



## ATTACHMENT 5.

### Kingdom of Saudi Arabia The National Commission for Academic Accreditation & Assessment

#### T6. Course Specifications (CS)

Course Code:	<b>143 ENG-2</b>
Course Title :	<b>Grammar</b>
Program :	<b>Preparatory Year</b>
Credits :	<b>2</b>
Contact Hours:	<b>4</b>

## Course Specifications

Institution: Najran University	Date: 5/5/1439
College/Department : English Department	

### A. Course Identification and General Information

1. Course title and code: 143-Eng-2 Grammar			
2. Credit hours: 2			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course : Course Team			
5. Level/year at which this course is offered: Level 1			
6. Pre-requisites for this course (if any): None			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: NA			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	90%
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	10%
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments:			

## B Objectives

1. What is the main purpose for this course?

The main aim of the course is to develop students' knowledge and using of grammatical structures (forms /rules).

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)

- Free reading to support some topics
- Enriching the course with E-learning materials

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

Course Description:

The course includes many different grammatical structures that can be used inside and outside the class. There are ten chapters focusing on syntax. The course presents the topic in a gradual order; starting with simple and basic rules of English grammar to constructing accurate complex sentences. The course follows an inductive method which gives scope for learners to pick up the grammar rules by themselves and enhance self-learning.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<u>Orientation</u>	1	4
<u>Chapter 1</u> Parts 1 &2 &3	1	4
<u>Chapter 2: Part 2 &amp; 3 &amp; 4</u>	1	4
Chapter 3 : Part 1 Chapter 3: Part 2 Chapter 4: Part 1	1	4
Chapter 4: Part 2 Chapter 4: Part 3 Chapter 4: Part 4	1	4

Study /First Midterm	1	4
Chapter 5: Part 1 Chapter 5: Part 2 Chapter 5: Part 3	1	4
Chapter 6: Part 1 Chapter 6: Part 2 Chapter 6: Part 3	1	4
Chapter 7: Part 2 Chapter 7: Part 3	1	4
Study /Second Midterm	1	4
Chapter 8: Part 1 Chapter 9: Part 3	1	4
Chapter 9: Part 2 Chapter 10: Part 1	1	4
Chapter 10: Part 2	1	4
Revision	1	4

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	56					56
	Actual						
Credit	Planned	2					2
	Actual						

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

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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.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Recognize grammatical items like articles, nouns, adjectives, adverbs , qualifiers and conjunctions in correct positions.	Lectures, tutorials, verbal drills, and homework assignments.	First Midterm, Second Midterm, Final exam.
1.2	Define the constituent parts of sentence	Lectures, tutorials, verbal drills, and homework assignments, groups.	First Midterm, Second Midterm, Final exam,
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	- Compose correct sentences; in a particular linguistic context.	Methodical explanation of lecture topics and interactive discussions and practice covering all supplementary materials, in addition to exercises from the text. Learner centered atmosphere will be maintained in the class.	First Midterm, Second Midterm, Final exam.
2.2	Write the correct forms of verbs, phrases, clauses, gerunds, infinitive in a sentence.	Methodical explanation of lecture topics and interactive discussions and practice covering all supplementary materials, in addition to exercises from the text.	First Midterm, Second Midterm, Final exam.

		Learner centered atmosphere will be maintained in the class.	
2.3	Form question, affirmative, and negative sentences using different tenses.	Lectures, tutorials, verbal drills, and homework assignments, groups.	First Midterm, Second Midterm, Final exam,
2.4	- Order the words to construct meaningful sentences.	Lectures, tutorials, verbal drills, and homework assignments, groups.	First Midterm, Second Midterm, Final exam,
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	N/ A		
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Demonstrate ability in using grammar in different communicative contexts.	Lectures, tutorials, verbal drills, and homework assignments, groups.	First Midterm, Second Midterm, Final exam,,
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/ A		
5.2			

#### 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	<b>First Mid-term exam</b>	6	25 marks
2	<b>Second Mid-term exam</b>	11	<b>25 marks</b>
3	<b>Final exam</b>	16	50 marks
4			
5			
6			
7			
8			

#### 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)

- 10 office hours per week

## E. Learning Resources

<p>1. List Required Textbooks</p> <ul style="list-style-type: none"> <li>- Interactions-1: Grammar : by Elaine Kirn and Pamela Hartmann</li> </ul>
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p><a href="http://www.paradigmdev.eu/mosiac_fog/index.html">http://www.paradigmdev.eu/mosiac_fog/index.html</a></p>
<p>3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p><a href="http://highered.mheducation.com/sites/0072330155/student_view0/index.html">http://highered.mheducation.com/sites/0072330155/student_view0/index.html</a></p>
<p>4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.</p> <p><a href="https://www.youtube.com/user/mohamedesl?feature=watch">https://www.youtube.com/user/mohamedesl?feature=watch</a></p>

## 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.) - Lecture rooms equipped with projectors
2. Technology resources (AV, data show, Smart Board, software, etc.) - Computer labs with Internet facilities
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) - Blackboard System

## G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching - Edugate Evaluation
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Peer observation
3. Processes for Improvement of Teaching - Reports - Feedback - Peer observation - Workshops
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)  - Marking - Re-checking - Filtering Students' feedback
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  The department intends to compare students' performance against those of department of English, Arts and science. Internal and external review process.



Name of Course Instructor: Elgohary Helal Elgohary

Signature: Elgohary Helal Elgohary      Date Specification Completed: **5/5/1439**

Program Coordinator:

Signature:

Coordinator



Dr. M. Nazim      Date Received: \_\_\_\_\_