

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

COURSE SPECIFICATION

ENG. 111

Basic Language Skills

Revised 2010

Course Specification

Institution	King Saud University
College/Department	College of Arts / English Department

A. Course Identification and General Information

1. Course title and code: ENG 111 - Basic Language Skills
2. Credit hours: 3 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B. A. in English
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered : Level 1/ 1st year
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 Olaisha campus & the Main Campus

B. Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply their knowledge of basic grammatical elements 2. Apply their knowledge of English basic sentence structures 3. Use correctly grammatical parts of speech, subject-verb agreement, types of sentences and modifiers 4. Write various types of sentences and structures as a preparation for upcoming writing courses
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ol style="list-style-type: none"> 1. Gradually increasing use of web-based material by offering students useful web

- links on the subjects covered in the syllabus for extra practice
2. Communicating with students through teacher website by posting course related information and receiving student feedback

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		
Topic	No of Weeks	Contact hours
Orientation week	1 week	
Chapter 2: The sentence: subjects and verbs. Chapter 3: Substantives. Exercises		3 hours
Chapter 5: Basic sentence patterns. Chapter 6: Modifiers: Modifiers of substantives. Exercises	1	3 hours
Chapter 6: Modifiers: Modifiers of verbs and modifiers. Exercises	1	3 hours
Chapter 6: Modifiers: Modifiers of sentences. Exercises	1	3 hours
Chapter 12: Types of sentences Exercises	1	3 hours
Chapter 11: Independent sentence elements. Exercises	1	3 hours
Chapter 8: Compounds. P.51-55. Exercises	1	3 hours
Chapter 8: Compounds. P. 55-59. Exercises	1	3 hours
Chapter 9: The compound predicate. Exercises	1	3 hours
Chapter 7: Verbals. P.44-47 Exercises	1	3 hours
Chapter 7: Verbals. P. 47-50. Exercises	1	3 hours
Chapter 13: Phrases. P. 78-89. Exercises	1	3 hours
Chapter 13: Phrases. P.90-101. Exercises	1	3 hours
Revision and exercises	1	3 hours

2. Course components (total contact hours per semester):			
Lecture: 26hours	Tutorials: 6 hours	Practical/ Fieldwork/ Internship: None	Other: 16 hours for exercises

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)

6 hours per week

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- 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

1. Basic grammatical elements
2. English basic sentence structures
3. Grammatical parts of speech, subject-verb agreement, types of sentences and modifiers

(ii) Teaching strategies to be used to develop that knowledge

1. Lectures
2. Class discussion
3. Exercises and practice with different sentence structures and elements
4. Individual, pair and group work

(iii) Methods of assessment of knowledge acquired

1. Class participation
2. Quizzes
4. Midterms
6. Final written exam

b. Cognitive Skills

(i) Cognitive skills to be developed

Students will be able to:

<ol style="list-style-type: none"> 1. Write a well structured English sentence 2. Identify sentence elements and sentence types 3. Produce a variety of sentence structures 4. Recognize errors in sentence structures
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> 1. Lectures/ students will be taught sentence structures and elements 2. Class discussions/ working with students to analyze and breakdown sentences in addition to producing basic and complex sentences 3. Individual meetings with students/ students will be encouraged to ask teacher for more explanation in class or in the office at teachers' office hours
<p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> 1. Class participation 2. In class collaborative and pair work 4. Midterms and exams 3. Assignments
<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> 1. Students will hand in assignments and exercises in due time 2. Students will participate in class as well as work individually and in groups 3. Students will be able to use the necessary skills to communicate
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ol style="list-style-type: none"> 1. Incorporating teaching of basic metacognitive strategies of time management, self-monitoring and evaluation 2. Giving students course description and outline with dates of midterm exams to help them organize their study time and prepare for exams from week one 3. Discussions with students on their background knowledge needed to proceed with this course and asking them to refresh their grammatical knowledge by referring to many resources 4. Individual counseling on areas of concern to the student during office hours 5. In-class pair and group work where much of the most effective learning comes from students explaining, discussing and defending their ideas
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> 1. Active class participation reflects the student's willingness to learn and positive attitude towards the course 2. Quizzes will show if students are keeping up with the course lecture by lecture 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Supervision of in-class group work in order to oversee students' interaction and ability to work together

d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. Students will be able to use: <ol style="list-style-type: none"> 1. the internet to download information 2. available web links for practice 3. the internet to communicate with the teacher
(ii) Teaching strategies to be used to develop these skills <ol style="list-style-type: none"> 1. Students will be encouraged to make extensive use of material on the web such as practice questions on different websites 2. Students will be encouraged to communicate through the course website
(iii) Methods of assessment of students numerical and communication skills <ol style="list-style-type: none"> 1. Class participation 2. Exercises
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) 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 (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 st midterm	Week 6	15%
2	Participation	All along	5%
3	Quizzes	All along	5%
4	2 nd midterm	Week 12	15%
5	Final	Week	60%

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)

6 hours per course per week ; reachable via email

E. Learning Resources

1. Required Text(s)

Claude W. Faulkner. Writing Good Sentences. Charles Scribner's Sons: New York, 1981

2. Essential References

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

English Grammar books

4-.Electronic Materials, Web Sites etc

On Substantives:

<http://depts.dyc.edu/learningcenter/owl/exercises>

On Modifiers:

<http://www.ucalgary.ca/uofc/eduweb/grammar/course/speech/>

<http://www.towson.edu/ows/exercisedmm.htm>

<http://www.englishdaily626.com.php?05http://englishplus.com/grammar/>

<http://owl.english.purdue.edu/handouts/grammar/>

On Verbals & Phrases:

<http://grammar.uoregon.edu/phrases/>

<http://grammar.uoregon.edu/phrases/phraspractice.html>

<http://www.towson.edu/ows/verbals.html>

<http://www.arts.uottawa.ca/writcent/hypergrammar/bldphr.html>

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 (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

Lecture rooms should be large enough to accommodate the number of registered students

<p>2. Computing resources</p> <ol style="list-style-type: none"> 1. Laptop computer - projector system 2. Computer labs with internet access
<p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p>Data show to facilitate going over student papers in class</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ol style="list-style-type: none"> 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ol style="list-style-type: none"> 1. Peer observation to benefit from colleagues' objective feedback and suggestions for improvement. 2. Class observations by supervisors
<p>3 Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <ol style="list-style-type: none"> 1. Check marking of a sample of examination papers either by another instructor, the course coordinator, or a visiting faculty member 2. Students who believe they are under graded can have their papers checked by a second reader

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Compare syllabi and course description with other universities (including those on the net)
2. Biannual meetings of faculty members to discuss improvement
3. Have a curriculum review committee to review the curriculum periodically and suggest improvements.

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