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| **Course Title**: Grammar 1 |
| **Course Code**: ENG1304-3 |
| **Program**: Bachelor of Arts in English **+ Bachelor of Arts in Translation** |
| **Department**: **Department of English and Department of Translation** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **20 August 2025** |

**Table of Contents**

[**A. General information about the course:** 3](#_Toc185037462)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 4](#_Toc185037463)

[**C. Course Content** 7](#_Toc185037464)

[**D. Students Assessment Activities** 8](#_Toc185037465)

[**E. Learning Resources and Facilities** 11](#_Toc185037466)

[**F. Assessment of Course Quality** 14](#_Toc185037467)

[**G. Specification Approval** 14](#_Toc185037468)

# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 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: (Semester 1 - Year 1) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG1304-3 Grammar 1 introduces beginner EFL learners to foundational English grammar structures, focusing on the verb "to be," simple present, simple past, past progressive, and future tenses, as well as noun forms, articles, and subject-verb agreement. Through interactive lectures, role-plays, and writing exercises, students develop the ability to identify and recall key grammar rules, construct accurate sentences, and apply these structures in practical contexts such as daily routines, past events, and future plans. The course emphasizes understanding basic sentence patterns, forming questions, and using conjunctions and time clauses, preparing students for effective communication in English. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| N/A | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objectives of ENG1304-3 Grammar 1 are to enable students to identify and understand the correct forms and uses of the verb "to be," simple present, simple past, and past progressive tenses, including their spelling and question forms, and to recognize the structure of future tenses and noun-related grammar. Students will learn to construct sentences using "be" and "have" with demonstratives and possessives, apply present progressive and imperative forms for ongoing actions and instructions, produce future tense sentences with time clauses, and demonstrate proficiency in using count/noncount nouns, articles, possessive forms, subject-verb agreement, and present/past perfect tenses, fostering accurate and confident language use in varied contexts. | | | | | | |

