Course Specification
(Bachelor)

Course Title: English Language Grammar	
Course Code: LANT 1101	
Program: English	
Department: Languages and Translation	
College: Education and Arts	
Institution: Tabuk University	
Version: 10. 2023	
Last Revision Date: 2022	

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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A.	☐ University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: (Level 2)

4. Course general Description:

This course is designed to teach language skills necessary for accurate and meaningful communication in English. It introduces students to the verb tenses, subject-verb agreement, nouns, pronouns, and modals. It focuses on the use of fundamental grammatical elements underlying the production of correct sentences, good compositions, short reports, oral presentations and so on.

5. Pre-requirements for this course (if any):

None

6. Pre-requirements for this course (if any):

None

7. Course Main Objective(s):

The course aims at developing students' ability to effectively understand and produce intermediate to complex language structures, both spoken and written.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid • Traditional classroom • E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Identify all verb tenses in statements, questions, and negatives.	K1	1. Lectures 2. Class discussion 3. Individual and group activities	Summative and formative assessments (class discussion assignments, quizzes, mid-term exams, and final exam)
1.2	Recognize grammatical aspects (simple, progressive, or perfect) correctly.	K1	1. Lectures 2. Class discussion 3. Individual and group activities	
1.3	Recognize count and non-count nouns.	K1	1. Lectures 2. Class discussion 3. Individual and group activities	
2.0	Skills			
2.1	Compose sentences with no subject-verb disagreement errors.	S1	1. Lectures 2. Class discussion 3. Individual and group activities	Class discussion assignments exams
2.2	Compose sentences using the correct regular and irregular noun declension.	S1	1. Lectures 2. Class discussion 3. Individual and group activities	
2.3	Use modal auxiliary verbs appropriately	S1	1. Lectures 2. Class discussion 3. Individual and group activities	
3.0	**Values, autonomy, and responsibility**			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.1	Demonstrate an ability to competently complete language tasks within appropriate time/date constraints.	V1	1. Lectures 2. Class discussion 3. Individual and group activities	Class Discussion

C. Course Content

No	List of Topics	Contact Hours
1	***Overview of Verb Tenses*** 1. The simple tenses 2. The progressive tenses 3. The perfect tenses 4. The perfect progressive tenses 5. Summary chart of verb tenses 6. Spelling of *–ing* and *–ed* forms	3
2	***Present and Past, Simple and Progressive*** 1. Simple Present Tense 2. Present progressive Tense	6
3	3. Non progressive verbs 4. Regular and irregular verbs 5. Simple past 6. Past progressive	
4	***Perfect and Perfect Progressive Tenses*** 1. Present perfect (A) Have and has in spoken English (B) Present Perfect Vs. Simple Past 2. Present perfect progressive	3

	3. Past perfect	
	4. Had in spoken English	
	5. Past perfect progressive	
5	*Future Time* 1. Simple future: will and be going to 2. Will vs. be going to	6
6	3. Expressing the future in time clauses 4. Using the present progressive and the simple present to express future time Future progressive	
7	*Future Time* 5. Future perfect 6. Future perfect progressive *Subject-Verb Agreement* 1. Final –s/-es: Use, pronunciation, and spelling 2. Basic subject-verb agreement	6
8	*Subject-Verb Agreement* 3. Subject-verb agreement: Using expressions of quantity 4. Subject-verb agreement: Using *there + be* 5. Subject-verb agreement: Some irregularities.	3
9	*Nouns* 1. Regular and Irregular plural nouns 2. Possessive Nouns 3. Nouns as adjectives	6
10	4. Count and Non-count nouns 5. Basic article usage 6. Expressions of quantity used with count and non-count nouns 7. Singular Expressions of Quantity: *one, Each, Every.*	
11	*Modals* (Part 1)	3

	1. Polite questions with I as the subject	
	2. Polite questions with you as the subject	
12	3. Polite requests with would you mind	
	4. Expressing necessity and prohibition: *Must, have to, have got to*	
	5. Lack of necessity and prohibition: *Have to* and *must* in the negative	
	6. Advisability: *should, ought to, had better*	
13	*Modals* (Part 1)	6
	7. The past form of *should*	
	8. Expectations: *be supposed to*	
	9. Making suggestions: *Let's, why don't, shall I/we*	
	10. Making suggestions: *Could vs. should*	
14	*Modals* (Part 2)	
	1. Degrees of certainty: *Present time*	
	2. Degrees of certainty: *Present time negative*	
	3. Degrees of certainty: *Past time*	
15	*Modals* (Part 2)	3
	4. Degrees of certainty: *Future time*	
	5. Progressive forms of modals	
	6. Ability: *Can and could*	
	7. Using *would* to express a repeated action in the past	
	8. Expressing preference: *would rather*	
	9. Combining modals with phrasal modals	
	10. Summary chart of modals and similar expressions	
Total		**45**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment	3	10%
2.	Quiz	4	5%
3.	Classroom activities	Ongoing	5%
4.	First midterm exam	6	20%
5.	Second midterm exam	12	20%
6.	Final exam	16	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Azar, B. S. (2009). Understanding and Using English Grammar (Fourth Edition). White Plains, NY: Pearson Education.
Supportive References	Audio and video files.
Electronic Materials	Grammar practice Websites: quill.org, <https://www.englishgrammar.org/exercises/>
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data show.
Other equipment (depending on the nature of the specialty)	--------

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Course evaluation surveys
Effectiveness of Students assessment	Department	Course Coordination
Quality of learning resources	Students	Course evaluation surveys
The extent to which CLOs have been achieved	Department	Excel CLOs sheets

Assessment Areas/Issues	Assessor	Assessment Methods
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	**Department Council**
REFERENCE NO.	**Meeting No. 9/1445**
DATE	**15/4/1445**