|  |
| --- |
| **Course Title**: Grammar 3 |
| **Course Code**: ENG2312-3 |
| **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](#_Toc206606904)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 5](#_Toc206606905)

[**C. Course Content** 8](#_Toc206606906)

[**D. Students Assessment Activities** 9](#_Toc206606907)

[**E. Learning Resources and Facilities** 13](#_Toc206606908)

[**F. Assessment of Course Quality** 15](#_Toc206606909)

[**G. Specification Approval** 15](#_Toc206606910)

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

**1. Course Identification**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 3 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG2312-3 Grammar 3 equips advanced EFL learners with sophisticated grammar skills, focusing on the structure and usage of noun clauses, adjective clauses, coordinating conjunctions, adverb clauses, reduced adverbial phrases, connectives, and conditional sentences. Through lectures, text analysis, writing workshops, and group discussions, students develop the ability to identify and recall complex clause structures and conjunction rules, construct and apply adverb clauses and reduced phrases, produce sentences with precise connectives, and demonstrate mastery of conditional sentences and wishes. The course emphasizes advanced sentence construction and analysis in academic and hypothetical contexts, enhancing students’ precision and fluency in English communication. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG1308-3 Grammar 2 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objectives of ENG2312-3 Grammar 3 are to enable students to identify the structure of noun clauses with question words, whether/if, and that, recall rules for forming adjective clauses with relative pronouns and punctuation, and recognize coordinating conjunction rules for parallel structures. Students will learn to construct complex sentences using adverb clauses for time, cause, contrast, and condition, apply reduction techniques to create concise adverbial phrases, produce sentences with connectives to express cause, effect, and contrast, and demonstrate accurate use of real, unreal, and mixed-time conditional sentences and wishes, fostering advanced proficiency in nuanced and contextually appropriate English grammar. | | | | | | |

