



Course Specification

— (Bachelor)

Course Title: **Communicative Grammar**

Course Code: ENGL 121

Program: **B.A. in English**

Department: **English**

College: **College of Education**

Institution: **Majmaah University**

Version: *Course Specification Version Number*

Last Revision Date: *Pick Revision Date.*

Table of Contents

A. General information about the course:	3
1. Course Description	
2. Course Main Objective.....	Error! Bookmark not defined.
3. Course Learning Outcomes	Error! Bookmark not defined.
4. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods ..	Error! Bookmark not defined.
5. Assessment Tasks for Students.....	Error! Bookmark not defined.
C. Course Content	6
D. Students Assessment Activities	6
E. Learning Resources and Facilities	7
1. Learning Resources	Error! Bookmark not defined.
2. Facilities Required	Error! Bookmark not defined.
F. Assessment of Course Quality	8
G. Specification Approval	9





A. General information about the course:

1. Course Identification

1. Credit hours: (2)

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:

1. Course Description

1. Course Description

This course builds on ENGL 111 (Grammar and Sentence Writing), and continues its philosophy of Focus-on-Form Approach to teaching grammar. As such, the course aims to develop students' Communicative Competence marked by combining fluency with grammatical appropriateness via integrating grammar instruction and grammar practice with always a communicative approach to language teaching in mind. This course puts the accent on the actual act of communication. Thus, language structures are not supposed to be taught in isolation but integrated to the four skills of language and practiced in a meaningful context. The students must understand a grammatical structure and be able to use it in a variety of situations spontaneously and not just learn the patterns at the utterance level. This will involve using language to perform a wide range of functions (drawing on a functional and use-based approach to grammar). Examples may include: talking or writing about occupations, professions, writing emails, observing politeness, using phrasal verbs communicatively, describing things and processes, using reported speech correctly in story-telling, grammar for academic writing etc. (see course contents). Instructors should select an appropriate textbook of grammar [e.g. The Communicative Grammar of English by Edward woods and Ruddy Coppiters; A Communicative Grammar of English by Geoffrey Leech and Jan Svartvik, Open Resources For English Language Teaching (ORELT)-(Online Source), etc.].

Additionally, A wide range of speaking tasks have been designed which engaged the learners in individual speaking, dialogues in pairs, group discussions and role-play. Focus is also on preparing the students for language proficiency tests such as IELTS and iBT TOEFL tests.

Instructors are required to keep updated and to be context-sensitive, flexible, dynamic and to vary both teaching and evaluation strategies (integrating teaching and testing). Although the Interactions series is currently used in the course, this can change or may be supplemented by any other materials (materials selection or collation depends largely on the course philosophy, aims and outcomes).

5. Pre-requirements for this course (if any): ENGL111

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



7. Course Main Objective(s):

By the end of the course, students should be able to:

1. Engage in conversational English for real-life communicative purposes: Talking about professions, describing a process (how to send an e-mail, Wrap a gift, etc.
2. Enable students to perform certain language functions using appropriate grammar and Vocabulary: Using Modals for polite requests, Degrees of politeness, contracted forms, giving a description using relative clauses, phrasal verbs, using adjectives for descriptions.
3. Raise students' consciousness with the ways in which grammatical structures convey different meanings in written compositions: Composing a story using reported speech, describing events (using active/passive voice), using non-finite verbs in descriptive passages.
4. Providing them with students to practice: Simple, Compound and Complex Sentences, Sequencing of ideas in paragraphs through relative clauses and pronouns. Use of conjunctions and adjectives, grammatical categories for comparing and contrasting.
5. Familiarize students with specific grammatical structures and categories for academic texts such as describing, defining, writing summaries, turning notes into essays.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	90%
2	E-learning	5	10%
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	25
2.	Laboratory/Studio	5
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		30

