Course Specifications

Course Title:	Grammar and Sentence Writing 1
Course Code:	Engl. 111
Program:	B. A. in English Language
Department:	English Department
College:	Science and Humanities in Al-Ghat
Institution:	Majmaah University

Table of Contents

A. Course Identification

1. Credit hours:
3 Hours

2. Course type

a. University ☐ College ☐ Department ☑ Others ☐
b. Required ☑ Elective ☐

3. Level/year at which this course is offered:
Level Two

4. Pre-requisites for this course (if any)**:**
None

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

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	22	50
2	Blended	10	20
3	E-learning		
4	Correspondence	8	20
5	Other	4	10

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	38
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	38
Other Learning Hours*		
1	Study	
2	Assignments	4
3	Library	
4	Projects/Research Essays/Theses	2
5	Others (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description
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 121Communicative 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 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.

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).

2. Course Main Objective

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.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	**Knowledge:**	
1.1	Recognizing the (fundamentals) of English sentence structure (form, meaning, and usage of basic structures in English).	
1.2	Expressing themselves in good English orally and writing.	
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.	
1.4	Exposing students to open-ended communicative task for both speaking and writing.	
1.5	Distinguish between the following while communicating effectively and purposively: *Present vs. Present Progressive Tenses*	

	CLOs	Aligned PLOs
	Present vs. Past Tenses *Past and Past Progressive Verb Forms* *Present, Past vs. Present Perfect Tenses*	
2	**Skills :**	
2.1	Ability to think critically and analytically making use of the knowledge of the rules of grammar.	
2.2	Identifying and using English nouns correctly and meaningfully.	
2.3	Using comparatives and superlatives correctly and appropriately.	
2.4	Applying different communicative approaches to the study of basic grammar and writing	
2.5	Use English punctuation correctly.	
3	**Competence:**	
3.1	Completing reading assignments in due time.	
3.2	Participating in class discussion and thinking independently and critically.	
3.3	Acting responsibly in carrying out individual as well as group assignments or any other tasks.	
3.4	Learn team and inter-team skills in the context of studying grammar and sentence structure.	
3.5		

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	6
15	Expressing past time (Part-1)	3
Total		**45**

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	Recognising the (fundamentals) of English sentence structure (form, meaning, and usage of basic structures in English).	- Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework	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.	- Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework	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.	- Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework	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.	- Class discussion - Communicative drills - Collaborative learning/Team work - Use predicting skills - Regular homework	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
1.5	1. Distinguish between the following while communicating effectively and purposively:	- Class discussion - Communicative drills - Collaborative	1. Class participation 2. Quizzes 3. Class presentations based on outside

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	Present vs. Present Progressive Tenses *Present vs. Past Tenses* *Past and Past Progressive Verb Forms* *Present, Past vs. Present Perfect Tenses*	learning/Team work - Use predicting skills - Regular homework	reading about the grammar activities to be covered 4. Midterms/objective type questions 5. Home Assignments 6. Final written exam
2.0	**Skills**		
2.1	Ability to think critically and analytically making use of the knowledge of the rules of grammar.	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.	Ability to think critically and analytically making use of the knowledge of the rules of grammar.
2.2	Identifying and using English nouns correctly and meaningfully.	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.	Identifying and using English nouns correctly and meaningfully.
2.3	Using comparatives and superlatives correctly and appropriately.	1. Lectures / teaching students how to use Reading material 2. Class discussions / teaching students to	Using comparatives and superlatives correctly and appropriately.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		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.	
2.4	Applying different communicative approaches to the study of basic grammar and writing	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.	Applying different communicative approaches to the study of basic grammar and writing
2.5	Use English punctuation correctly.	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	Use English punctuation correctly.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		4. Group / pair work will be encouraged.	
3.0	**Competence**		
3.1	Completing reading assignments in due time.	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.	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 .	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.	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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			and seriousness during individual supervision hours
3.3	Acting responsibly in carrying out individual as well as group assignments or any other tasks.	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.	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 and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
3.4	Learn team and inter-team skills in the context of studying grammar and sentence structure.	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.	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 and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.5		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.	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 and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1st midterm	8	20 %
2	Participation	All along	10 %
3	2nd midterm	12	20 %
4	Final	16	50 %
5			
6			
7			
8			
9			
10			

Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :
- Academic advisory by appointment or during the faculty member's office hours. 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.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Betty Schrampfer Azar, Stacy A. Hagen, Basic English Grammar (3rd Edition), Pearson Longman
Essential References Materials	Rayond Murphy, Essential English Grammar (3rd Edition), Cambridge University Press
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
Other Learning Materials	None

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• **Lecture rooms should be large enough to accommodate the number of registered students**
Technology Resources (AV, data show, Smart Board, software, etc.)	• **Laptop computer** • **projector system**
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	• **Central Printer.** • **Scanner**

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
End of term college evaluation of course by students (to be collected by the department)		
End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better		
Small group instructional diagnosis (SGID) whereby instructors exchange classes		

Evaluation Areas/Issues	Evaluators	Evaluation Methods
and gather information from each students on specific points outlined by the department and the instructor being evaluated		

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	