



# Course Specification

— (Bachelor)

<b>Course Title:</b> English Structure IV
<b>Course Code:</b> ENG 2114
<b>Program:</b> BA in English Language
<b>Department:</b> Department of English
<b>College:</b> Social Sciences
<b>Institution:</b> Umm Al-Qura University
<b>Version:</b> 2
<b>Last Revision Date:</b> 2023



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## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours:</b>					
4					
<b>2. Course type</b>					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered:</b>					
Year 2/ Level 5					
<b>4. Course general Description:</b>					
<p>This course introduces students to the study of grammar from a descriptive point of view, rather than a prescriptive point of view. The student learns to analyze syntactic structure in depth and to represent it in a variety of ways, including tree structure diagrams. Structure 4 takes the student from the rote learning of grammatical rules to the ability to analyze sentence structure with a deeper understanding of the sentence. The student will understand how humans unconsciously structure sentences. While the language under study is English, the implications for all languages are also pointed out. As students become more proficient in their analytical abilities, more details of syntactic structure are added to their repertoire of analytical methodology.</p>					
<b>5. Pre-requirements for this course (if any):</b>					
English Structure III					
<b>6. Co-requirements for this course (if any):</b>					
<b>7. Course Main Objective(s):</b>					
To introduce students to the grammatical analysis of sentences, using contemporary methods.					

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	4 hours per week Online workshops	90% 10%
4	Distance learning		





### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	32
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify) on-line workshops	8
<b>Total</b>		<b>40 hours</b>

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Distinguish complements and adjuncts	K1	-Lectures -Class work	-Assignments -Quizzes
1.2	Explain the internal structure of PP, AdjP, AdvP, and NP, including the use of intermediate levels	K1	-Lectures -Class work -Class oral discussions	
1.3	Describe different types of phrase and clause structures	K1		
1.4	Describe different types of non-finite clauses and clauses without verbs	K1		
<b>2.0</b>	<b>Skills</b>			
2.1	Analyze various grammatical structures from English	S1	-Lectures -Class work -Activities -Class oral discussions	-Instructor's in-class comments -Peer review comments -Assignments -Quizzes -Pop quiz
2.2	Draw basic tree diagrams	S1		
2.3	Apply grammatical concepts in classifying phrases, clauses, and sentences	S1		
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate commitment to academic and ethical values.	V1	-Lectures -Class oral discussions -Activities	-Instructor's in-class comments -Peer review -Assignments
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2		





### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction	4
2.	Rapid overview	4
3.	Verb: Mood, Aspect. Tense	6
4.	Clause structure, complements, adjuncts	4
5.	Nouns and noun phrases	4
6.	Adjectives and adverbs	4
7.	Prepositions and preposition phrases	4
8.	Clause type: exclaiming, asking, and directing	4
9.	Non-Finite clauses and clauses without verbs	4
<b>Total</b>		<b>40</b>

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<b>Instructor's evaluation</b>	Every week	5%
2.	<b>Quizzes (2)</b> Instructors will receive quiz questions from a question bank. Exam questions will be unified for all groups. Allocation of points is as follows: writing portion (10%) and (20%) objective questions. A rubric for the writing component will be provided.	4-9	30%
3.	<b>Assignments</b> should include a writing component (short paragraphs/essays/tree diagrams)	Biweekly	15%
4.	<b>Final Exam</b> Instructors will receive final exam questions from a question bank. Exam questions will be unified for all groups. Allocation of points is as follows: (10%) writing component and (40%) objective questions. A rubric for the writing component will be provided.	13	50%

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

### E. Learning Resources and Facilities

#### 1. References and Learning Resources

<b>Essential References</b>	Huddelston, R. & Pullum, Geoffrey, K. <i>A Student's Introduction to English Grammar</i> . Cambridge University Press. 2007
<b>Supportive References</b>	Gelderen, Elly van. <i>An Introduction to the Grammar of English</i> , revised edition. Amsterdam: John Benjamins Publishing Company. 2010
<b>Electronic Materials</b>	The Virtual Linguistics Campus <a href="https://oer-vlc.de/">https://oer-vlc.de/</a>
<b>Other Learning Materials</b>	O'Grady, W & Archibald, J. <i>Contemporary Linguistic Analysis- Tree Diagrams</i> (Basic Level-Syntax) booklet. Macmillan Learning 2017

#### 2. Required Facilities and equipment



Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Spacious well-equipped classrooms
<b>Technology equipment</b> (projector, smart board, software)	All classrooms are equipped with projectors and screens
<b>Other equipment</b> (depending on the nature of the specialty)	

#### F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	-Department or college administration -Students -The instructor or peers	Formal evaluation through the use of questionnaires at the end of the term. -Ongoing students' oral feedback on course material, methodology or examinations. - Teacher's discussions or consultation with peers about course content, methodology and assessment. - Teacher's analysis of students' quizzes and final exams.
Effectiveness of Students assessment		
Quality of learning resources		
The extent to which CLOs have been achieved		
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

#### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>DEPARTMENT COUNCIL</b>
<b>REFERENCE NO.</b>	<b>424040414453/132022</b>
<b>DATE</b>	<b>07 RABI-II 1445 H - 22 OCTOBER 2023</b>

