



Course Specification of Grammar (1)

I. Course Identification and General Information:						
1	Course Title:	Grammar (1)				
2	Course Number & Code:	DR 11				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3	-	-	-	3
4	Study level/ semester at which this course is offered:	Level 1, Semester 1				
5	Pre –requisite (if any):	None				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	Translation				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages				
10	Prepared by:	Abdulhameed Ashuja'a				
11	Date of approval:					
II. Course description:						
This is a foundation course which revises most of the basic English grammar structures such as tenses, subject-verb agreement, nouns, pronouns, modals, questions as well as simple and compound sentences. It provides students with the opportunity to practice these structures meaningfully through the use of meaningful exercises and sentence writing in the classroom and, extensively, as home assignments.						
III. Intended learning outcomes (ILOs) of the course:						
(A) Knowledge and Understanding:						
Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.						
Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding			Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding			
After completing this program, students will be able to:			Upon successful completion of the course, students will be able to:			
A3-	Show an awareness of the basic structures, levels and discourse functions of English and Arabic and the ways in which words and sentences are related to each other and how they combine to create texts of different types.		a1-	Recognize the present, past and future tenses, question formation, nouns, modals and the passive.		
			a2-	Demonstrate understanding of present, past and future tenses, question formation, nouns, modals and the passive.		
			a3	Identify simple and compound sentences in various contexts.		
Teaching and Assessment Methods for Achieving Learning Outcomes:						
Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:						
Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies/methods to be		Methods of assessment		

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		used	
Upon successful completion of the course, students will be able to:		<ul style="list-style-type: none"> ▪ Interactive Lectures ▪ Presentations ▪ Group activities to build knowledge of various topics 	<ul style="list-style-type: none"> ▪ Quizzes ▪ Exams ▪ Evaluative Presentations ▪ Home assignments
a1-	Recognize the present, past and future tenses, question formation, nouns, modals and the passive.		
a2-	Demonstrate understanding of present, past and future tenses, question formation, nouns, modals and the passive		
a3	Identify simple and compound sentences in various contexts.		

(B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students will be able to:		Upon successful completion of the course, students will be able to:	
B1-	Critically examine and evaluate evidence in relation to communication and language use in a variety of modes, genres and contexts, in different technical and non-technical texts in both English and Arabic.	b1-	Differentiate between the present, past and future tenses.
		b2-	Analyze questions, nouns, modals, the passive and simple and compound sentences.

Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies/methods to be used	Methods of assessment
Upon successful completion of the course, students will be able to:		<ul style="list-style-type: none"> ▪ Classroom discussions ▪ Group and pair work ▪ Exercises ▪ Problem solving ▪ Brainstorming 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/ projects/ classroom practical session
b1-	Differentiate between the present, past and future tenses.		
b2-	Analyze questions, nouns, modal auxiliaries, the passive and simple and compound sentences.		

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(C) Professional and Practical Skills.

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		Upon successful completion of the course, students will be able to:	
C2-	Critically analyze a variety of texts including literary, journalistic, historical and other types of texts for the purpose of translation and interpretation.	c1-	Write sentences using the three types of tenses and modals correctly in different contexts.
		c2-	Use types of nouns and pronouns to express ideas in different situations.

Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
Upon successful completion of the course, students will be able to:		<ul style="list-style-type: none"> ▪ Classroom discussions ▪ Group and pair work ▪ Exercises ▪ Problem solving ▪ Brainstorming 	<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/ projects/ classroom practical session
c1-	Write sentences using the three types of tenses and modals correctly in different contexts.		
C2	Use types of nouns and pronouns to express ideas in different situations		

(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		Upon successful completion of the course, students will be able to:	
D6-	Communicate effectively and fluently in speech and writing.	d1-	Use the grammatical structures they learned during the course to communicate in real life situations.

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Teaching and Assessment Methods for Achieving Learning Outcomes:					
Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods.					
Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used.		Methods of assessment	
Upon successful completion of the course, students will be able to:		<ul style="list-style-type: none"> ▪ Role play ▪ Group and pair work ▪ Exercises ▪ Problem solving ▪ Presentations by students ▪ learning in groups and teams ▪ group projects 		<ul style="list-style-type: none"> ▪ Written assignments ▪ Quizzes ▪ Coursework activities ▪ Oral assessment and open presentations ▪ Team work ▪ Focus groups ▪ Interviews ▪ Authentic assessment 	
d1-	Use the grammatical structures they learned during the course to communicate in real life situations.				
IV. Course Content:					
1 – Course Topics/Items:					
a – Theoretical Aspect					
No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction	a1	Overview of the course: strategies of teaching and assessment; tasks and assignments required by students; introducing tenses in English	1	3
2	Present Tense	a1; a2; b1; c1; d1	Simple present and progressive; frequency adverbs; spelling and pronunciation of <i>-ing</i> and <i>-s</i> ; non-action verbs; present verbs: short answers to yes/no questions.	2	6
3	Past Tense	a1; a2; b1; c1; d1	Expressing the simple past; regular and irregular verbs; Spelling and pronunciation of <i>-ing</i> and <i>-ed</i> ; the principal part of a verb; the simple past and the past progressive; forms of the past progressive; using time clauses; expressing <i>used to</i>	2	6
4	Future Tense	a1; a2; b1; c1; d1	Expressing future time: <i>be going to</i> and <i>will</i> ; sureness of the future; expressing the future in time clauses and <i>if</i> -clauses; present progressive to express future time; the simple present to express future; immediate future: <i>be about to</i> ; parallel verbs	1	3
5	Present Perfect and Past Perfect	a1; a2; b1; c1; d1	Past participle; forms of the present perfect; meanings of the present perfect; simple past vs. present perfect; using <i>since</i> and <i>for</i> ; present perfect progressive; comparing it with the present perfect; using <i>already</i> , <i>yet</i> , <i>still</i> and <i>anymore</i> ; past perfect	2	6

