

Course Specification

- Institution: King Saud University
- College/Department: Languages and Translation - Department of English Language and Translation

A- Course Identification and General Information

1. Course title and code: Grammar 3
2. Credit hours: 3
3. Program(s) in which the course is offered: Department of English Language and Translation (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: To be specified at the beginning of each term
5. Level/year at which this course is offered: Four
6. Pre-requisites for this course (if any): 113 LANE
7. Co-requisites for this course (if any): none
8. Location if not on main campus: Main Campus

B- Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

By the end of the course, students should achieve the following:

- using correctly the Simple Present, Present Continuous and Present Perfect Continuous
- using correctly the Past Tense, Past Continuous Tense and Habitual Past Tense
- Using correctly The Simple Future
- Identify correctly auxiliary verbs
- Differentiate between Count vs. Mass nouns
- Identify modifiers
- Using correctly Conditional sentences

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)

- Using useful new books
- Consulting new research in grammar

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

In this course, tenses are reviewed, but the remainder of the semester is used to concentrate on an intensive study of nouns and articles, phrasal verbs, simple, compound and complex sentences, the forms of comparison and the passive voice. The grammar points are taught in terms of the communicative functions targeted for each unit. Communicative tasks are used to get students to speak to each other, or question and answer each other.

Weekly schedule (and skills)

1 Topics to be Covered		
	No of Weeks	Contact hours
Topic: Chapter 1- New Challenges <ul style="list-style-type: none">• Review of basic sentence structure• Word order of modifiers• The principal parts of verbs and verb tense formation	1	3

Topic: Looking at Learning <ul style="list-style-type: none"> • Auxiliary verbs • The simple present and present continuous tenses • The present perfect continuous and present perfect tenses 	1	3
Topic: Relationships <ul style="list-style-type: none"> • Past verb forms: the simple past tense; the past continuous tense • The present perfect tense with unspecified past time • The Simple Future Tense • Past verb forms 	2	6
Topic: Health and Leisure <ul style="list-style-type: none"> • Modal Auxiliaries and Related Structures • Modal Auxiliaries of Request, Permission, and Preference 	1	3
Topic: High Tech, Low Tech <ul style="list-style-type: none"> • The Passive Voice with all Tenses (Simple, Perfect etc) 	1	3
Topic: Money Matters <ul style="list-style-type: none"> • Count vs. Mass Nouns • Indefinite adjectives and Pronouns • The Definite article • Units of Measurement 	2	6
Topic: Remarkable Individuals <ul style="list-style-type: none"> • Introduction to Gerunds and Infinitives • Verbs Followed by Gerunds or infinitives • More verbs Followed by Gerunds or Infinitives 	1	3
Topic: Creativity <ul style="list-style-type: none"> • Compound Sentences • All Types of Adverb Clauses 	1	3
Topic: Human Behavior <ul style="list-style-type: none"> • Modifiers and Adjective Clauses • Clauses with That, when, and where • Restrictive and non-restrictive clauses 	1	3
Topic: Crime and Punishment <ul style="list-style-type: none"> • Hope and Wish • Conditional Sentences • Perfect Modal Auxiliaries 	1	3

Topic: The Physical World <ul style="list-style-type: none"> • Clauses and Related Structures of Clause, Purpose, and Effect or Result • Clauses and Related Structures of Contrast-Concession and Opposition • Comparative and Superlative adjectives and Adverbs 	1	3
Topic: Together on a small planet <ul style="list-style-type: none"> • Clause with "That" • Clauses with "IT" 	1	3

2 Course components (total contact hours per semester):			
Lecture: 41 hours	Tutorial: None	Practical/Fieldwork /Internship:	Other: 4 hours of exams

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week): Four hours per week throughout the semester
4. Development of Learning Outcomes in Domains of Learning: For each of the domains of learning shown below indicate: <ul style="list-style-type: none"> • A brief summary of the knowledge or skill the course is intended to develop; • A description of the teaching strategies to be used in the course to develop that knowledge or skill; • The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired: Students are expected to know: <ul style="list-style-type: none"> • All Tense Types • Auxiliary Verbs • The Passive Voice with all tenses • The infinitive • Compound Sentences

