



## Course Specifications

<b>Course Title:</b>	Grammar
<b>Course Code:</b>	LING 131
<b>Program:</b>	Bachelor Degree of Arts in Applied Linguistics (English).
<b>Department:</b>	Applied Linguistics
<b>College:</b>	Languages
<b>Institution:</b>	Princess Nourah Bint Abdulrahman University



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## A. Course Identification

<b>1. Credit hours:</b> 4
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 1
<b>4. Pre-requisites for this course (if any):</b>
None
<b>5. Co-requisites for this course (if any):</b>
None

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40	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)	-
	<b>Total</b>	40

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
This course is designed to provide students with the basic knowledge of English Grammar.
<b>2. Course Main Objective</b>
This course is designed to help students to:
1. Improve their knowledge about the different verb tenses.
2- Expose them to various grammatical structures.
3. Enhance their language accuracy.
4- Promote easy and confident communication.
5- Enhance their analytical and logical reasoning abilities, and problem solving skills.



### 3. Course Learning Outcomes:

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Recognize the twelve verb tenses in English.	K1
1.2	Identify the correct usage of final -s/ -es and subject-verb agreement	K1
<b>2</b>	<b>Skills :</b>	
2.1	Differentiate between singular and plural nouns, count and noncount nouns, and gerunds and infinitives	S1
2.2	Compose active, passive and conditional sentences	S3
<b>3</b>	<b>Values:</b>	
3.1	Demonstrate their ability to work effectively in a team and respond positively to supervisor's guidance and criticism.	V2

### C. Course Content

No	List of Topics	Contact Hours
1	Chapter 2 (1-2-3-4-5-6-7-8-9)	4
2	Chapter 3 (1-3-4-5-7)	4
3	Chapter 4 (all)	4
4	Chapter 6 (all)	4
5	<u>Midterm Exam</u> & Ch 7 (1-2-3-4-5-6-7-8-9-10-11)	4
6	Continuing chapter 7& Chapter 8 ( 1-3-4-6)	4
7	Chapters 9(1-2-3-4) +10 (7-8-10) +11 (1-2-3-6-7-8)&	4
8	Continuing Chapter 11 <u>The Quiz on chapters 7-8</u>	4
9	Charts 12-1, 12-5, 13-1, 14-1 16-1	4
10	Chart 19-1, Chapter 20 (1-2-3-4-9) Group project ( <u>applying the grammatical rules to passage</u> )	4
<b>Total</b>		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
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Recognize the twelve verb tenses in English.	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● PowerPoint presentations</li> <li>● Videos</li> <li>● Small group work</li> <li>● discussions</li> </ul> Class activities: fill-in exercises, open-ended exercises, paragraph practice, error-analysis exercises, let's talk exercises, discussion of meaning exercises.	<ul style="list-style-type: none"> <li>● Short quizzes</li> <li>● Exams</li> <li>● Evaluation of given assignments</li> <li>● Peer evaluations</li> </ul>
1.2	Identify the correct usage of final -s/ -es and subject-verb agreement.	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● PowerPoint presentations</li> <li>● Videos</li> <li>● Small group work</li> <li>● Whole group and small group discussions</li> </ul> Class activities: fill-in exercises, open-ended exercises, paragraph practice, error-analysis exercises, let's talk exercises.	<ul style="list-style-type: none"> <li>● Short quizzes</li> <li>● Exams</li> <li>● Assignments</li> <li>● Peer evaluations</li> </ul>
<b>2.0</b>	<b>Skills</b>		
2.1	Differentiate between singular and plural nouns, count and noncount nouns, and gerunds and infinitives	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● PowerPoint presentations</li> <li>● Videos</li> <li>● Small group work</li> </ul> Class activities: fill-in exercises, open-ended exercises, paragraph practice, error-analysis exercises, Let's talk exercises, discussion of meaning exercises.	<ul style="list-style-type: none"> <li>● Short quizzes</li> <li>● Exams</li> <li>● Assignments</li> <li>● Peer evaluations</li> </ul>
2.2	Compose active, passive and conditional sentences	<ul style="list-style-type: none"> <li>● Lectures</li> </ul>	<ul style="list-style-type: none"> <li>● Short quizzes</li> <li>● Exams</li> </ul>



