**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**T6. Course Specifications**

**(CS)**

**Course Specification**

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| Institution: **Umm Al-Qura University**  |
| College/Department : **Alqunfudah University College** |

**A. Course Identification and General Information**

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| **1. Course title and code: English Language Structure (3)** |
| 2. Credit hours: **3 hours** |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)**B.A. in English Language** |
| 4. Name of faculty member responsible for the course :**Dr.** **Mueiz Elnour** |
| 5. Level/year at which this course is offered: **Level 3**  |
| 6. Pre-requisites for this course: **structure 2** |
| 7. Co-requisites for this course (if any): **None** |
| 8. Location if not on main campus:  |

**B. Objectives**

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| 1. Summary of the main learning outcomes for students enrolled in the course:1. **Drawing attention to different types of sentences.**
2. **Evaluating different view points on a common subject.**
3. **Distinguishing between tenses.**
4. **Learning techniques for writing correct sentences.**
 |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field):None has been done |

**C. Course Description**

(Note: General description in the form to be used for the Bulletin or Handbook should be attached)

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| 1 Topics to be Covered: |
| Topics | No ofWeeks | Contacthours |
| **Introduction** | **1** | **3** |
| **Chapter 1** | **2** | **3**  |
| **Chapter 2** | **3** | **3** |
| **Chapter 3** | **4** | **3** |
| **Chapter 4** | **5** | **3** |
| **Chapter 5** | **6** | **3** |
| **Chapter 6** | **7** | **3** |

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| 2 Course components (total contact hours per semester): |
| Lecture:**10 ½ hours** | Tutorial:- | Practical/Fieldwork/Internship:- | Other:- |

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| 3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)Lesson preparation and writing practise. (1 to 2 hours a week) |

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| 4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate:* A brief summary of the knowledge or skill the course is intended to develop;
* A description of the teaching strategies to be used in the course to develop that knowledge or skill;
* The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
 |
| **a. Knowledge**  |
| (i) Description of the knowledge to be acquired |
| (ii) Teaching strategies to be used to develop that knowledge**Students should write the sentences in advance and mark the unclear parts. In class, the instructor will ask questions about the tenses (wither mentioned in the sentences or not) and check their understanding.** |
| (iii) Methods of assessment of knowledge acquiredAsking the students about their knowledge about tenses and parts of speech.Answering the questions provided.Answering the grammar questions. |
| **b. Cognitive Skills** |
| (i) Cognitive skills to be developed |
| (ii) Teaching strategies to be used to develop these cognitive skills |
| (iii) Methods of assessment of students cognitive skills  |
| **c. Interpersonal Skills and Responsibility**  |
| (i) Description of the interpersonal skills and capacity to carry responsibility to be developed **Students are asked to read a literary book, and then present a summary in class, along with the new vocabulary introduced.** |
| (ii) Teaching strategies to be used to develop these skills and abilities**Not taught, but comments are given to the students after the presentation.** |
| (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility**Accuracy of the spoken language and correct writing for sentenses, the stream of ideas and the ability to answer the questions about her story.** |
| **d. Communication, Information Technology and Numerical Skills**  |
| (i) Description of the skills to be developed in this domain. |
| (ii) Teaching strategies to be used to develop these skills |
| (iii) Methods of assessment of students numerical and communication skills  |
| **e. Psychomotor Skills (if applicable)** |
| (i) Description of the psychomotor skills to be developed and the level of performance required |
| (ii) Teaching strategies to be used to develop these skills |
| (iii) Methods of assessment of students psychomotor skills |

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| 5. Schedule of Assessment Tasks for Students During the Semester |
| Assessment  | Assessment task (eg. essay, test, group project, examination etc.) | Week due | Proportion of Final Assessment |
| 1 | **Mid-term exam** |  | **30** |
| 2 | **Final Exam** |  | **60** |
| 3 | **assignments** |  | **0** |
| 4 | **attendance** |  | **10** |

**D. Student Support**

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| 1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)**)** |

##### E. Learning Resources

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| 1. Required Text(s) **( Mosaic: grammar 1).**  |
| 2. Essential References **The text book only.** |
| 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) **None** |
| 4-.Electronic Materials, Web Sites etc**None** |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.) |
| 1. Accommodation (Lecture rooms, laboratories, etc.)**A class enough to hold the students.** |
| 2. Computing resources**None** |
| 3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) **None** |

**G. Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching**Class work, Participating & Quizzes** |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department**None has been done** |
| 3 Processes for Improvement of Teaching**The students’ awareness of the importance of grammar & comprehension in learning the language could boost their performance.** |
| 4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)**None has been done** |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.**None has been done** |

1. **Course Outcome: Statistical information**

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| --- | --- |
| 1. Number of students enrolled in the course
 | 197 |
| 1. Number of students withdrawn from the course or denied entry
 | 5 |
| 1. Number and proportion of students completed the course
 |  192- % |
| 1. Number of students set for the examination 192 - percentage %
2. Absentees = 5 - percentage: 0%

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| 1. Results:

 Pass: No. 149 Percentage. 77.6 % Failure: No. 43 Percentage. 22.4 % |

1. **Grades distribution**

|  |  |
| --- | --- |
|  % | N0.  |
| 95 - 100 | 23 |
| 90 - 94 | 17 |
| 85 - 89 | 13 |
| 80 - 84 | 10 |
| 75 - 79 | 11 |
| 70 - 74 | 17 |
| 65-69 | 14 |
| 60-64 | 44 |
| 0-59 | 43 |

**The instructor report:**

**The course teaching process was going easily and smoothly since the beginning of the semester. The students were very serious to attend and participate in the lectures. The students participated by writing sentences in the white board. My suggestion for improving teaching such a course is to reduce the number of students in each group to 30 student as maximum.**