



Course Specifications

Course Title:	Grammar in Use
Course Code:	LING 132
Program:	Bachelor Degree of Arts in Applied Linguistics (English). Bachelor Degree of Arts in English Translation.
Department:	Department of Applied Linguistics
College:	College of Languages
Institution:	Princess Nourah bint Abdulrahman University

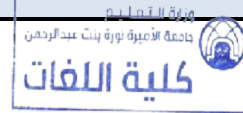


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A. Course Identification

1. Credit hours: 4			
2. Course type			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: Level 3			
4. Pre-requisites for this course (if any): Grammar LING 131			
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	4	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	40

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <p>This course builds up on the previous Grammar course and advances the knowledge to sentence structure and modification.</p>
<p>2. Course Main Objective</p> <p>This course will enable students:</p> <ol style="list-style-type: none"> 1- Expand their knowledge of sentences structure and patterns. 3- Examine several ways of rearranging sentence patterns to emphasize information. 4- Identify and use structures that add adverbial and adjectival information. 5- recognize nominal structures and sentence modifiers



3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Recognize the core structure of all sentences: subject and predicate.	K1
1.2	Recognize the differences between form and structure classes.	K1
2	Skills :	
2.1	Extract, from given sentences and texts, certain structures including NP, VP, adjectivals, adverbials, nominals, sentence modifiers and examples of transformations.	S5
2.2	Analyze sentences to identify their slots and patterns.	S5
3	Values:	
3.1	Demonstrate their ability effectively to work in a team and respond positively to supervisor's guidance and criticism.	V1

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course.	2
2	Words and Phrases	2
3	Chapter 3: Sentence Patterns	6
4	Chapter 5: Changing Sentence Focus	4
5	Chapter 6: Modifiers of the Verb: Adverbials	8
6	Chapter 7: Modifiers of the Noun: Adjectivals	8
7	Chapter 8: The Noun Phrase Functions: Nominals	4
8	Chapter 9: Sentence Modifiers	4
9	Revision	
+		2
10		
Total		40

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 and Understanding		
1.1	Recognize the core structure of all sentences: subject and predicate.	<ul style="list-style-type: none"> ● Lectures ● PowerPoint presentations ● Small group work ● Class activities: exercises. 	<ul style="list-style-type: none"> ● Short quizzes ● Exams ● Assignments
1.2	Recognize the differences between form and structure classes.	<ul style="list-style-type: none"> ● Lectures ● PowerPoint presentations ● Small group work 	<ul style="list-style-type: none"> ● Short quizzes ● Exams ● Assignments



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		<ul style="list-style-type: none"> Class activities: exercises. 	
2.0	Skills		
2.1	Extract, from given sentences and texts, certain structures including NP, VP, adjectivals, adverbials, nominals, sentence modifiers and examples of transformations.	<ul style="list-style-type: none"> Lectures PowerPoint presentations Small group work Class activities: exercises. 	<ul style="list-style-type: none"> Short quizzes Exams Assignments
2.2	Analyze sentences to identify their slots and patterns.	<ul style="list-style-type: none"> Lectures PowerPoint presentations Small group work Whole group and small group discussions Class activities: exercises. 	<ul style="list-style-type: none"> Short quizzes Exams Assignments
3.0	Values		
3.1	Demonstrate their ability effectively to work in a team and respond positively to supervisor's guidance and criticism.	<ul style="list-style-type: none"> Small group work 	<ul style="list-style-type: none"> Assignments

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Class performance	All weeks	10%
2	Assignments	4 and 9	10 %
3	Quizzes	3 and 5	10 %
4	Midterm Exam	6	30 %
5	Final Exam	TBA	40 %

*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 :

- Each instructor will have office hours available for the students.
- Also, each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.

For academic guidance, students may consult their assigned academic advisors.



F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<p>Kolln, Martha & Robert, F. (2012) Understanding English Grammar (9th ed.). USA: Pearson Education, Inc.</p> <p>Claude W. Faulkner. (3rd Edition). <i>Writing Good Sentences: A Functional Approach To Sentence Structure, Grammar, And Punctuation</i>: Charles Scribner's Sons, New York, N.Y. (1981).</p>
Essential References Materials	<p>Murphy, R. <i>English Grammar in Use</i> (fourth edition). Cambridge: Cambridge University Press. (2012)</p> <p>Verspoor. M. & Kim. S. <i>English Sentence Analysis: An Introductory Course</i>. (2000). JohnBenjaminsPublishingCompany</p> <p>Huddleston, R., & Pullum, G. (2002). <i>The Cambridge Grammar of the English Language</i>. Cambridge: Cambridge University Press.</p> <p>Greenbaum, S. (1996). <i>The Oxford English Grammar</i>. Oxford: Oxford University Press.</p> <p>International Journal of Applied Linguistics: http://www.blackwellpublishing.com/journal.asp?ref=0802-6106 http://www.ncte.org/journals/ej/issues/v100-4 http://iteslj.org/links/ESL/Grammar and English Usage/ http://eng.sagepub.com/</p>
Electronic Materials	<p>http://englishlive.ef.com/ar-sa/lp/os/general-english/?mkwid=s_dc&pcrid=79777390724&kword=english%20in%20use&match=b&plid=&gclid=CNnUv6a0ic0CFZadGwodE8cB-gfile:///C:/Users/family/AppData/Local/Microsoft/Windows/INetCache/IE/Y4WLXACY/9780205209521_understanding_english_grammar.pdf</p>
Other Learning Materials	None.

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	Classroom.
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	E-podium for power point presentation
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	White board and smart board



G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1.Feedback on Effectiveness of Teaching	Students	<ul style="list-style-type: none"> ● Students' general standard in the course based on their test scores. ● Assignments completed by the students in accordance with expected standards. ● Tracking the students' progress and grades. ● Using anonymous students' feedback throughout semester ● Students' evaluation of the course via questionnaires.
2. Evaluation of Teaching	Program/Department Instructor	<ul style="list-style-type: none"> ● Regular meetings to be held by the course coordinator. ● Examining the course/teacher evaluations at the quality assurance unit at the end of each semester. ● Examining the students' grades by the department. ● Evaluation of a sample exam by the department.
3. Processes for Improvement of Teaching	Course Coordinator	<ul style="list-style-type: none"> ● Workshops and training sessions to be held by the course coordinator. ● Instructors are encouraged to attend/participate in professional conferences as well as to research and publish.
4.Processes for Verifying Standards of Student Achievement	A Teaching Staff	<ul style="list-style-type: none"> ● A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s). ● Second marking can also be an effective strategy for verifying standards of student achievement and marking policy. ● Administering a questionnaire for students at the end of the semester.
5. Arrangements for periodically reviewing course effectiveness and planning for improvement.	All Course Teachers	<ul style="list-style-type: none"> ● Reviewing recommendations by previous teaching staff in course report and studying their possible application.



Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<ul style="list-style-type: none"> Meeting of teaching staff arranged by the course coordinator is aimed as brainstorming for ideas on developing the course at the beginning of the semester. Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks Students will be encouraged to express/write their opinions about the course and will be asked to suggest ways to improve it.

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	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Reference No.	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Date	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