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6	Question formation	a1; a2; b2; c2; d1	Yes/no questions and short answers; information questions; wh-questions of all types and meanings, including whose, which, what + a form of <i>do</i> , <i>how often</i> , <i>how far</i> ; using <i>how about</i> and <i>what about</i> ; tag questions.	1	3
7	Nouns and Pronouns	a1; a2; b2; c4; d1	Pronunciation of plural (s); count and non-count; objects of prepositions; prepositions of time and time; word order; using adjectives to describe nouns; using nouns as adjectives; subject and object pronouns; possessive pronouns and adjectives; reflexive pronouns; forms of <i>other</i>	1	3
8	Modal Auxiliaries	a1; a2; b2; c1; d1	Forms of modal auxiliaries; all functions expressed by the use of modal auxiliaries, including making suggestions and stating preferences	2	6
9	The Passive	a1; a2; b2; c3; d1	Active and passive sentences; forms of the passive; transitive and intransitive verbs; using the participles	1	3
10	Types of Sentences	a3; b2; c1; c3; d1	Structures of simple and compound sentences;	1	3
Number of Weeks /and Units Per Semester				14	42
b- Training Aspect:					
Order	Training Tasks	CILOs (symbols)		Number of weeks	Contact hours
1					
Number of Weeks /and Units Per Semester					
V. Teaching strategies of the course:					
<ul style="list-style-type: none"> ▪ Group and pair work ▪ Exercises ▪ Problem solving ▪ Presentations by students ▪ learning in groups and teams 			<ul style="list-style-type: none"> ▪ Classroom discussions ▪ Brainstorming ▪ Interactive Lectures ▪ Presentations ▪ Group activities to build knowledge ▪ group projects 		
3-Assessment Methods:					
<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/ projects/ classroom practical session 			<ul style="list-style-type: none"> ▪ Coursework activities ▪ Team work ▪ Focus groups ▪ Interviews ▪ Authentic assessment ▪ Exams 		

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VI. Schedule of Assessment Tasks for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes	1-12	10	10%	a1; a2; a3; b1; b2; c1; c2; d1
2	Assignments	2-12	10	10%	a1; a2; a3; b1; b2; c1; c2; d1
3	Mid-semester exam	7	20	20%	a1; a2; a3; b1; b2; c1; c2; d1
5	Final Exam	16	60	60%	a1; a2; a3; b1; b2; c1; c2; d1
Total			100	100%	
VII. Learning Resource (MLA style or APA style)s:					
1- Required Textbook(s) (maximum two)					
Azar, B. (2003). <i>Fundamentals of English Grammar</i> , 3 rd ed. Pearson Education: New York.					
2- Recommended Readings and Reference Materials					
Pavlik, Ch. (2004). <i>Grammar Sense 2A</i> . OUP: Oxford					
3- Essential References					
Lobeck, A. (2000). <i>Discovering Grammar: An Introduction to English Sentence Structure</i> . Oxford University Press: New York					
4- Electronic Materials and Web Sites etc.					
https://www.perfect-english-grammar.com/ https://www.grammar.com/					
5- Other Learning Material.					
- Extra worksheets provided by the instructor					
VIII. Course Policies: (Based on the Uniform Students' Bylaw (2007))					
1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.				
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.				
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.				
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.				
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.				
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall				

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	apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
التوقيع	الصفة الوظيفية	الاسم	م
	نائب العميد للدراسات العليا	د/ عباس مطهر	١
	نائب عميد مركز التطوير وضمان الجودة	أ.م.د/ أحمد مجاهد	٢
	نائب رئيس الجامعة للشئون الأكاديمية	أ.د/ إبراهيم المطاع	٣

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Course Plan of Grammar (1)

I. - Information about Faculty Member Responsible for the Course:

Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail			-	-	-	-	-

II. Course Identification and General Information:

1-	Course Title:	Grammar (1)				
2-	Course Number & Code:	DR 11				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		3
4-	Study level/year at which this course is offered:	Level 1, Semester 1				
5-	Pre –requisite (if any):	None				
6-	Co –requisite (if any):	None				
7-	Program (s) in which the course is offered	Translation				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Interactive lectures				
11-	Location of teaching the course:	Faculty of Languages				

III. Course Description:

This is a foundation course which revises most of the basic English grammar structures such as tenses, subject-verb agreement, nouns, pronouns, modals, questions as well as simple and compound sentences. It provides students with the opportunity to practice these structures meaningfully through the use of meaningful exercises and sentence writing in the classroom and, extensively, as home assignments.

