



# Course Specifications

|                      |                             |
|----------------------|-----------------------------|
| <b>Course Title:</b> | Structure 2                 |
| <b>Course Code:</b>  | 3012111-3                   |
| <b>Program:</b>      | English Language 301200     |
| <b>Department:</b>   | English Language            |
| <b>College:</b>      | Al Leith University College |
| <b>Institution:</b>  | Umm Al-Qura University      |

## Table of Contents

|   |          |
|---|----------|
| <b>A. Course Identification .....</b>   | <b>3</b> |
| 6. Mode of Instruction (mark all that apply).....   | 3        |
| <b>B. Course Objectives and Learning Outcomes.....</b>  | <b>4</b> |
| 1. Course Description .....   | 4        |
| 2. Course Main Objective .....  | 4        |
| 3. Course Learning Outcomes.....  | 4        |
| <b>C. Course Content .....</b>  | <b>4</b> |
| <b>D. Teaching and Assessment .....</b>   | <b>5</b> |
| 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment<br>Methods ..... | 5        |
| 2. Assessment Tasks for Students .....  | 6        |
| <b>E. Student Academic Counseling and Support .....</b>   | <b>6</b> |
| <b>F. Learning Resources and Facilities.....</b>  | <b>6</b> |
| 1. Learning Resources .....   | 6        |
| 2. Facilities Required.....   | 7        |
| <b>G. Course Quality Evaluation.....</b>  | <b>7</b> |
| <b>H. Specification Approval Data .....</b>   | <b>7</b> |

## A. Course Identification

|   |  |                                   |  |
|---|--|-----------------------------------|--|
| <b>1. Credit hours:</b>   |  |                                   |  |
| <b>2. Course type</b>   |  |                                   |  |
| a.  | University <input type="checkbox"/>          | College <input type="checkbox"/>  | Department <input checked="" type="checkbox"/> |
| b.  | Required <input checked="" type="checkbox"/> | Elective <input type="checkbox"/> | Others <input type="checkbox"/>                |
| <b>3. Level/year at which this course is offered: Second Level / First Year</b> |  |                                   |  |
| <b>4. Pre-requisites for this course (if any):</b><br>Structure 1 3012110-3     |  |                                   |  |
| <b>5. Co-requisites for this course (if any):</b><br>None                       |  |                                   |  |

### 6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction   | Contact Hours    | Percentage |
|----|-----------------------|------------------|------------|
| 1  | Traditional classroom | 2 hours per week | 66.6%      |
| 2  | Blended               | 0                | 0%         |
| 3  | E-learning            | 1 hour per week  | 33.3%      |
| 4  | Correspondence        | 0                | 0%         |
| 5  | Other                 | 0                | 0%         |

### 7. Actual Learning Hours (based on academic semester)

| No                           | Activity                        | Learning Hours               |
|------------------------------|---------------------------------|------------------------------|
| <b>Contact Hours</b>         |                                 |                              |
| 1                            | Lecture                         | (3 hours) x (15 weeks)       |
| 2                            | Laboratory/Studio               | 0                            |
| 3                            | Tutorial                        | 0                            |
| 4                            | Others (specify)                | (1 office hour) x (15 weeks) |
|                              | <b>Total</b>                    | 60 hours                     |
| <b>Other Learning Hours*</b> |                                 |                              |
| 1                            | Study                           | (1 hour) x (15 weeks)        |
| 2                            | Assignments                     | (1 hour) x (15 weeks)        |
| 3                            | Library                         | (1 hour) x (15 weeks)        |
| 4                            | Projects/Research Essays/Theses | 0                            |
| 5                            | Others (specify)                | 0                            |
|                              | <b>Total</b>                    | 45 hours                     |

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is an intermediate grammar course. It focuses on aspects of English grammar most commonly needed in daily communication. Besides, it provides a review of the fundamental grammar units introduced in Structure 1.

### 2. Course Main Objective

This course continues to develop English grammar skills by providing extensive and varied practice that encourages English language development for academic purposes. Emphasis is placed on the use of verb tenses, modal verbs, nouns, adjectives, adverbs, passive voice and different types of sentences.