		<ul style="list-style-type: none"> <li>● PowerPoint presentations</li> <li>● Small group work</li> </ul> Class activities: fill-in exercises, open-ended exercises, paragraph practice	<ul style="list-style-type: none"> <li>● Assignments</li> <li>● Group presentations</li> </ul> Peer evaluations
<b>3.0</b>	<b>Values</b>		
3.1	Demonstrate their ability to work effectively in a team and respond positively to supervisor's guidance and criticism.	<ul style="list-style-type: none"> <li>● Small group work</li> <li>● Individual presentations</li> </ul> Hands-on student learning activities	<ul style="list-style-type: none"> <li>● Short quizzes</li> <li>● Exams</li> <li>● Assignments</li> </ul> Group presentations

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Homework & participation	All weeks	10 %
2	Group activity (project , ...)	Week 10	10 %
3	One Quiz	Week 8	10 %
4	Midterm Exam (Midterm exam, 30 marks )	Week 5	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

<b>Required Textbooks</b>	Azar, B. S., & Stacy, A. H. 2009. <i>Understanding and Using English Grammar</i> , 4th ed. White Plains, NY: Pearson Longman.
<b>Essential References Materials</b>	Huddleston, R., & Pullum, G. 2002. <i>The Cambridge Grammar of the English Language</i> . Cambridge: Cambridge University Press. Greenbaum, S. 1996. <i>The Oxford English Grammar</i> . Oxford: Oxford University Press.
<b>Electronic Materials</b>	Azar Grammar: Teachers helping teachers <a href="http://www.azargrammar.com/">http://www.azargrammar.com/</a>
<b>Other Learning Materials</b>	International Journal of Applied Linguistics: <a href="http://www.blackwellpublishing.com/journal.asp?ref=0802-6106">http://www.blackwellpublishing.com/journal.asp?ref=0802-6106</a>



## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	A Classroom for 35 students.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• White board</li> <li>• Smart board</li> <li>• E-podium</li> <li>• Data show</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Students' evaluation of the course via questionnaires.	<ul style="list-style-type: none"> <li>• Students' general standard in the course based on their test scores.</li> <li>• Assignments completed by the students in accordance with expected standards.</li> <li>• Tracking the students' progress and grades.</li> <li>• Using anonymous students' feedback throughout semester.</li> <li>• Students' evaluation of the course via questionnaires.</li> </ul>
Other Strategies for Evaluation of Teaching by the Program/Department Instructor	Students' evaluation of the course via questionnaires.	<ul style="list-style-type: none"> <li>• Regular meetings to be held by the course co-ordinator.</li> <li>• Examining the course/teacher evaluations at the quality assurance unit at the end of each semester.</li> <li>• Examining the students' grades by the department.</li> <li>• Evaluation of a sample exam by the department.</li> </ul>
Processes for Improvement of Teaching	Regular meetings to be held by the course co-ordinator.	<ul style="list-style-type: none"> <li>• Workshops and training sessions to be held by the course coordinator.</li> </ul>



Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<ul style="list-style-type: none"> <li>Regular meeting (at least three) are held during the semester in which teachers are exchanging their experiences and the effective ways to overcome the difficulties whether with the students or the course being taught.</li> </ul>
<p>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>Examining the course/teacher evaluations at the quality assurance unit at the end of each semester.</p>	<ul style="list-style-type: none"> <li>A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s).</li> <li>Second marking can also be an effective strategy for verifying standards student achievement and marking policy.</li> </ul> <p>Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit</p>
<p>Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p>	<p>Regular meetings to be held by the course co-ordinator.</p>	<ul style="list-style-type: none"> <li>Reviewing recommendations by previous teaching staff in course report and studying their possible application.</li> <li>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.</li> <li>Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks.</li> </ul>





Evaluation Areas/Issues	Evaluators	Evaluation Methods
		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

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

