

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)

ENG 211

English Grammar in Use

## Course Specifications

Institution <a href="#">King Saud University</a>	Date of Report
College/Department <a href="#">College of Arts/Department of English Language and Literature</a>	

### A. Course Identification and General Information

1. Course title and code: <a href="#">English Grammar in Use - ENG 211</a>			
2. Credit hours: <a href="#">3 hours</a>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <a href="#">B. A. in English</a>			
4. Name of faculty member responsible for the course <a href="#">Dr. Musaed Bin Muqbil</a>			
5. Level/year at which this course is offered <a href="#">Third Level /Second Year</a>			
6. Pre-requisites for this course (if any) <a href="#">None</a>			
7. Co-requisites for this course (if any) <a href="#">None</a>			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="90%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> Yes	What percentage?	<input type="text" value="10%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B. Objectives

1. What is the main purpose for this course?  
Upon completing the course, students will be able to:
  1. Identify basic parts of speech (verbs, nouns, adjectives, adverb, pronouns, prepositions, conjunctions).
  2. Identify the different types of English sentence and phrase structures.
  3. Correctly use pronouns, and modals.
  4. Identify the correct use and structure of noun and adjective and adverb clauses.
  5. Use conditional sentences correctly.
  6. Identify conjunctions.
  7. Use gerund and infinitive 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)
  1. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed
  2. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)
  3. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.
  4. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for language courses, or at least a unified standard.

## C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Registration and orientation + introduction	1	3
Chapter 8: Pronouns	1	3
Chapter 9: Modals, Part 1	1.5	4
Chapter 10: Modals, Part 2	1.5	4

Chapter 12: Noun clauses	1	3
Chapter 13: Adjective clauses	1.5	4
Chapter 14: Gerund and infinitives, Part 1	1.5	4
Chapter 15: Gerund and infinitives, Part 2	1	3
Chapter 16: coordinating conjunctions	1	3
Chapter 17: Adverb clauses	1	3
Chapter 20: conditional sentences and wishes	2	6
Revision	1/3	1
Midterms	2/3	2

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	Planned	45 hours				3 hours	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week.	6 hours
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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**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
<b>1.0</b>	<b>Knowledge</b> Students should be able to:		
1.1	Identify the correct use and structure of noun and adjective and adverb clauses.	1. Lectures 2. Class discussions that include differentiating between Arabic and English tenses and sentence patterns. 3. In-class exercises/worksheets 4. Extra handouts 5. Self-study book 6. Online exercises	1. Quizzes 2. Midterms 3. Final Exam
1.2	Use conditional sentences correctly.		
1.3	Identify and reproduce conjugation- and number-related spelling and pronunciation changes.		
1.4	Define and describe types and uses of English modals and their social functions. [Identifying them along the scale of formality]		
1.5	Use gerund and infinitive correctly.		
1.6	Identify the use of pronouns.		
1.7			
<b>2.0</b>	<b>Cognitive Skills</b> Students should be able to:		
2.1	1. Write and utter grammatically correct English sentences	1. Lectures/teaching students' grammatical elements and structures 2. Class discussions and collaborative and individual practice as well as group work	1. Class participation 2. In-class performance when doing exercises 3. Periodic quizzes
2.2	2. Differentiate grammatical categories and concepts		

2.3	3. Apply necessary spelling and pronunciation adjustments based on grammatical manipulation of words and sentences	3. Direct instruction on helpful cognitive strategies such as analyzing sentences, recognizing relationships and patterns, practicing, reasoning, summarizing, grouping, and associating 4. Practice thoroughly in order to produce grammatically correct sentences	4. Midterms and Final Exams
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> Students should be able to:		
3.1	1. Participate in in-class discussions 2. Comment, ask and express their viewpoints. <del>3. Grasp and partly memorize information that relate to dates and features of certain periods.</del>	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Demonstrate a sense of accountability, so that instructors need not waste time responding to email and or queries already addressed in the course syllabus document.	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.	Enforcing deadlines and rules mentioned in the syllabus.
<del>3.3</del>	<del>Reflect on one's own work</del>	<del>Either one on one sessions or class</del>	<del>"reflect on one's work" session</del> <del>AFTER term paper or midterm submission</del>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> Students should be able to:		
4.1	Use the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and make extensive use of electronic dictionaries to get meanings, as well as pronunciation, of English words and phrases	Assign exercises from different websites as practice.

4.2	Follow instructions in assignments and exams carefully.	This should be emphasized by instructors throughout the course.	Students will be penalized if they fail to follow instructions.
4.3	Use the internet to communicate with the teacher.	The use of LMS and email.	The use of a professional email address and language
4.4	Apps that are relevant to the course (if available)	1. Introduce relevant Apps in in-class activities for homework 2. Encourage students to find relevant Apps	Appropriate use of Apps.
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A	N/A	N/A

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Two Midterms	Week 7+ 13	30%
2	Three assignments	Week 3+5+7	15%
3	Three quizzes	Week 5+ 9+ 11	15%
7	Final	Final exam weeks 16+17	40%

#### 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 hours per week; email

#### E. Learning Resources

1. List Required Textbooks  
Understanding and Using English Grammar (4th Edition). Pearson ESL, 2009. Azar, Betty S. & Hagen, Stacey A.

2. List Essential References Materials (Journals, Reports, etc.) English Grammar in Use. Cambridge University Press, 2004. Murphy, Raymond
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. - <a href="http://www.englishpage.com/verbpage/verbtenseintro.html">http://www.englishpage.com/verbpage/verbtenseintro.html</a> - <a href="http://www.englisch-hilfen.de/en/inhalt_grammar.htm">http://www.englisch-hilfen.de/en/inhalt_grammar.htm</a>
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. -CD-ROMs (available with required text and essential reference) - Students are encouraged to refer to electronic English-English dictionaries that offer pronunciation of words and phrases

## 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.) <a href="#">Lecture rooms large enough to hold 30-40 students</a>
2. Computing resources (AV, data show, Smart Board, software, etc.) <a href="#">Laptop computer - projector system</a>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <a href="#">None</a>

## G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. <a href="#">Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)</a> 2. <a href="#">End of term college evaluation of course by students (to be collected by the department)</a> 3. <a href="#">End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</a> 4. <a href="#">Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated</a>
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor 1. <a href="#">Peer evaluation to benefit from viewpoints of other faculty members</a> 2. <a href="#">Class observations by coordinators or Head of department</a>
3. Processes for Improvement of Teaching 1. <a href="#">Training sessions</a>



<p>2. Workshops to facilitate the exchange of experiences amongst faculty members</p> <p>3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given</p> <p>4. Encouragement of faculty members to attend professional development conferences.</p> <p>5. Keep up to date with pedagogical theory and practice</p> <p>6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</p>
<p>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)</p> <p>1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.</p> <p>2. Check marking of a sample of examination papers by another faculty member.</p> <p>3. Students who believe they are under graded can have their papers checked by a second reader</p>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>1. Compare syllabi and course description with other universities</p> <p>2. Biannual meetings of faculty members to discuss improvement</p> <p>3. Review curriculum periodically and suggest improvements</p>

**Faculty or Teaching Staff:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date Report Completed:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_