### 3. Course Learning Outcomes

| CLOs |   | Aligned PLOs |
|------|---|--------------|
| 1    | <b>Knowledge:</b>   |              |
| 1.1  | Show understanding of the use of the targeted grammatical rules in their spoken or written performance  | K1           |
| 1.2  | Identify the elements of noun, adjective and adverb clauses and their functions in sentences  | K2           |
| 1.3  | Identify a particular structure of each type of English sentences in context  | K3           |
| 1.4  | Describe in simple terms the differences between the different tenses.  | K4           |
| 2    | <b>Skills :</b>   |              |
| 2.1  | Use the targeted grammatical structures meaningfully and appropriately in their performance   | S1           |
| 2.2  | Differentiate between the use of the different types of tenses.   | S2           |
| 2.3  | Analyze sentence structure into constituent parts   | S3           |
| 2.4  | Use the internet to develop their knowledge in this subject and the E-learning facilities available in the university to exchange information on the concerned topics | S4           |
| 3    | <b>Competence:</b>  |              |
| 3.1  | Express themselves confidentially by using the different tenses   | C1           |
| 3.2  | Produce simple and compound sentences correctly.  | C2           |
| 3.3  | Evaluate each other's performance in peers and groups   | C3           |
| 3.4  | Correct themselves when using the targeted grammatical structures.  | C4           |

## C. Course Content

| No | List of Topics   | Contact Hours |
|----|--|---------------|
| 1  | Chapter 1\ Education and Student Life:<br><ul style="list-style-type: none"> <li>- The Simple Present Tense</li> <li>- The Present Continuous Tense</li> <li>- The Simple Past and Past Continuous Tenses</li> <li>- The Simple Future and Future Continuous Tenses</li> </ul> | 6             |
| 2  | Chapter 2\ City Life:<br><ul style="list-style-type: none"> <li>- Count and Noncount Nouns</li> <li>- Noncount Versus Count Nouns, How Much Versus How Many</li> </ul>   | 6             |

|              |   |    |
|--------------|---|----|
|              | <ul style="list-style-type: none"> <li>- Noncount Versus Count Nouns, Non-count Nouns with There + Be</li> <li>- The with Locations and Other Special Uses</li> </ul>   |    |
| 3            | Chapter 3\ Business and Money: <ul style="list-style-type: none"> <li>- Modal Auxiliaries of Request and Permission</li> <li>- Modal Auxiliaries of Ability, Expectations and Preference</li> <li>- Modal Auxiliaries of Advice and Need</li> <li>- Modal Auxiliaries of Possibility and Probability</li> </ul> | 3  |
| 4            | Chapter 4\ Jobs and Professions: <ul style="list-style-type: none"> <li>- The Present Perfect Versus the Present Perfect Continuous Tense</li> <li>- The Past Perfect Tense</li> </ul>  | 3  |
| 5            | Chapter 5\ Lifestyles Around the World: <ul style="list-style-type: none"> <li>- Phrasal Verbs</li> <li>- Participles and Adjectives Followed by Prepositions</li> </ul>  | 6  |
| 6            | Chapter 6\ Global Connections: <ul style="list-style-type: none"> <li>- Compound and Complex Sentences</li> <li>- Clauses of Time and Condition in The Present and Future</li> </ul>  | 6  |
| 7            | Chapter 7\ Language and communication: <ul style="list-style-type: none"> <li>- Connectors of Contrast: Concession, and Opposition</li> <li>- Connectors of Reason, Result, and Purpose</li> </ul>  | 3  |
| 8            | Chapter 8\ Tastes and Preferences: <ul style="list-style-type: none"> <li>- Adjectives with -ing and -ed Endings</li> <li>- Comparative and Superlative Forms</li> </ul>  | 3  |
| 9            | Chapter 9\ New Frontiers: <ul style="list-style-type: none"> <li>- The Passive Voice with Simple Tenses</li> <li>- The Passive Voice with Present Perfect and Present Continuous Tenses</li> <li>- The Passive Voice with Modal Auxiliaries</li> </ul>  | 6  |
| 10           | Chapter 10\ Rites of Passage: <ul style="list-style-type: none"> <li>- Adjective Clauses</li> </ul>   | 3  |
| <b>Total</b> |   | 45 |

