



# Course Specification

## (Bachelor)

Course Title: **Grammar & Writing Sentence 1**

Course Code: **ENGL 111**

Program: **Bachelor of Arts**

Department: **English**

College: **Education**

Institution: **Majmaah University**

Version: **TP- 152- 2023**

Last Revision Date: **4<sup>th</sup> September 2023**



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( ...3... )

#### 2. Course type

- A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: ( ...2....)

#### 4. Course general Description:

This course adopts the Focus-on-Form (F on F) 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, no-count, 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 prefect), 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.

5. Pre-requirements for this course (if any): None

6. Co-requisites for this course (if any): None

#### 7. Course Main Objective(s):

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, non-count, 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. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40	89 %
2	E-learning	5	11 %
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning		

## 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	5
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the (fundamentals) of English sentence structure (form, meaning, and usage of basic structures in English).	K1	<ul style="list-style-type: none"> <li>Lectures/presentations</li> <li>Exposing to activities and exercises in the text book</li> <li>Controlled and free practice</li> <li>Using websites</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Class tests and activities/Assignments</li> <li>Midterm and Final exams</li> </ul>



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			and online resources • Teaching through Blackboard tools	
1.2				
2.0	<b>Skills</b>			
2.1	(Cognition): Analyze the basic rules and structures of grammar functions of parts of speech, auxiliaries, and tenses.	S1	<ul style="list-style-type: none"> <li>Lectures/TBL</li> <li>Textbook exercises and activities</li> <li>Paring and sharing activities</li> <li>Discussions</li> </ul>	<ul style="list-style-type: none"> <li>Class tests and homework</li> <li>Quizzes</li> <li>Midterm and Final Exams</li> </ul> Blackboard Activities evaluation
2.2	(Communication): Use grammatical structures in open-ended communicative tasks for speaking and writing appropriately and effectively.	S1	<ul style="list-style-type: none"> <li>Class Discussions</li> <li>Pair and share tasks</li> <li>Group tasks</li> <li>Blackboard tools (Participation in discussion box and writing blogs)</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Formative assessment</li> <li>Assignments</li> <li>Evaluation of participation in Blackboard tools</li> <li>Quizzes and exams</li> </ul>
...				
3.0	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate responsibility and cooperative skills to follow the ethical standards in writing assignments and projects.	V1	Grammar and translation at the same time	<ul style="list-style-type: none"> <li>Formative assessment</li> <li>Group Assignments/project evaluation</li> </ul> Feedback from the employers
3.2				
...				

### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction: The role of grammar in understanding and using language	3
2.	Simple sentence structure	3
3	Using be	3





4	Using be and have	3
5	Using the simple present	3
6	Using the present progressive	3
7	Talking about the present	3
8	Nouns and pronouns	3
9	Count and non-count nouns	3
10	Adjectives, Adverbs, Prepositions	3
11	Intensifiers, Modifiers	3
12	Comparatives and Superlatives,	3
13	Possessives	3
14	Conditionals	3
15	Expressing past time (Part-1)	3
Total		

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm(s)	6 & 12	30%
2.	Assignments and participation	All the way through	10%
3.	Projects/ papers/ presentations/ reflections	All the way through	20%
4.	Final Examination	Week 15	40%

\* Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

#### E. Learning Resources and Facilities

##### 1. References and Learning Resources

Essential References	• Betty Schramper Azar, Stacy A. Hagen, Basic English Grammar (3rd Edition), Pearson Longman
Supportive References	Raymond Murphy, Essential English Grammar (3rd Edition), Cambridge University Press
Electronic Materials	<ul style="list-style-type: none"> <li>• <a href="http://www.eslcafe.com">www.eslcafe.com</a></li> <li>• <a href="http://www.geocities.com/soho/atrium">www.geocities.com/soho/atrium</a></li> <li>• <a href="http://www.204.pair.com/ebaack">www.204.pair.com/ebaack</a></li> <li>• <a href="http://www.io.com">www.io.com</a></li> <li>• <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a></li> <li>• <a href="http://www.better.english.com">www.better.english.com</a></li> <li>• <a href="http://www.eviews.net/references.html">www.eviews.net/references.html</a></li> <li>• <a href="http://www.ohiou.edu/esl/english/index.html">www.ohiou.edu/esl/english/index.html</a></li> </ul>
Other Learning Materials	Blackboard (LMS)



## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> <li>Enough space is available at college for accommodating the students:</li> <li>Lecture rooms can accommodate up to 50 students.</li> </ul> Laboratories accommodate up to 32 students.
<b>Technology equipment</b> (projector, smart board, software)	<ul style="list-style-type: none"> <li>Smart Boards, digital podiums and Internet facilities are available in the classrooms.</li> <li>Well -equipped language labs are available at the college for students during practical lectures.</li> </ul>
<b>Other equipment</b> (depending on the nature of the specialty)	All the necessary resources are available in the Campus

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Instructors and coordinators	#A "Course evaluation" questionnaire done by the students on the university portal at the end of each term #A "Students' academic experience evaluation" questionnaire done by the students at the end of each term # A "Program evaluation" questionnaire done by the students at the end of each term
Effectiveness of Students assessment	Instructors and coordinators	# Revising study plans of the department by the college committee of Academic Study Plans. # Quality check by colleagues and Head of the Department
Quality of learning resources	Evaluation committee for employment of graduates	Feedback from the employers
The extent to which CLOs have been achieved	Academic Board	# Ensure validity, reliability and accuracy of midterm and final exams.
Other	<ul style="list-style-type: none"> <li>Quality Unit Course Coordinators</li> </ul>	# Course reports evaluations #Action Plans



**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

