



# Course Specification

## (Bachelor)

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: 2

Last Revision Date: February 11, 2026

## Table of Contents

|                                                                                     |    |
|-------------------------------------------------------------------------------------|----|
| A. General information about the course: .....                                      | 3  |
| B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods..... | 4  |
| C. Course Content.....                                                              | 6  |
| D. Students Assessment Activities .....                                             | 7  |
| E. Learning Resources and Facilities .....                                          | 10 |
| F. Assessment of Course Quality .....                                               | 12 |
| G. Specification Approval .....                                                     | 12 |



## 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 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 <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul> | -             | -          |
| 4  | Distance learning                                                                                  | -             | -          |



### 3. Contact Hours (based on the academic semester)

| No    | Activity          | Contact Hours |
|-------|-------------------|---------------|
| 1.    | Lectures          | 45            |
| 2.    | Laboratory/Studio | -             |
| 3.    | Field             | -             |
| 4.    | Tutorial          | -             |
| 5.    | 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                                    | Present target structures through textbook examples and model sentences, then check recognition with controlled practice exercises.                                    | Formative 1 (5)    |
| 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                                    | Use explicit rule presentation followed by form-focused drills that reinforce accurate recall of spelling, formation, and usage patterns.                              | Assignment 1 (5)   |
| 1.3  | Recognize the formation and usage of simple past and past progressive, including regular/irregular verbs, negatives, questions, and time clauses         | K2                                    | Build on previously taught structures through cumulative review activities that require students to distinguish between forms covered in the first half of the course. | Midterm (30)       |



| Code       | Course Learning Outcomes                                                                                                                                                             | Code of PLOs aligned with the program | Teaching Strategies                                                                                                                                                      | Assessment Methods     |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 1.4        | Identify the forms and usage of future time structures, count and noncount nouns, articles, and subject-verb agreement rules as presented in short instructional texts and exercises | K2                                    | Introduce second-half structures through textbook examples, guiding students to notice patterns and identify rules before moving to controlled identification exercises. | Assignment 2 (5 marks) |
| <b>2.0</b> | <b>Skills</b>                                                                                                                                                                        |                                       |                                                                                                                                                                          |                        |
| 2.1        | Construct sentences using "be" and "have" with demonstratives (this/that/these/those), possessive adjectives, and questions with where/what/who                                      | S5                                    | Provide scaffolded sentence-building tasks that progress from controlled to freer practice, requiring students to apply first-half grammar in meaningful contexts.       | Midterm (30)           |
| 2.2        | Apply present progressive and imperative forms, including -ing spelling, negatives, questions, and contrasts with simple present for ongoing actions and instructions                | S1                                    | Implement cumulative mixed-grammar exercises that require students to select and apply the correct structure from multiple options across all chapters studied.          | Quiz (10)              |
| 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                                    | Use guided production tasks where students construct sentences applying newly introduced second-half structures with instructor feedback.                                | Formative 2 (5)        |
| 2.4        | Demonstrate correct usage of count/noncount                                                                                                                                          | S1                                    | Facilitate comprehensive practice through                                                                                                                                | Final (40)             |



| Code | Course Learning Outcomes                                                                            | Code of PLOs aligned with the program | Teaching Strategies                                                                                       | Assessment Methods |
|------|-----------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------|
|      | nouns, articles, possessive nouns/pronouns, subject-verb agreement, and present/past perfect tenses |                                       | sentence transformation, error correction, and gap-fill activities integrating grammar from all chapters. |                    |
| 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 ( <b>Basic English Grammar 5<sup>th</sup> Edition 2022</b> )                                                                                                                                     | 5             |
| 2. | Chapter 2: Using Be and Have ( <b>Basic English Grammar 5<sup>th</sup> Edition 2022</b> )                                                                                                                            | 5             |
| 3. | Chapter 3: Using Simple Present ( <b>Basic English Grammar 5<sup>th</sup> Edition 2022</b> )<br>Chapter 4: Using Present Progressive and the Imperative ( <b>Basic English Grammar 5<sup>th</sup> Edition 2022</b> ) | 5             |





|       |                                                                                                                     |    |
|-------|---------------------------------------------------------------------------------------------------------------------|----|
| 4.    | Chapter 8: Expressing Past Time, Part 1 ( <b>Basic English Grammar 5<sup>th</sup> Edition 2022</b> )                | 5  |
|       | Chapter 9: Expressing Past Time, Part 2 ( <b>Basic English Grammar 5<sup>th</sup> Edition 2022</b> )                |    |
| 5.    | Chapter 10: Expressing Future Time, Part 1 ( <b>Basic English Grammar 5<sup>th</sup> Edition 2022</b> )             | 5  |
|       | Chapter 11: Expressing Future Time, Part 2 ( <b>Basic English Grammar 5<sup>th</sup> Edition 2022</b> )             |    |
| 6.    | Chapter 5: Nouns & Pronouns ( <b>Basic English Grammar 5<sup>th</sup> Edition 2022</b> )                            | 5  |
| 7.    | Chapter 6: Count and Noncount Nouns ( <b>Basic English Grammar 5<sup>th</sup> Edition 2022</b> )                    | 5  |
| 8.    | Chapter 4: Present Perfect and Past Perfect ( <b>Fundamentals of English Grammar 5<sup>th</sup> Edition 2020</b> )  | 5  |
| 9.    | Chapter 5: Subject Verb Agreement ( <b>Understanding and Using of English Grammar 5<sup>th</sup> Edition 2017</b> ) | 5  |
| Total |                                                                                                                     | 45 |