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	Identify grammatical structures and forms in different social,	K 2	Using a text book Presentations/lectures, group discussions Pairing and sharing Communicative drills Use predicting skills. -Free practice / Control practice	Quizzes, exams -Class discussion -Communicative drills
1.2				
...				
2.0	Skills			
2.1	Cognitive: Apply, use and analyze grammatical structures and forms communicatively and appropriately in particular social and communicative contexts.	S1	Using a text book Presentations/lectures -Class discussion -Communicative drills -Use predicting skills. -Free practice / Control practice	- Exams -Quizzes - Assignments
2.2	Communication: Present information effectively in speech and /or writing.	S1	Participation, group assignment	Observation rubric
...				
3.0	Values, autonomy, and responsibility			





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.1	Responsibility: Comply with relevant academic and professional ethics.	V 2	Role-play, group discussions/dialogues Conversations/arguments	Observation, Assignments

C. Course Content

No	List of Topics	Contact Hours
1.	Orientation:. Course Orientation: What is Grammar and How to Learn it Effectively?	2
2.	Unit 1: Communicating Effectively -Communicating Effectively -Grammar rules for speaking and conversing accurately	6
3.	Unit 2: Grammar for Social Skills -using modals, adjectives, adverbs, conditionals, comparatives and superlatives, etc., for a variety of social purposes and functions	6
4.	Unit 3: Grammar Games for Fun -Grammar for Improving Composition/ Writing skills (for different purposes -Punctuations	6
5.	Unit 4: Grammar for Improving Composition Skills	4
6.	Unit 5: Grammar across the Curriculum -Achieving accuracy in defining, describing, comparing and contrasting, arguing for and against, criticizing, summarizing, concluding, etc.	4
7.	Grammar for Online Writing (emailing, tweeting, Whatsapping, group chatting, etc.	2
8.	Revision, Midterm and Final Exam	
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment(s) (Value: Responsibility)	Throughout the term	5% Value :Responsibility





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Presentation/ participation/ group assignment (Skills: Communication)	Throughout the term	10% Skills: Cognition
3.	Quiz(zes) (knowledge+ skills)	Any time during the semester	15%
4.	Midterm Exam (knowledge + skills)	8	30%
5.	Final Exam knowledge+ skills)	16	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

Required Textbooks	<p>•Raymond Murphy (2004). English Grammar in Use, Third Edition, Cambridge University Press.</p> <p>Leech, G. and Svartick, Jan. (2013). A Communicative Grammar of English. London: Routledge.</p> <p>Accompanied by: Woods, Edward and Copieters, R. The Communicative Grammar of English Workbook).</p>
Essential References	<p>ESL Intermediate/Advanced Grammar by Mary Ellen Muñoz Page</p> <p>ESL (English as a Second Language) Grammar Intermediate & Advanced by Mary Ellen Munoz</p>
Supportive References	
Electronic Materials	<ol style="list-style-type: none"> 1. http://www.how-to-study.com 2. http://www.ucc.vt.edu/stdysk/stdyhlp.html 3. http://www.howtostudy.org/resources.php 4. http://www.edufind.com/english/grammar 5. http://www.englishclub.com/grammar 6. http://grammar.ccc.comment.edu/grammar 7. http://en.wikipedia.org/wiki/English_grammar 8. http://englishplus.com/grammar
Other Learning Materials	SDL, Central Library on the Campus

2. Required Facilities and equipment





Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Enough space is available at college for accommodating the students: •Lecture rooms can accommodate up to 50 students. Laboratories accommodate up to 32 students. •
Technology equipment (projector, smart board, software)	• Smart Boards, digital podiums and Internet facilities are available in the classrooms. • Well -equipped language labs are available at the college for students during practical lectures.
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Lecturers 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.
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	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.
Effectiveness of Students assessment		
Quality of learning resources		
The extent to which CLOs have been achieved		
Other		

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

Assessment Methods (Direct, Indirect)



G. Specification Approval

COUNCIL /COMMITTEE	Department Board/Council; Academic Board and Committee for Course/Curricula Development/Quality Unit
REFERENCE NO.	
DATE	

