentage? %	F - Other	<input type="checkbox"/>	What percentage? %
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F - Other	<input type="checkbox"/>	What percentage? %																	
Comments:																				



B Objectives

What is the main purpose for this course?

By the end of the course, students are expected to:

1. Express themselves in good English orally and writing.
2. Identify and use the fundamentals of English sentence structure.
3. Acquire "accuracy" as well as fluency in simple writing and speaking.
4. Use correctly and purposively all the grammatical items presented in the course: English verb tenses, auxiliaries (be, have and do), modals, nouns (count, noncount, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc.
5. Distinguish between the following while communicating effectively and purposively:

Present vs. Present Progressive Tenses

Present vs. Past Tenses

Past and Past Progressive Verb Forms

Present, Past vs. Present Perfect Tenses

6. Particularly identify and use English nouns correctly and meaningfully.
7. Use punctuation correctly.

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)

Using a mixture of methods that combine informative traditional lecturing with a set of modern classroom learner-centred techniques. The latter techniques make use of technology and (ICT).

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

This course adopts the Focus-on-Form (FonF) Approach (see Michael Long's theory), to raise the students' awareness of fundamentals of English grammar while can still communicate effectively in a socially meaningful context. Grammatical elements targeted in the course (and which will also be continued in *ENGL 121 Communicative*

Grammar), include (but not necessarily limited to): English verb tenses, auxiliaries (be, have and do), modals, nouns (count, noncount, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc.

Within tenses particular focus is given to the differences between present and progressive, present and past tenses, past and past progressive, perfect tenses (present and past perfect), future expressions, etc. These forms are expected to be introduced, emphasized and made aware of, while largely utilizing the context of the sentence in a meaningful event/act.

The selection of a textbook for this course (and for all courses in our study plan) will generally tend to be more dynamic and flexible (keeping in mind the course philosophy, aims and expected outcomes, any textbook that is deemed to best realizing these, may be selected). Preference, however, will be given to the more updated, timely, comprehensive and communicative grammar course books).

List of Topics	No. of Weeks	Contact Hours
Introduction: The role of grammar in understanding and using language.	1	3
Simple sentence structure	1	3
Using be	1	3
Using be and have	1	3
Using the simple present	1	3
Using the present progressive	1	3
Talking about the present	1	3
Nouns and pronouns	1	3
Count and non-count nouns	1	3
Adjectives, Adverbs, Prepositions	1	3
Intensifiers, Modifiers	1	3
Comparatives and Superlatives, Possessives	1	3
Conditionals	1	3
Expressing past time (Part-1) <i>Present, Past vs. Present Perfect Tenses</i>	2	6
English Punctuation	1	3

2. Course components (total contact hours and credits per semester):



		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	37				8	45
	Actual	39				3	42
Credit	Planned	45					45
	Actual	40					45

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

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognising the (fundamentals) of English sentence structure (form, meaning, and usage of basic structures in English).	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home Assignments

			6. Final written exam
1.2	Expressing themselves in good English orally and writing.	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home Assignments 6. Final written exam
1.3	Using correctly and purposively all the grammatical items presented in the course: English verb tenses, auxiliaries (be, have and do), modals, nouns (count, noncount, etc.), adjectives, adverbs, prepositions, intensifiers, modifiers, comparatives and superlatives, possessives, conditionals, etc.	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home Assignments 6. Final written exam
1.4	Exposing students to open-ended communicative task for both speaking and writing.	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home

1.5	<p>1. Distinguish between the following while communicating effectively and purposively:</p> <p><i>Present vs. Present Progressive Tenses</i> <i>Present vs. Past Tenses</i> <i>Past and Past Progressive Verb Forms</i> <i>Present, Past vs. Present Perfect Tenses</i></p>	<ul style="list-style-type: none"> - Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework 	<p>Assignments 6. Final written exam</p> <p>1. Class participation 2. Quizzes 3. Class presentations based on outside reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home Assignments 6. Final written exam</p>
2.0 Cognitive Skills			
2.1	<p>Ability to think critically and analytically making use of the knowledge of the rules of grammar.</p>	<ol style="list-style-type: none"> 1. Lectures / teaching students how to use Reading material 2. Class discussions / teaching students to think independently and engage in group discussions & practice 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the classroom with the instructor 4. Group / pair work will be encouraged. 	<ol style="list-style-type: none"> 1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes



<p>2.2</p>	<p>Identifying and using English nouns correctly and meaningfully.</p>	<p>1. Lectures / teaching students how to use Reading material 2. Class discussions / teaching students to think independently and engage in group discussions & practice 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor 4. Group / pair work will be encouraged.</p>	<p>1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes</p>
<p>2.3</p>	<p>Using comparatives and superlatives correctly and appropriately.</p>	<p>1. Lectures / teaching students how to use Reading material 2. Class discussions / teaching students to think independently and engage in group discussions & practice 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class</p>	<p>1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes</p>