**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 structure and usage of noun clauses introduced by question words, whether/if, and that, including quoted and reported speech | K1 | Lectures on noun clause formation, analysis of reported speech in dialogues, and group exercises identifying clause types (Chapter 12, Understanding and Using English Grammar 5th Edition 2017: 12-1 to 12-9) | Formative Assessment 1 (5 Marks) |
| 1.2 | Recall the rules for forming adjective clauses with subject/object pronouns, whose, where, and when, including punctuation and reduction to phrases | K1 | Guided practice with relative clause identification, sentence-combining tasks, and analysis of authentic texts (Chapter 13, Understanding and Using English Grammar 5th Edition 2017: 13-1 to 13-11) | Quiz (10 Marks) |
| 1.3 | Recognize the punctuation and structural rules for coordinating conjunctions (and, but, both...and, not only...but also, either...or, neither...nor) in parallel structures | K1 | Teacher-led explanations of parallel structure, group activities correcting punctuation errors, and text analysis for conjunction usage (Chapter 16, Understanding and Using English Grammar 5th Edition 2017: 16-1 to 16-4) | Midterm Exam (30 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Construct complex sentences using adverb clauses to express time, cause, contrast, and condition, with accurate subordinators and punctuation | S1 | Writing workshops for time and cause/effect clauses, role-plays for conditional scenarios, and peer correction of clause structures (Chapter 17, Understanding and Using English Grammar 5th Edition 2017: 17-1 to 17-11) | Formative Assessment 2 (5 Marks) |
| 2.2 | Apply reduction techniques to convert adverb clauses into modifying adverbial phrases for time, cause, and effect relationships | S1 | Sentence transformation exercises, group discussions on concise writing, and analysis of reduced clauses in academic texts (Chapter 18, Understanding and Using English Grammar 5th Edition 2017: 18-1 to 18-5) | Midterm Exam (30 Marks) |
| 2.3 | Produce sentences using connectives (because of, due to, therefore, so...that, even though) to express cause, effect, contrast, and condition | S1 | Writing prompts for cause/effect and contrast paragraphs, group debates using connectives, and error correction tasks (Chapter 19, Understanding and Using English Grammar 5th Edition 2017: 19-1 to 19-9) | Assignment 1 (5 Marks) |
| 2.4 | Demonstrate accurate use of conditional sentences (real, unreal, mixed time) and wishes about present, past, and future, with correct verb forms | S1 | Scenario-based writing for conditionals, group discussions on hypothetical situations, and analysis of wish structures in narratives (Chapter 20, Understanding and Using English Grammar 5th Edition 2017: 20-1 to 20-10) | Assignment 2 (5 Marks), Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Consistently apply advanced grammar in speech and writing with minimal errors. | V1 | Incorporate short writing or speaking tasks where advanced grammar points must be used purposefully. | Observations |
| 3.2 | Plan, monitor, and evaluate personal grammar progress through self-assessment and revision. | V2 | Use reflective journals where students set weekly grammar goals and review progress. | Observations |
| 3.3 | Collaborate with peers by guiding discussions, giving feedback, and helping resolve grammar challenges. | V3 | Facilitate peer-teaching moments where advanced students explain grammar rules or corrections to classmates. | Observations |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Chapter 12: Noun Clauses **(Understanding and Using of English Grammar 5th Edition 2017)** | 6 |
|  | Chapter 13: Adjective Clauses **(Understanding and Using of English Grammar 5th Edition 2017)** | 6 |
| **3.** | Chapter 16: Coordinating Conjunctions **(Understanding and Using of English Grammar 5th Edition 2017)** | 6 |
| **4.** | Chapter 17: Adverb Clauses **(Understanding and Using of English Grammar 5th Edition 2017)** | 6 |
| **5.** | Chapter 18: Reduction of Adverbs Clauses to Modifying Adverbial Phrases **(Understanding and Using of English Grammar 5th Edition 2017)** | 7 |
| **6.** | Chapter 19: Connectives that Express Cause and Effect, Contrast, And Condition **(Understanding and Using of English Grammar 5th Edition 2017)** | 7 |
| **7.** | Chapter 20: Conditional Sentences and Wishes **(Understanding and Using of English Grammar 5th Edition 2017)** | 7 |
| **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 structure and usage of noun clauses introduced by question words, whether/if, and that, including quoted and reported speech**  **Reasoning:** This assessment evaluates students’ ability to recognize and understand the structure and usage of noun clauses, including those introduced by question words, whether/if, and that, as well as quoted and reported speech, as covered in Chapter 12 of *Understanding and Using English Grammar 5th Edition 2017*. It assesses foundational knowledge critical for advanced EFL learners to comprehend complex sentence structures, ensuring accurate interpretation of reported information. 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 complex sentences using adverb clauses to express time, cause, contrast, and condition, with accurate subordinators and punctuation**  **Reasoning:** This assessment evaluates students’ ability to construct complex sentences using adverb clauses with appropriate subordinators and punctuation, as covered in Chapter 17 of *Understanding and Using English Grammar 5th Edition 2017*. It tests practical application skills, ensuring students can express nuanced relationships like time, cause, and condition, which are essential for advanced 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 connectives (because of, due to, therefore, so...that, even though) to express cause, effect, contrast, and condition**  **Reasoning:** This assessment evaluates students’ ability to produce sentences using connectives to express cause, effect, contrast, and condition, as covered in Chapter 19 of *Understanding and Using English Grammar 5th Edition 2017*. It assesses their capacity to create cohesive and logical sentences, vital for advanced writing and speaking tasks in academic and professional contexts. 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 accurate use of conditional sentences (real, unreal, mixed time) and wishes about present, past, and future, with correct verb forms**  **Reasoning:** This assessment evaluates students’ ability to use conditional sentences and wishes accurately, as covered in Chapter 20 of Understanding and Using English Grammar 5th Edition 2017. It tests their ability to construct complex hypothetical and wish structures, crucial for nuanced communication at an advanced 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 adjective clauses with subject/object pronouns, whose, where, and when, including punctuation and reduction to phrases**  **Reasoning:** This assessment evaluates students’ ability to recall the rules for forming adjective clauses, including relative pronouns and punctuation, as covered in Chapter 13 of Understanding and Using English Grammar 5th Edition 2017. It tests knowledge of complex clause structures essential for advanced sentence construction and text analysis, ensuring students master foundational grammar for academic 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 punctuation and structural rules for coordinating conjunctions (and, but, both...and, not only...but also, either...or, neither...nor) in parallel structures;**  **2.2 Apply reduction techniques to convert adverb clauses into modifying adverbial phrases for time, cause, and effect relationships**  **Reasoning:** This assessment is cumulative and encompasses all grammar structures taught up to this point in the course, evaluating students’ comprehensive proficiency in noun clauses, adjective clauses, coordinating conjunctions, adverb clauses, and reduced adverbial phrases, as covered in Chapters 12, 13, 16, 17, and 18 of Understanding and Using English Grammar 5th Edition 2017. 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 clause reduction techniques, ensuring readiness for mid-course advanced communication tasks. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **2.4 Demonstrate accurate use of conditional sentences (real, unreal, mixed time) and wishes about present, past, and future, with correct verb forms**  **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 12, 13, 16, 17, 18, 19, and 20 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 conditional sentences and wishes, ensuring readiness for advanced communication. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | 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** |