**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** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

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

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Identify the correct forms and uses of the verb "to be" with singular/plural pronouns, nouns, contractions, negatives, adjectives, and place expressions | K2 | Lectures on sentence patterns with "to be," paired introductions, and question-answer drills (Chapter 1, Basic English Grammar 5th Edition 2022: 1-1 to 1-9) | Formative Assessment 1 (5 Marks) |
| 1.2 | Recall the formation, spelling, and usage of simple present tense, including frequency adverbs, -s/-es endings, and yes/no and information questions | K2 | Guided practice with daily routine sentences, frequency adverb placement exercises, and café scenario role-plays (Chapter 3, Basic English Grammar 5th Edition 2022: 3-1 to 3-11) | Quiz (10 Marks) |
| 1.3 | Recognize the formation and usage of simple past and past progressive, including regular/irregular verbs, negatives, questions, and time clauses | K2 | Storytelling activities for past events, timeline exercises, and error correction for past vs. past progressive (Chapters 8 and 9, Basic English Grammar 5th Edition 2022: 8-1 to 8-9, 9-1 to 9-8) | Midterm Exam (30 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Construct sentences using "be" and "have" with demonstratives (this/that/these/those), possessive adjectives, and questions with where/what/who | S5 | Role-plays identifying classroom objects, pair work for yes/no and where questions, and possessive adjective exercises (Chapter 2, Basic English Grammar 5th Edition 2022: 2-1 to 2-8) | Formative Assessment 2 (5 Marks) |
| 2.2 | Apply present progressive and imperative forms, including -ing spelling, negatives, questions, and contrasts with simple present for ongoing actions and instructions | S1 | Simulations of ongoing actions, command-based games, and contrastive exercises for present progressive vs. simple present (Chapter 4, Basic English Grammar 5th Edition 2022: 4-1 to 4-9) | Midterm Exam (30 Marks) |
| 2.3 | Produce sentences using future time structures ("be going to," "will," present progressive for future) and time clauses with before/after/when/if | S5 | Writing prompts for plans and predictions, group discussions on future schedules, and conditional clause practice (Chapters 10 and 11, Basic English Grammar 5th Edition 2022: 10-1 to 10-9, 11-1 to 11-5) | Assignment 1 (5 Marks) |
| 2.4 | Demonstrate correct usage of count/noncount nouns, articles, possessive nouns/pronouns, subject-verb agreement, and present/past perfect tenses | S1 | Workshops on noun classification and article usage, agreement drills with quantity expressions, and sentence-building with perfect tenses (Chapters 5 and 6, Basic English Grammar 5th Edition 2022: 5-1 to 5-10, 6-1 to 6-8; Chapter 4, Fundamentals of English Grammar 5th Edition 2020: 4-1 to 4-8; Chapter 5, Understanding and Using English Grammar 5th Edition 2017: 5-1 to 5-6) | Assignment 2 (5 Marks), Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Attend class regularly, pay attention, and try to complete all exercises. | V1 | Encourage and praise students’ attempts, even when mistakes occur, to build confidence and persistence. | Observations |
| 3.2 | Bring materials, follow instructions, and stay on task. | V2 | Begin each lesson with a quick routine check (materials ready, books open) to reinforce responsibility. | Observations |
| 3.3 | Work politely with classmates in pairs and groups. | V3 | Use short, structured pair or group activities where roles are clear and cooperation is required. | Observations |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| No | List of Topics | Contact Hours |
| 1. | Chapter 1: Using Be **(Basic English Grammar 5th Edition 2022)** | 5 |
| 2. | Chapter 2: Using Be and Have **(Basic English Grammar 5th Edition 2022)** | 5 |
| 3. | Chapter 3: Using Simple Present **(Basic English Grammar 5th Edition 2022)**  Chapter 4: Using Present Progressive and the Imperative **(Basic English Grammar 5th Edition 2022)** | 5 |
| 4. | Chapter 8: Expressing Past Time, Part 1 **(Basic English Grammar 5th Edition 2022)**  Chapter 9: Expressing Past Time, Part 2 **(Basic English Grammar 5th Edition 2022)** | 5 |
| 5. | Chapter 10: Expressing Future Time, Part 1 **(Basic English Grammar 5th Edition 2022)**  Chapter 11: Expressing Future Time, Part 2 **(Basic English Grammar 5th Edition 2022)** | 5 |
| 6. | Chapter 5: Nouns & Pronouns **(Basic English Grammar 5th Edition 2022)** | 5 |
| 7. | Chapter 6: Count and Noncount Nouns **(Basic English Grammar 5th Edition 2022)** | 5 |
| 8. | Chapter 4: Present Perfect and Past Perfect **(Fundamentals of English Grammar 5th Edition 2020)** | 5 |
| 9. | Chapter 5: Subject Verb Agreement **(Understanding and Using of English Grammar 5th Edition 2017)** | 5 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.1 Identify the correct forms and uses of the verb "to be" with singular/plural pronouns, nouns, contractions, negatives, adjectives, and place expressions**  **Reasoning:** This assessment evaluates students’ ability to recognize and use the verb "to be" in various forms, including singular and plural pronouns, nouns, contractions, negatives, adjectives, and place expressions, as covered in Chapter 1 of *Basic English Grammar 5th Edition 2022*. It assesses foundational grammar knowledge critical for beginner EFL learners to build accurate sentence structures, ensuring they can describe people, objects, and locations correctly. Additionally, it may encompass other unit or lesson-specific objectives to provide a comprehensive evaluation of their grammatical skills, as decided by the teaching team. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.1 Construct sentences using "be" and "have" with demonstratives (this/that/these/those), possessive adjectives, and questions with where/what/who**  **Reasoning**: This assessment evaluates students’ ability to construct sentences using "be" and "have" with demonstratives, possessive adjectives, and question forms, as covered in Chapter 2 of *Basic English Grammar 5th Edition 2022*. It tests practical application skills, ensuring students can form accurate sentences and questions in real-life contexts like identifying objects or asking about possession, which are essential for basic communication. Additionally, it may encompass other unit or lesson-specific objectives to provide a comprehensive evaluation of their grammatical skills, as decided by the teaching team. