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| **Course Title**: Grammar 2 |
| **Course Code**: ENG1308-3 |
| **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** |

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# **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 2 - Year 1) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG1308-3 Grammar 2 equips intermediate EFL learners with essential grammar skills, focusing on present and past tenses, question formation, conjunctions, comparatives, passive voice, gerunds, infinitives, and modals. Through lectures, role-plays, writing tasks, and group discussions, students develop the ability to identify and recall verb tense forms, conjunction structures, and usage rules, while constructing accurate questions, applying comparative forms, producing passive sentences, and demonstrating complex sentence structures with modals and gerunds/infinitives. The course emphasizes practical application of grammar in contexts like daily routines, comparisons, and process descriptions, enhancing students’ ability to communicate effectively in English. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG1304-3 Grammar 1 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objectives of ENG1308-3 Grammar 2 are to enable students to identify the forms and uses of simple present, present progressive, and stative verbs, recall rules for simple past, past progressive, and past habits with "used to," and recognize conjunction structures for connecting ideas. Students will learn to construct precise yes/no and information questions, apply comparative and superlative forms to describe differences, produce sentences using passive voice structures, and demonstrate proficiency in using gerunds, infinitives, and modals for necessity, advisability, and possibility, fostering accurate and nuanced language use in intermediate-level 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 forms and uses of simple present, present progressive, and stative verbs for describing habits, ongoing actions, and states | K2 | Lectures on verb tense forms, contrastive exercises for simple present vs. progressive, and group discussions on stative verbs (Chapter 1, Fundamentals of English Grammar 5th Edition 2020: 1-1 to 1-7) | Formative Assessment 1 (5 Marks) |
| 1.2 | Recall the rules for forming simple past, past progressive, and past habits with "used to," including irregular verbs and time clauses | K2 | Timeline activities for past events, pair work on irregular verb conjugation, and exercises with time clauses (Chapter 2, Fundamentals of English Grammar 5th Edition 2020: 2-1 to 2-9) | Quiz (10 Marks) |
| 1.3 | Recognize the structure and punctuation rules for connecting ideas with conjunctions (and, but, or, so, because, even though/although) | K2 | Teacher-led explanations of conjunction usage, sentence-combining tasks, and analysis of sample texts (Chapter 8, Fundamentals of English Grammar 5th Edition 2020: 8-1 to 8-7) | Midterm Exam (30 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Construct accurate yes/no and information questions (where, why, when, what, who, how) with appropriate verb forms and word order | S5 | Role-plays for question formation, peer correction of question structures, and situational dialogues (Chapter 5, Fundamentals of English Grammar 5th Edition 2020: 5-1 to 5-13) | Formative Assessment 2 (5 Marks) |
| 2.2 | Apply comparative and superlative forms, including -er/-est, more/most, as...as, and less...than, to describe differences and extremes | S1 | Group comparisons of objects/people, writing exercises for superlatives, and analysis of advertisements (Chapter 9, Fundamentals of English Grammar 5th Edition 2020: 9-1 to 9-11) | Midterm Exam (30 Marks) |
| 2.3 | Produce sentences using passive voice, including active vs. passive structures, progressive passives, and by-phrases | S5 | Writing tasks transforming active to passive sentences, group discussions on process descriptions, and error correction (Chapter 10, Fundamentals of English Grammar 5th Edition 2020: 10-1 to 10-12) | Assignment 1 (5 Marks) |
| 2.4 | Demonstrate correct use of gerunds, infinitives, and modals (necessity, advisability, possibility, past forms) in complex sentences | S1 | Sentence-building workshops with gerund/infinitive verbs, role-plays for modal usage, and writing prompts for suggestions and obligations (Chapter 13, Fundamentals of English Grammar 5th Edition 2020: 13-1 to 13-10; Chapters 9 and 10, Understanding and Using English Grammar 5th Edition 2017: 9-1 to 9-10, 10-1 to 10-11) | Assignment 2 (5 Marks), Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Aim to use grammar correctly in classwork and self-correct when possible. | V1 | Provide guided practice with error correction exercises, encouraging students to identify and fix mistakes. | Observations |
| 3.2 | Take responsibility for improving by asking questions, checking answers, and seeking feedback. | V2 | Prompt students to generate at least one clarification question during each lesson. | Observations |
| 3.3 | Contribute actively and constructively to group grammar tasks and discussions. | V3 | Assign rotating roles (speaker, writer, checker) in group grammar tasks to ensure balanced contributions. | Observations |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| No | List of Topics | Contact Hours |