		<p>room with the instructor</p> <p>4. Group / pair work will be encouraged.</p>	
2.4	Applying different communicative approaches to the study of basic grammar and writing	<p>1. Lectures / teaching students how to use Reading material</p> <p>2. Class discussions / teaching students to think independently and engage in group discussions & practice</p> <p>3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class</p> <p>room with the instructor</p> <p>4. Group / pair work will be encouraged.</p>	<p>1. Class participation</p> <p>2. Presentations</p> <p>3. Home Assignments</p> <p>4. Midterms and exams</p> <p>5. Group assignments</p> <p>6. Quizzes</p>
2.5	Use English punctuation correctly.	<p>1. Lectures / teaching students how to use Reading material</p> <p>2. Class discussions / teaching students to think independently and engage in group discussions & practice</p> <p>3. Individual meetings with</p>	<p>1. Class participation</p> <p>2. Presentations</p> <p>3. Home Assignments</p> <p>4. Midterms and exams</p> <p>5. Group assignments</p> <p>6. Quizzes</p>

		students/ encouragement of students to discuss paper topics outside the class room with the instructor 4. Group / pair work will be encouraged.	
3.0 Interpersonal Skills & Responsibility			
3.1	Completing reading assignments in due time.	<ol style="list-style-type: none"> 1. Students are made aware of the significance of time management in teaching learning process 2. Discussions with students on reading rules and its usages 3. Individual counseling on writing difficulties 4. Group work and pair work that encourage the student to explain, discuss and defend his own ideas with hispeers. 	<ol style="list-style-type: none"> 1. Active class participation reflects the students ability to keep up with the reading schedule effectively 2. The habit of doing homework will certify to the student's ability to fulfill assignments and respect deadlines 3. Performance on midterms and final exams are evidence of the student's ability to recollect andsynthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
3.2	Participating in class discussion and thinking independently and critically .	<ol style="list-style-type: none"> 1. Students are made aware of the significance of time management in teaching learning process 2. Discussions 	<ol style="list-style-type: none"> 1. Active class participation reflects the students ability to keep up with the reading schedule effectively 2. The habit of doing homework

		<p>with students on reading rules and its usages</p> <p>3. Individual counseling on writing difficulties</p> <p>4. Group work and pair work that encourage the student to explain, discuss and defend his own ideas with hispeers.</p>	<p>will certify to the student's ability to fulfill assignments and respect deadlines</p> <p>3. Performance on midterms and final exams are evidence of the student's ability to recollect andsynthesize information</p> <p>4. Instructor's assessment of student's performance and seriousness during individual supervision hours</p>
3.3	Acting responsibly in carrying out individual as well as group assignments or any other tasks.	<p>1. Students are made aware of the significance of time management in teaching learning process</p> <p>2. Discussions with students on reading rules and its usages</p> <p>3. Individual counseling on writing difficulties</p> <p>4. Group work and pair work that encourage the student to explain, discuss and defend his own ideas with hispeers.</p>	<p>1. Active class participation reflects the students ability to keep up with the reading schedule effectively</p> <p>2. The habit of doing homework will certify to the student's ability to fulfill assignments and respect deadlines</p> <p>3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information</p> <p>4. Instructor's assessment of student's performance and seriousness during individual supervision hours</p>
3.4	Learn team and inter-team skills in the context of studying grammar and sentence structure.	<p>1. Students are made aware of</p>	<p>1. Active class participation</p>

		<p>the significance of time management in teaching learning process</p> <p>2. Discussions with students on reading rules and its usages</p> <p>3. Individual counseling on writing difficulties</p> <p>4. Group work and pair work that encourage the student to explain, discuss and defend his own ideas with hispeers.</p>	<p>reflects the students ability to keep up with the reading schedule effectively</p> <p>2. The habit of doing homework will certify to the student's ability to fulfill assignments and respect deadlines</p> <p>3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information</p> <p>4. Instructor's assessment of student's performance and seriousness during individual supervision hours</p>
3.5		<p>1. Students are made aware of the significance of time management in teaching learning process</p> <p>2. Discussions with students on reading rules and its usages</p> <p>3. Individual counseling on writing difficulties</p> <p>4. Group work and pair work that encourage the student to explain, discuss and defend his own ideas with hispeers.</p>	<p>1. Active class participation reflects the students ability to keep up with the reading schedule effectively</p> <p>2. The habit of doing homework will certify to the student's ability to fulfill assignments and respect deadlines</p> <p>3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information</p> <p>4. Instructor's assessment of student's</p>



			performance and seriousness during individual supervision hours
4.0 Communication, Information Technology, Numerical			
4.1	Use of task- based grammatical activities.	<ol style="list-style-type: none"> 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations 4. Demonstrate and give blog and module assignments and coach students in how to carry them out 5. Encourages growth in all areas of language use, and to be interesting, useful, and fun for student and teacher alike. 	Quizzes, tests. Final exam, short response papers, classroom presentations, etc.
4.2	Use of PowerPoint and laptop – projector systems	<ol style="list-style-type: none"> 1. Encourage students to make extensive use of material on the web 2. Encourage 	<ol style="list-style-type: none"> 1. Allocate marks for the use of web-based material in students' presentations. 2. Distribute rubric at beginning of