<ul style="list-style-type: none"> • All Clause types • The relatives Clause and its types • The Conditional Sentences
<p>(ii) Teaching strategies to be used to develop that knowledge:</p> <ul style="list-style-type: none"> • <i>Keeping the Students' Attention</i>, e.g. Maintain eye contact, Work on the board as much as you can. Put examples on the board, even if you simply rewrite them from the text. If you want to call on students to read as others follow or read aloud yourself, make sure there is a specific objective for the activity • <i>Checking Comprehension</i>. e.g. Notice students' responses. If they seem confused, check their comprehension, but don't ask, "Do you understand?" It might be uncomfortable for them to answer "No." Instead, ask questions or give commands that make students demonstrate their understanding. Try to have a couple of alternate ways of explaining a point ready so that you can do more <i>than simply repeat what you've already said</i>. • Language Games. E.g. Twenty questions, hangman, Telephone, et
<p>(iii) Methods of assessment of knowledge acquired</p> <ul style="list-style-type: none"> • Midterm tests • Classroom participation • Homework assignments • Final exam
<p>b. Cognitive Skills</p>
<p>(i) Cognitive skills to be developed</p> <ul style="list-style-type: none"> • Types of thinking, especially inductive and deductive • Logical reasoning • Short and long-term memory for the use of grammar
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ul style="list-style-type: none"> • Drawing students attention to careful reading/writing and reflection • Making sure that grammatical rules are retrieved from long-term memory
<p>(iii) Methods of assessment of students cognitive skills</p> <ul style="list-style-type: none"> • Exams • Class discussion • Group discussions and assignments • Homework

c. Interpersonal Skills and Responsibility
<p>Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ul style="list-style-type: none"> • Students should complete and hand in their assignments in due time • Students should participate in classroom discussions, and learn how to respect the other's opinion in discussion • Students should evaluate their classmates' presentations without being aggressive or inconsiderate
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ul style="list-style-type: none"> • Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas • Teaching them techniques of listening to and respecting each other through monitoring class discussion • Teaching them how to be considerate to each other when addressing argumentative or sensitive issues
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ul style="list-style-type: none"> • Team work reflecting the degree of collaboration among students • Students report on their individual works
d. Communication, Information Technology and Numerical Skills
<p>(i) Description of the skills to be developed in this domain.</p> <ul style="list-style-type: none"> • Ability to use software and Internet resources to retrieve, process, summarize, and present information • Ability to utilize communication devices with ease and confidence in oral and written tasks
<p>(ii) Teaching strategies to be used to develop these skills</p> <ul style="list-style-type: none"> • Instructor shows students in practice how to use technology in class and also during office hours • Instructor shows students how to make use of materials on the web
<p>(iii) Methods of assessment of students numerical and communication skills</p> <p>Not applicable</p>
e. Psychomotor Skills (if applicable)

(i) Description of the psychomotor skills to be developed and the level of performance required
Not applicable
(iii) Teaching strategies to be used to develop these skills
Not applicable
(iii) Methods of assessment of students psychomotor skills
Not applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 st in-term test	6	20%
2	2 nd in-term test	12	20%
3	Classroom participation and homework assignments	throughout the semester	20%
4	Final exam	15	40%
5			
6			
7			
8			

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)
Eight office hours per week

E. Learning Resources

1. Required Text(s): Grammar Mosaic I Publisher: McGraw-Hill
2. Essential References : Close, R. A. (1975). <i>A Reference Grammar for Students of English</i> . London: Longman. Dixon, R. M. W. (1991). <i>A New Approach to English Grammar, on Semantic Principles</i> . Oxford: Clarendon Press. Greenbaum, Sidney & Randolph Quirk (1990). <i>A Student's Grammar of the English Language</i> . Essex: Longman. Leech, Geoffrey & Jan Svartvik (1994). <i>A Communicative Grammar of English</i> . London/New York: Longman. Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik (1972). <i>A Grammar of Contemporary English</i> . London : Longman Group Ltd. Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik (1985). <i>A Comprehensive Grammar of the English Language</i> . London: Longman Group Ltd.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) None
4-.Electronic Materials, Web Sites, etc.
5- Other learning material such as computer-based programs/CD, professional standards/regulations None

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 (Lecture rooms, laboratories, etc.): Suitable classroom, smart-board, and computer lab
2. Computing resources - Laptop - projector
3. Other resources (specify , e.g. If specific laboratory equipment is required, list

requirements or attach list) None

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Students are required to complete a questionnaire concerning the instructor's performance and the quality of the teaching-learning process.

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
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3 Processes for Improvement of Teaching

- Sharing experiences with other faculty members.
- Attending conferences and workshops on teaching methodologies and teaching quality.
- Drawing upon feedback from students' questionnaires in which they assess the instructor's teaching quality and the methodologies he uses.
- Reading recent research and injecting relevant content into the teaching-learning process.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of students work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

- An independent faculty member checks marking of a sample of students' work.
- Students who believe they are undergraded can have their papers checked by a second reader.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
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The process of evaluating course effectiveness and further improvement involves three stages:

- Good planning and review of course objectives, content, and students' levels,
- Addressing shortcomings and points of difficulty in the course taught in the previous semester based on the student's feedback and the students' official results (i.e. A+, A, B+, B ... etc.)
- Rethinking and redesigning the course in light of those results then implementing the necessary changes