| 1. | Chapter 1: Present Time **(Fundamentals of English Grammar 5th Edition 2020)** | 5 |
| 2. | Chapter 2: Past Time **(Fundamentals of English Grammar 5th Edition 2020)** | 5 |
| 3. | Chapter 5: Asking Questions **(Fundamentals of English Grammar 5th Edition 2020)** | 5 |
| 4. | Chapter 8: Connecting Ideas: Punctuation and Meaning **(Fundamentals of English Grammar 5th Edition 2020)** | 5 |
| 5. | Chapter 9: Comparisons **(Fundamentals of English Grammar 5th Edition 2020)** | 5 |
| 6. | Chapter 10: The Passive **(Fundamentals of English Grammar 5th Edition 2020)** | 5 |
| 7. | Chapter 13: Gerunds and Infinitives **(Fundamentals of English Grammar 5th Edition 2020)** | 5 |
| 8. | Chapter 9: Modals, Part 1 **(Understanding and Using of English Grammar 5th Edition 2017)** | 5 |
| 9. | Chapter 10 Modals, Part 2 **(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 forms and uses of simple present, present progressive, and stative verbs for describing habits, ongoing actions, and states**  **Reasoning:** This assessment evaluates students’ ability to recognize and distinguish the forms and uses of simple present, present progressive, and stative verbs, as covered in Chapter 1 of Fundamentals of English Grammar 5th Edition 2020. It assesses foundational knowledge of verb tenses critical for intermediate EFL learners to describe habits, ongoing actions, and states accurately, ensuring a strong basis for further grammar development. 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 accurate yes/no and information questions (where, why, when, what, who, how) with appropriate verb forms and word order**  **Reasoning:** This assessment evaluates students’ ability to construct precise yes/no and information questions with correct verb forms and word order, as covered in Chapter 5 of Fundamentals of English Grammar 5th Edition 2020. It tests practical application skills, ensuring students can form questions for real-life communication contexts, such as inquiries about time, purpose, or identity, which are essential for intermediate-level fluency. 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 passive voice, including active vs. passive structures, progressive passives, and by-phrases**  **Reasoning:** This assessment evaluates students’ ability to produce sentences using passive voice structures, including active-to-passive transformations and progressive forms, as covered in Chapter 10 of Fundamentals of English Grammar 5th Edition 2020. It assesses their capacity to describe processes and actions where the subject is not the doer, which is vital for intermediate-level writing and speaking tasks. 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 use of gerunds, infinitives, and modals (necessity, advisability, possibility, past forms) in complex sentences**  **Reasoning:** This assessment evaluates students’ ability to use gerunds, infinitives, and modals correctly in complex sentences, as covered in Chapter 13 of Fundamentals of English Grammar 5th Edition 2020 and Chapters 9 and 10 of Understanding and Using English Grammar 5th Edition 2017. It tests their ability to integrate advanced grammar structures for expressing necessity, advisability, and possibility, crucial for nuanced communication at an intermediate level. 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 rules for forming simple past, past progressive, and past habits with "used to," including irregular verbs and time clauses**  **Reasoning:** This assessment evaluates students’ ability to recall the formation and usage rules for simple past, past progressive, and past habits with "used to," as covered in Chapter 2 of Fundamentals of English Grammar 5th Edition 2020. It tests knowledge of past tense structures essential for narrating events and describing past habits, ensuring students master foundational grammar for intermediate 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 structure and punctuation rules for connecting ideas with conjunctions (and, but, or, so, because, even though/although);  2.2 Apply comparative and superlative forms, including -er/-est, more/most, as...as, and less...than, to describe differences and extremes  **Reasoning:** This assessment is cumulative and encompasses all grammar structures taught up to this point in the course, evaluating students’ comprehensive proficiency in simple present, present progressive, stative verbs, simple past, past progressive, questions, conjunctions, and comparatives, as covered in Chapters 1, 2, 5, 8, and 9 of Fundamentals of English Grammar 5th Edition 2020. 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 conjunction structures and apply comparative forms, ensuring readiness for mid-course grammar tasks. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **2.4 Demonstrate correct use of gerunds, infinitives, and modals (necessity, advisability, possibility, past forms) in complex sentences**  **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, 2, 5, 8, 9, 10, 13 of Fundamentals of English Grammar 5th Edition 2020 and Chapters 9 and 10 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 gerunds, infinitives, and modals, 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. (2020). *Fundamentals of English grammar* (5th ed.). Pearson Education. 2. 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** |