		<p>students to consult the specialist in the computer lab for help on web-based material</p> <p>3. Demand the use of PowerPoint when giving presentations</p> <p>4. Demonstrate and give blog and module assignments and coach students in how to carry them out</p> <p>5. Encourages growth in all areas of language use, and to be interesting, useful, and fun for student and teacher alike.</p>	<p>assignment so students know what they will be evaluated on</p> <p>3. Appreciate the responsive students and encourage the slow learners to come forward and participate.</p>
<p>4.3</p>	<p>Use of communicative drills.</p>	<p>1. Encourage students to make extensive use of material on the web</p> <p>2. Encourage students to consult the specialist in the computer lab for help on web-based material</p> <p>3. Demand the use of PowerPoint when giving presentations</p> <p>4. Demonstrate and give blog and module</p>	<p>1. Allocate marks for the use of web-based material in students' presentations.</p> <p>2. Distribute rubric at beginning of assignment so students know what they will be evaluated on</p> <p>3. Appreciate the responsive students and encourage the slow learners to come forward and participate.</p>



		<p>assignments and coach students in how to carry them out 5. Encourages growth in all areas of language use, and to be interesting, useful, and fun for student and teacher alike.</p>	
<p>4.4</p>	<p>Experience predicting skills.</p>	<p>1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-based material 3. Demand the use of PowerPoint when giving presentations 4. Demonstrate and give blog and module assignments and coach students in how to carry them out 5. Encourages growth in all areas of language use, and to be interesting, useful, and fun for student and teacher alike.</p>	<p>1. Allocate marks for the use of web-based material in students' presentations. 2. Distribute rubric at beginning of assignment so students know what they will be evaluated on 3. Appreciate the responsive students and encourage the slow learners to come forward and participate.</p>



5.0	Psychomotor		
5.1	Not applicable (NA)	Not applicable (NA).	Not applicable (NA)

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	8	15 %
2	Participation	All along	10 %
3	2nd midterm	12	15 %
4	Final	16	60 %

D. Student Academic Counseling and Support

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)

4-5 hours office hours per week.

Students receive various kinds of counseling inside and outside classroom(formally and informally).

Particular counseling is given to help students do project work

E Learning Resources

1. List of Required Textbooks :

- Betty Schramper Azar, Stacy A. Hagen, Basic English Grammar (3rd Edition), Pearson Longman
- **Web-based materials collated from various sources.**

2. List of Essential References Materials : NONE

3. List of Recommended Textbooks and Reference Material :

- Rayond Murphy, Essential English Grammar (3rd Edition), Cambridge University Press



4. List of Electronic Materials :

- www.eslcafe.com
- www.geocities.com/soho/atrium
- www.204.pair.com/ebaack
- www.io.com
- http://owl.english.purdue.edu/
- www.better.english.com
- www.eviews.net/references.html
- www.ohiou.edu/esl/english/index.html

1. Other learning material :

NONE

F. Facilities Required

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.)

- **Larger and more convenient classrooms.**
- **Better equipped language labs.**

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **Laptop computer-projector system.**
- **Data show to facilitate going over students' papers in class**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list).

CDs/Flash memory materials

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:



1. Individual interviews and class discussions to identify strengths and weaknesses.
2. Informal course evaluation by students performed monthly over the term.
3. End of term college evaluation of course by students (to be collected by the department).
4. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.

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2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- **Exchanged instructor (peer) visits encouraged by the department.**
- **Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.**
- **An end-of-the-term course report required by the department Quality Unit.**

3 Processes for Improvement of Teaching :

- **Workshops and seminars (both inside and outside the department).**
- **A set of strategies to ensure variability, updatedness and flexibility of materials.**

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):

- **Adopting a regular system of marking peer checking.**
- **Having students' final exam sheets checked by an independent reviewer/marker.**
- **Holding regular workshops devoted partially or wholly to discussing testing criteria and problems.**
- **Students who believe they are under-graded may have their papers checked by a second reader/marker.**

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- Regularly review syllabi and course descriptions for more improvement and updatedness (taking some reputable institutions as benchmarks/touchstones).
- Holding regular meetings and workshops to discuss syllabus improvement.
- Checking course effectiveness via constantly seeking feedback from students and graduates/alumni (esp. those who have been recruited as school/college teachers).

Name of Course Instructor: Dr. Abdelmagid Abdelrahman

Signature: Date Specification Completed: 18/2/2019

Program Coordinator: Dr. AiedAlenizi

Signature:Date Received:18/2/2019