IV. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

1. Recognize the present, past and future tenses, question formation, nouns, modals and the passive.
2. Demonstrate understanding of present, past and future tenses, question formation, nouns, modals and the passive
3. Identify simple and compound sentences in various contexts.
4. Differentiate between the present, past and future tenses.
5. Analyze questions, nouns, modal auxiliaries, the passive and simple and compound sentences.
6. Write sentences using the three types of tenses and modals correctly in different contexts.
7. Use types of nouns and pronouns to express ideas in different situations.
8. Use the grammatical structures they learned during the course to communicate in real life situations.

V. Course Content:

A – Theoretical Aspect:

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Order	Topics List	Week Due	Contact Hours
1	Overview of the course: strategies of teaching and assessment; tasks and assignments required by students; introducing tenses in English	1 st	3
2	Present Tense (1): Simple present and progressive; frequency adverbs; spelling and pronunciation of <i>-ing</i> and <i>-s</i> ;	2 nd	3
3	Present Tense (2): non-action verbs; present verbs: short answers to yes/no questions	3 rd	3
4	Past Tense (1): Expressing the simple past; regular and irregular verbs; Spelling and pronunciation of <i>-ing</i> and <i>-ed</i> ; the principal part of a verb	4 th	3
5	Past Tense (2): the simple past and the past progressive; forms of the past progressive; using time clauses; expressing <i>used to</i>	5 th	3
6	Future Tense: Expressing future time: <i>be going to</i> and <i>will</i> ; sureness of the future; expressing the future in time clauses and <i>if</i> -clauses; present progressive to express future time; the simple present to express future; immediate future: <i>be about to</i> ; parallel verbs	6 th	3
7	Mid-Term Test	7 th	
8	Present Perfect and Past Perfect (1): Past participle; forms of the present perfect; meanings of the present perfect; simple past vs. present perfect; using <i>since</i> and <i>for</i> ;	8 th	3
9	Present Perfect and Past Perfect (2): present perfect progressive; comparing it with the present perfect; using <i>already</i> , <i>yet</i> , <i>still</i> and <i>anymore</i> ; past perfect	9 th	3
10	Question Formation: Yes/no questions and short answers; information questions; wh-questions of all types and meanings, including whose, which, what + a form of <i>do</i> , <i>how often</i> , <i>how far</i>); using <i>how about</i> and <i>what about</i> ; tag questions	10 th	3
11	Pronunciation of plural (s); count and non-count; objects of prepositions; prepositions of time and time; word order; using adjectives to describe nouns; using nouns as adjectives; subject and object pronouns; possessive pronouns and adjectives; reflexive pronouns; forms of <i>other</i>	11 th	3
12	Modal auxiliaries (1): Forms of modal auxiliaries;	12 th	3
13	Modal auxiliaries (2): functions expressed by the use of modal auxiliaries, including making suggestions and stating preferences	13 th	
14	The Passive: Active and passive sentences; forms of the passive; transitive and intransitive verbs; using the participles	14 th	3
15	Types of Sentences: Structures of simple and compound sentences;	15 th	3
16	Final Exam	16 th	

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Number of Weeks /and Units Per Semester		16	48	
b- Training Aspect:				
Order	Training Tasks	Week Due	Contact hours	
1				
Number of Weeks /and Units Per Semester				
VI. Teaching strategies of the course:				
<ul style="list-style-type: none"> ▪ Role play ▪ Group and pair work ▪ Exercises ▪ Problem solving ▪ Presentations by students ▪ learning in groups and teams 		<ul style="list-style-type: none"> ▪ Classroom discussions ▪ Brainstorming ▪ Interactive Lectures ▪ Presentations ▪ Group activities to build knowledge ▪ group projects 		
VII. Assessment Methods:				
<ul style="list-style-type: none"> ▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/ projects/ classroom practical session 		<ul style="list-style-type: none"> ▪ Coursework activities ▪ Team work ▪ Focus groups ▪ Interviews ▪ Authentic assessment ▪ Exams 		
No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Participation and quizzes	1-12	10	10%
2	Assignments	2-12	10	10%
3	Mid-semester exam	7	20	20%
4	Final Exam	16	60	60%
5	Total		100	100%

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IX. Learning Resource (MLA style or APA style)s:	
Required Textbook(s) (maximum two)	
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Recommended Readings and Reference Materials	
	Pavlik, Ch. (2004). <i>Grammar Sense 2A</i> . OUP: Oxford
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Electronic Materials and Web Sites etc.	
	https://www.perfect-english-grammar.com/ https://www.grammar.com/
Other Learning Material.	
	- Extra worksheets provided by the instructor
X. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.