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **2.3 Produce sentences using future time structures ("be going to," "will," present progressive for future) and time clauses with before/after/when/if**  **Reasoning**: This assessment evaluates students’ ability to produce sentences using future time structures and time clauses, as covered in Chapters 10 and 11 of *Basic English Grammar 5th Edition 2022*. It assesses their capacity to express plans, predictions, and conditional ideas, which are vital for intermediate communication tasks, ensuring accurate use of verb forms and clause structures. Additionally, it may encompass other unit or lesson-specific objectives to provide a comprehensive evaluation of their grammatical skills, as decided by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.4 Demonstrate correct usage of count/noncount nouns, articles, possessive nouns/pronouns, subject-verb agreement, and present/past perfect tenses**  **Reasoning:** This assessment evaluates students’ ability to demonstrate correct usage of nouns, articles, possessives, subject-verb agreement, and perfect tenses, as covered in Chapters 5 and 6 of *Basic English Grammar 5th Edition 2022*, Chapter 4 of *Fundamentals of English Grammar 5th Edition 2020*, and Chapter 5 of *Understanding and Using English Grammar 5th Edition 2017*. It tests their ability to integrate complex grammar rules in sentence construction, crucial for accurate communication at a beginner level transitioning to intermediate. Additionally, it may encompass other unit or lesson-specific objectives to provide a comprehensive evaluation of their grammatical skills, as decided by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.2 Recall the formation, spelling, and usage of simple present tense, including frequency adverbs, -s/-es endings, and yes/no and information questions**  **Reasoning:** This assessment evaluates students’ ability to recall the rules and usage of the simple present tense, including frequency adverbs and question forms, as covered in Chapter 3 of *Basic English Grammar 5th Edition 2022*. It tests foundational knowledge of grammar structures used for habits and routines, ensuring students understand verb conjugation and question formation, which are critical for effective communication. Additionally, it may encompass other unit or lesson-specific objectives to provide a comprehensive evaluation of their grammatical skills, as decided by the teaching team. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  1.3 Recognize the formation and usage of simple past and past progressive, including regular/irregular verbs, negatives, questions, and time clauses;  2.2 Apply present progressive and imperative forms, including -ing spelling, negatives, questions, and contrasts with simple present for ongoing actions and instructions  **Reasoning:** This assessment is cumulative and encompasses all grammar structures taught up to this point in the course, evaluating students’ comprehensive proficiency in the verb "to be," simple present, present progressive, imperatives, simple past, and past progressive, as covered in Chapters 1–4, 8–9 of Basic English Grammar 5th Edition 2022. The aligned Course Learning Outcomes (1.3, 2.2) are for alignment and measurement purposes and are not meant to be limiting factors, focusing on students’ ability to recognize past tense structures and apply present progressive and imperatives, ensuring readiness for mid-course communication tasks. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  2.4 Demonstrate correct usage of count/noncount nouns, articles, possessive nouns/pronouns, subject-verb agreement, and present/past perfect tenses  Reasoning: This assessment is cumulative and encompasses everything covered in the course, evaluating students’ comprehensive proficiency in all grammar structures taught, including those in Chapters 1–4, 5–6, 8–9, 10–11 of Basic English Grammar 5th Edition 2022, Chapter 4 of Fundamentals of English Grammar 5th Edition 2020, and Chapter 5 of Understanding and Using English Grammar 5th Edition 2017. The aligned Course Learning Outcome (2.4) is for measurement purposes, focusing on students’ ability to integrate complex grammar rules like nouns, articles, possessives, agreement, and perfect tenses, ensuring readiness for advanced communication. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | 1. Azar, B. S., & Hagen, S. A. (2022). *Basic English grammar* (5th ed.). Pearson. 2. Azar, B. S., & Hagen, S. A. (2020). *Fundamentals of English grammar* (5th ed.). Pearson Education. 3. Azar, B. S., & Hagen, S. A. (2017). *Understanding and using English grammar* (5th ed.). Pearson Education ESL. |
| **Essential References** | Murphy, R. (2019). *English grammar in use: A self-study reference and practice book for intermediate learners of English* (5th ed.). Cambridge University Press. |
| **Electronic Materials** | [**British Council – LearnEnglish Grammar**](<https://learnenglish.britishcouncil.org/grammar>)  Provides interactive grammar lessons and quizzes, graded by level.  [**Purdue OWL – Grammar Resources**](<https://owl.purdue.edu/owl/general_writing/grammar/index.html>)  A global academic resource for grammar and writing. Includes clear explanations and examples, making it an excellent reference tool for students. |
| **Other Learning Materials** | [**Longman Dictionary of Contemporary English (LDOCE Online**)](<https://www.ldoceonline.com/>)  An advanced learner’s dictionary with clear definitions written using a controlled defining vocabulary. Includes extensive example sentences, collocations, pronunciation, and usage notes—ideal for EFL learners in Saudi classrooms.  [**Oxford Advanced Learner's Dictionary**](<https://www.oxfordlearnersdictionaries.com/>)  One of the most widely used learner’s dictionaries worldwide. Provides detailed definitions, pronunciation, grammar information, and cultural notes. Particularly useful for developing academic English and supporting reading and writing at the university level.  [**Cambridge Learner's Dictionary**](<https://dictionary.cambridge.org/dictionary/learner-english/>)  A free and accessible online dictionary designed for English learners. Offers simple definitions, clear pronunciation, and useful example sentences. An excellent alternative for students who may not have access to subscription-based dictionaries. |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **COLLEGE COUNCIL** |
| **Reference No.** | **1** |
| **Date** | **AUGUST 25, 2025** |