



Course Specifications

Course Title:	Grammar
Course Code:	NAJM161
Program:	
Department:	
College:	College of Business Administration
Institution:	Prince Sattam bin Abdulaziz University

Table of Contents

A. Course Identification	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes	3
1. Course Description	3
2. Course Main Objective.....	3
3. Course Learning Outcomes	4
C. Course Content	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	5
2. Assessment Tasks for Students	5
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities	6
1. Learning Resources	6
2. Facilities Required.....	6
G. Course Quality Evaluation	6
H. Specification Approval Data	8

A. Course Identification

1. Credit hours: 5 (4, 1, 0)
2. Course type
a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 1 / 2022-23
4. Pre-requisites for this course (if any): Nil
5. Co-requisites for this course (if any): Nil

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	72	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	72
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	72

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces students the basic principles of English Grammar. It helps students to improve their punctuation, capitalization, sentence structure, etc. The course also includes nouns, pronouns, definite and indefinite articles, adjectives, tenses, and information questions and yes/no questions. The exercises and text will help them increase their skills in these areas. The students are also taught to practice different forms of sentences such as affirmative and negative. Also, it will help them discover their weak and strong areas in grammar. As a result of the increased basic grammar skills, students will be able to write more effectively and speak more confidently.

2. Course Main Objective

Some of the major objectives of the course are that the students:

- gain factual knowledge about particular grammatical terminologies, classifications, methods and trends;
- understand the structure of English words, phrases, clauses, and sentences;

- learn to apply grammar rules to improve thinking, problem solving, and decisions;
 - develop a thought process required to study a foreign language through grammar;
 - develop skill in expressing oneself orally or in writing;
 - utilize correct grammar, punctuation and spelling in all formal writing;
 - demonstrate ability to completely understand some rules of formal grammar in written and oral communication;
 - develop awareness about grammatical patterns in scientific and technical writings;
 - apply grammar in writing intelligibly and by perceiving the context;
- use grammar skills with creativity and self-reflection

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Recognize the grammatical structures.	K1
1.2	Reproduce forms and numbers	K2
1.3	Explain various aspects of grammatical concepts.	K3
1...		
2	Skills :	
2.1	Develop the grammar skills involved in writing sentences and short paragraphs.	S1
2.2	Develop skill of self-editing their oral and written production.	S2
2.3	Apply grammar in writing intelligibly and by perceiving the context.	S5
2...		
3	Values:	
3.1	Demonstrate a positive approach to the issues in a group or teamwork and accept critical feedback from the instructor or a peer and use it for further learning.	V1
3.2	Show responsibility and acceptance of self-learning with steadiness and establish goals for improvement. Use grammar skills with creativity and self-reflection	V3
3.3		
3...		

C. Course Content

No	List of Topics	Contact Hours
1	Simple Present Statements with Be (Chapter 1)	10
2	Questions with Be (Chapter 2)	6
3	Imperatives (Chapter 3)	6
4	Introductions to Nouns (Chapter 4)	8
5	Descriptive Adjectives (Chapter 6)	6
6	The Present Continuous (Chapter 8)	6
7	The Simple Present Tense (Chapter 9)	8
8	The Simple Past of <i>Be</i> (Chapter 11)	6
9	The Simple Past (Chapter 12)	10
10	The Past Continuous (Chapter 13)	6
	Total	72

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	Reproduce forms and numbers	Lecture	Assignment
1.2	Recognize the grammatical structures.	Lecture Memorization	Assignment Quiz Exam
1.3	Write good, organized, and structured sentences.	Lecture Memorization	Quiz Exam
2.0	Skills		
2.1	Analyze parts of speech.	Lecture Brainstorming	Assignment Quiz Exam
2.2	Differentiate kinds of sentences.	Lecture	Quiz Exam
2.3	Evaluate the concepts and demonstrate them to the class.	Small group work	Assignment Quiz
3.0	Values		
3.1	Apply grammar in writing intelligibly and by perceiving the context.	Employing imitative techniques, so students learn by imitating their teacher and other good students	Observations
3.2	Use grammar skills with creativity and self-reflection	Repetition of the target skill (English sounds, spellings etc. as required in grammar like past tenses, plurals.)	Observations
...			

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	Week 3	10%
2	Mid Term exam	Week 5	20%
3	Quiz 2	Week 7	10%
4	Assignments (1 Assignment)	Any week	10%
5	Final exam	Week 12 & 13	50%
6			
7			
8			

*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 and every faculty member of management department is required to assign 6 hours per week as office hours for students' consultation and guide. Students are informed in the beginning of the classes about the office hours.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Grammar Sense 1 by Cheryl Pavlik, Oxford University Press.
Essential References Materials	Online Oxford University Press Practice Resource (www.Qonlinepractice.com)
Electronic Materials	http://www.k5learning.com/free-grammar-worksheets
Other Learning Materials	Academic Word List (AWL) sub-list 1 (60 words) Worksheets

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> • 35 chairs • Teacher table or desk • Power supply
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> • Active board or smart board • Wireless internet
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	None

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Students Feedback through survey: At the end of each academic semester, students' feedback is taken. A survey form entitled, <i>Course</i>	Students	Direct

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p><i>Evaluation Survey (CES)</i> provided by NCAAA is administered by Quality & Development Unit regularly using the Survey Monkey portal. In the CES, Q.No.5 to Q.No.9 reflects the students' opinion on the effectiveness of teaching. Further, students can also provide their feedback on the effectiveness of teaching using the open ended questions given at the end of CES.</p>		
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p># Peer-Observation: A senior faculty from the college/department nominated by DC visits the class and observes at least 2-3 classes during the entire semester. Peer observer provides his feedback on a template provided by Deanship of Development & Quality viz. <i>class observation form</i> for developing the teaching learning process.</p> <p># Self-Assessment: At the end of each semester, the course instructor self-reflects his experiences during the semester and prepares the <i>course report</i>, which is discussed at the DC/CC for further improvement.</p>	Peer Reviewers	Direct
<p>3 Processes for Improvement of Teaching</p> <p># Conduct of workshop on Teaching Methodology: Each academic year Deanship of Development & Quality conducts various workshops on teaching methodologies and tools and faculty are nominated to attend these workshops.</p> <p># Periodical Review of the Teaching Strategies: The Department council periodically reviews the teaching strategies of individual faculty members mentioned in course specifications and suggest measures for Improvement of Teaching.</p>	Program Leaders	Indirect
<p>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)</p> <p># In-house check marking of final Assessment Sheets</p>	Faculty	Indirect

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p>Check marking by an independent member of teaching staff of a sample of student work</p> <p># External Experts Independent verification and opinion:</p> <p>Department randomly select the samples of students' work (Exam answer sheets, home assignments etc.) from the faculty course portfolio and send it to the external evaluators already identified by each department.</p> <p># Maintaining the Course Portfolio:</p> <p>Each semester updating the course portfolio by providing samples of all kind of assessment.</p>		
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p># The course material and learning outcomes are periodically reviewed and the changes to be taken are approved in the departmental and higher councils.</p> <p># The head of department and faculty take the responsibility of implementing the proposed changes.</p>	HOD	Direct

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	
Reference No.	
Date	