اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Grammar 4
Course Code:	ENG. 218
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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Table of Contents

A. Course Identification

1. Credit hours: 2
2. Course type
a.   University ☐   College ☐   Department √   Others ☐
b.   Required √   Elective ☐
3. Level/year at which this course is offered: **Level 4, 2nd Year**
4. Pre-requisites for this course (if any)**: Grammar 3, ENG 213**
5. Co-requisites for this course (if any)**: N/A**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	30	100%
2	**Blended**		
3	**E-learning**		
4	**Distance learning**		
5	**Other**		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	25
2	**Laboratory/Studio**	
3	**Tutorial**	5
4	**Others** (specify)	
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

Grammar 4 is an advanced course in grammar. It enhances students' ability to use grammar with professionality in connected discourse, written and spoken. Students will be able to use and analyze more complex sentences. Students will expand their understanding of major grammatical structures such as coordinating conjunctions, different types of adverb clauses, conditional sentences, wishes, and connectives. Therefore, it concentrates on aspects of grammar most commonly needed in daily communication.

2. Course Main Objective

1. Differentiate between various types of connectors.

2. Recognize adverb clauses, adverb phrases and modifying phrases

3. Identify the different types of coordinating conjunctions and parallel structures

4. Identify the different types of adverb clause, dependent and independent clauses

5. Recognize the different types of English sentence and phrase structures in order to

   reduce the adverb clauses into modifying adverbial phrases correctly

6. Use the connectives correctly

7. Use conditional sentences and wishes correctly.

8. Form longer discourses using transition words

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	Classify different types of coordinating conjunctions, parallel structure, adverb clauses, reduction of adverb clauses into modifying adverbial phrases, connectives, conditional sentences and withes	K1
1.2	Identify clause structure, phrase structure, dependent and independent clauses	K1
1.3	Recognize the different types of conditional sentences and wishes, then relate them to what they encountered in authentic contexts	K1 K2
2	**Skills :**	
2.1	Apply the various coordinating conjunctions and connectives in sentences and recall their functions	S1 S2
2.2	Apply the appropriate conditional and wishes structures to express their ideas and thoughts and utter them correctly	S1 S2
2.3	Use the adverb clauses and connectives accurately in real contexts	S1 S2
2.4	Utilize well-developed skills to analyze and practice the reduction of adverb clauses into modifying adverbial phrases accurately	S1

	CLOs	Aligned PLOs
		S2
3	**Values:**	
3.1	Show confidence in using the grammatical rules in real dialogues and conversation in class.	V1
3.2	Act dutifully and ethically in pairs and groups using appropriate grammatical structures	V2
3.3	Take the responsibility for keeping their English syntactic structure up to date while working in the capacity of professional writers and communicators	V3

C. Course Content

No	List of Topics	Contact Hours
1	Coordinating Conjunctions	6
2	Adverb Clauses	6
3	Reduction of Adverb Clauses to Modifying Adverbial Phrases	4
4	Connectives that Express Cause and Effect, Contrast and Condition	8
5	Conditional Sentences and Wishes	6
	Total	**30**

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	Classify different types of coordinating conjunctions, parallel structure, adverb clauses, reduction of adverb clauses into modifying adverbial phrases, connectives, conditional sentences and withes	Lectures, Discussions, Relating content to prior knowledge, Regular review	Fill in the blank exercises Multiple choice exercises
1.2	Identify clause structure, phrase structure, dependent and independent clauses	Discussions, Co-operative learning, Use of textbook charts and exercises	Fill in the blank exercises Exchange completion tasks Combining and relating sentences exercises
1.3	Recognize the different types of conditional sentences and wishes,	Problem solving exercises on grammar	Fill in the blank exercises

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	then relate them to what they encountered in authentic contexts		Multiple choice exercises
2.0	**Skills**		
2.1	Apply the various coordinating conjunctions and connectives in sentences and recall their functions	Explaining rules deductively and inductively	Dialogue completion tasks
2.2	Apply the appropriate conditional and wishes structures to express their ideas and thoughts and utter them correctly	Discussions, Co-operative learning	Error identification and correction exercises
2.3	Use the adverb clauses and connectives accurately in real contexts	Encouraging group work as well as pair work	Fill in the blank exercises Exchange completion tasks Combining and relating sentences exercises
2.4	Utilize well-developed skills to analyze and practice the reduction of adverb clauses into modifying adverbial phrases accurately	Direct instruction on helpful cognitive techniques such as analyzing sentences, and recognizing relationships Practice thoroughly in order to produce grammatically correct sentences	Paragraph completion tasks
3.0	**Values**		
3.1	Show confidence in using the grammatical rules in real dialogues and conversation in class.	Encouraging extracurricular involvement in the classroom environment	Evaluating students' participation involving classroom discussions and homework assignments.
3.2	Act dutifully and ethically in pairs and groups using appropriate grammatical structures	Encouraging consistent English communication of each student in class	Evaluating students' participation involving classroom discussions and homework assignments.
3.3	Take the responsibility for keeping their English syntactic structure up to date while working in the capacity of professional writers and communicators	Encouraging students' presentations in the class	Diversifying the exercises to test the student's mastery of the different grammatical rules

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Homework/quizzes, class participation	Various	10%
2	First Progress Test	Week 7	20%
3	Second Progress Test	Week 13	20%
4	Final Exam	Week 16	50%

*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:

Faculty office hours = 10 per week

Two voluntary hours in LEP (Language Enhancement Program) room are encouraged.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Azar, B. S. & Hagen, S. A. (2016). *Understanding and Using English Grammar* (Fifth Edition). Pearson & Longman. (Chapters 16-20)
Essential References Materials	*Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press*
Electronic Materials	BlackBoard https://lms.kku.edu.sa http://www.pearsonlongman.com/ae/azar/grammar_ex/ http://www.interactive.com www.englishforums.com/English/GeneralEnglishGrammarQuestions
Other Learning Materials	http://www.longman.com/grammarexchange

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	**Classroom: 30 seats with white board**
Technology Resources (AV, data show, Smart Board, software, etc.)	**Smart Board, projector**
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Program Leaders	1. Regular meetings among teachers and the course coordinator 2. Regular meetings by the curriculum review committee 3.Departmental council meetings to discuss proposals for the curriculum
Processes for Verifying Standards of Student Achievement	Program Leaders	Mutual checking of random samples of examination papers by coordinators and other teachers of the same course and by the designated committees.
Processes for Improvement of Teaching	Faculty, Program Leaders, Peer Reviewer	1. In-house workshop. 2. Working group meetings. 3.Training new instructors.
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Faculty Peer Reviewers	Occasional in-class observations by faculty peers.
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Program Leaders	1. Regular meetings among teachers and the course coordinator 2. Regular meetings by the curriculum review committee 3.Departmental council meetings to discuss proposals for the curriculum
Processes for Verifying Standards of Student Achievement	Program Leaders	Mutual checking of random samples of examination papers by coordinators and other teachers of the same course and by the designated committees.
Processes for Improvement of Teaching	Faculty, Program Leaders, Peer Reviewer	1. In-house workshop. 2. Working group meetings. 3.Training new instructors.

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	Department of English
Reference No.	14
Date	May 2, 2021