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| Code       | Course Learning Outcomes   | Teaching Strategies   | Assessment Methods   |
|------------|--|---|--|
| <b>1.0</b> | <b>Knowledge</b>   |   |  |
| 1.1        | Show understanding of the use of the targeted grammatical rules in their spoken or written performance | <ul style="list-style-type: none"> <li>- Lecturing</li> <li>- Searching</li> <li>- Relate content to students' previous knowledge</li> <li>- Constant review</li> </ul> | <ul style="list-style-type: none"> <li>- Assignments</li> <li>- Quizzes</li> <li>- Midterm Exam</li> <li>- Online Tests and Assignments</li> <li>- Final Exam</li> </ul> |
| 1.2        | Identify the elements of noun, adjective and adverb clauses and their functions in sentences           |   |  |
| 1.3        | Identify a particular structure of each type of English sentences in context                           |   |  |
| 1.4        | Describe in simple terms the differences between the different tenses.                                 |   |  |
| <b>2.0</b> | <b>Skills</b>  |   |  |
| 2.1        | Use the targeted grammatical   | - Discussion  | - Assignments  |

| Code       | Course Learning Outcomes  | Teaching Strategies  | Assessment Methods   |
|------------|---|--|--|
|            | structures meaningfully and appropriately in their performance  | - Reasoning<br>- Explaining rules deductively and inductively,<br>- Problem solving<br>- Corrective feedback | - Quizzes<br>- Midterm Exam<br>- Online Tests and Assignments<br>- Final Exam  |
| 2.2        | Differentiate between the use of the different types of tenses.   |  |  |
| 2.3        | Analyze sentence structure into constituent parts   |  |  |
| 2.4        | Use the internet to develop their knowledge in this subject and the E-learning facilities available in the university to exchange information on the concerned topics |  |  |
| <b>3.0</b> | <b>Competence</b>   |  |  |
| 3.1        | Express themselves confidentially by using the different tenses   | -Self-learning<br>- Pair/Group work<br>- Cooperative learning  | - Assigning some marks for classroom activities and participation<br>- Observing students' performance in pair and group activities and classroom discussion |
| 3.2        | Produce simple and compound sentences correctly.  |  |  |
| 3.3        | Evaluate each other's performance in peers and groups   |  |  |
| 3.4        | Correct themselves when using the targeted grammatical structures.  |  |  |

## 2. Assessment Tasks for Students

| # | Assessment task*    | Week Due                               | Percentage of Total Assessment Score |
|---|---------------------|--|--------------------------------------|
| 1 | Written assignments | Every week                             | 10 %                                 |
| 2 | Midterm exam        | 8 <sup>th</sup> / 9 <sup>th</sup> week | 30 %                                 |
| 3 | Final exam          | End of term                            | 60 %                                 |

\*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 :

Instructors are available for 4 hours weekly in their offices for individual students' consultation and academic advice.

## F. Learning Resources and Facilities

### 1.Learning Resources

|                           |   |
|---------------------------|---|
| <b>Required Textbooks</b> | Elaine Kirn, Darcy Jack, <i>Grammar 2: Interactions</i> . Diamond Edition. The McGraw-Hill Companies, 2013. |
|---------------------------|---|

|                                       |   |
|---------------------------------------|---|
| <b>Essential References Materials</b> | Raymond Murphy, <i>English Grammar in Use</i> . 4th Edition. Cambridge University Press, 2015.  |
| <b>Electronic Materials</b>           | <a href="https://www.englishgrammar.org/">https://www.englishgrammar.org/</a><br><a href="https://www.perfect-english-grammar.com/grammar-exercises.html">https://www.perfect-english-grammar.com/grammar-exercises.html</a><br><a href="https://englishgrammarhere.com/">https://englishgrammarhere.com/</a> |
| <b>Other Learning Materials</b>       | *****   |

## 2. Facilities Required

| Item   | Resources  |
|--|--|
| <b>Accommodation</b><br>(Classrooms, laboratories, demonstration rooms/labs, etc.)   | -large size classrooms with a capacity of 35 chairs at least |
| <b>Technology Resources</b><br>(AV, data show, Smart Board, software, etc.)  | - Data show, Smart Board                                     |
| <b>Other Resources</b><br>(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | *****  |

## G. Course Quality Evaluation


| Evaluation Areas/Issues                           | Evaluators                               | Evaluation Methods             |
|---|--|--------------------------------|
| Effectiveness of teaching and assessment          | Students                                 | Direct (online questionnaires) |
| Quality of learning resources                     | Students<br>Faculty members              | Direct (online questionnaires) |
| Extent of achievement of course learning outcomes | Quality Unit Faculty members<br>Students | Direct (online questionnaires) |

**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

|                            |  |
|----------------------------|--|
| <b>Council / Committee</b> | The English language department's council  |
| <b>Reference No.</b>       |  |
| <b>Date</b>                |  |
| <b>Head of department:</b> | Dr. Hadi Hussein Al-Samadani<br><br>Signature:  |