#### D. Students Assessment Activities

| No | Assessment Activities *                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment timing (in week no)       | Percentage of Total Assessment Score |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|
| 1. | <b>Formative Assessment 1 (5 Marks)</b><br>Mapped to Learning Outcome 1.1.<br><br>This formative assessment covers the first-half chapters (Chapters 1–2: Using Be, Using Be and Have). It evaluates students' ability to identify the correct forms and uses of the verb "to be" with singular/plural pronouns, nouns, contractions, negatives, adjectives, and place expressions. The assessment uses objective-format questions including fill-in-the-blank and multiple choice. | Mentioned in the new Course Syllabus | 5%                                   |
| 2. | <b>Assignment 1 (5 Marks)</b><br>Mapped to Learning Outcome 1.2.                                                                                                                                                                                                                                                                                                                                                                                                                    | Mentioned in the new Course Syllabus | 5%                                   |



| No | Assessment Activities *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Assessment timing (in week no)       | Percentage of Total Assessment Score |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|
|    | This assignment covers first-half chapters (Chapter 3: Using Simple Present). It evaluates students' ability to recall the formation, spelling, and usage of simple present tense, including frequency adverbs, -s/-es endings, and yes/no and information questions. The assessment uses objective-format questions.                                                                                                                                                                                                                                                                                                       |                                      |                                      |
| 3. | <p><b>Midterm Exam (30 Marks)</b></p> <p>While aligned with specific CLOs for measurement purposes, this comprehensive assessment covers all first-half course materials (Chapters 1–4, 8–9).</p> <p>Mapped to Learning Outcomes 1.3 and 2.1, the exam evaluates students' ability to recognize the formation and usage of simple past and past progressive (CLO 1.3) and to construct sentences using "be" and "have" with demonstratives, possessive adjectives, and prepositional phrases (CLO 2.1). The exam uses objective-format questions including fill-in-the-blank, sentence completion, and multiple choice.</p> | Mentioned in the new Course Syllabus | 30%                                  |
| 4. | <p><b>Formative Assessment 2 (5 Marks)</b></p> <p>Mapped to Learning Outcome 2.3.</p> <p>This formative assessment covers second-half content (Chapter 10: Expressing Future Time). It evaluates students' ability to produce sentences using future time structures ("be going to," "will," present progressive for future) and time clauses with before/after/when/if. The assessment uses objective and short productive items.</p>                                                                                                                                                                                      | Mentioned in the new Course Syllabus | 5%                                   |
| 5. | <p><b>Assignment 2 (5 Marks)</b></p> <p>Mapped to Learning Outcome 1.4.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mentioned in the new                 | 5%                                   |



| No | Assessment Activities *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assessment timing (in week no)       | Percentage of Total Assessment Score |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|
|    | This assignment covers second-half content (Chapter 10: Expressing Future Time, Chapter 5: Nouns & Pronouns, Chapter 6: Count and Noncount Nouns, Chapter 5 SVA from Understanding and Using English Grammar). It evaluates students' ability to identify the forms and usage of future time structures, count and noncount nouns, articles, and subject-verb agreement rules. The assessment uses objective-format questions.                                                                                                                                                                                                  | Course Syllabus                      |                                      |
| 6. | <p><b>Quiz (10 Marks)</b></p> <p>Mapped to Learning Outcome 2.2.</p> <p>This cumulative quiz covers content from all chapters and serves as a review before the final exam. It evaluates students' ability to apply present progressive and imperative forms, including -ing spelling, negatives, questions, and commands. The assessment uses objective-format questions.</p>                                                                                                                                                                                                                                                  | Mentioned in the new Course Syllabus | 10%                                  |
| 7. | <p><b>Final Exam (40 Marks)</b></p> <p>Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the grammar knowledge, understanding, and skills developed across all chapters of the course.</p> <p>Mapped to Learning Outcome 2.4, the exam assesses students' ability to demonstrate correct usage of count/noncount nouns, articles, possessive nouns/pronouns, subject-verb agreement, and quantifiers across all course content. The exam uses objective-format questions including fill-in-the-blank, sentence completion, sentence transformation, and multiple choice.</p> | Mentioned in the new Course Syllabus | 40%                                  |





## E. Learning Resources and Facilities

### 1. References and Learning Resources

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Required Textbooks       | <ol style="list-style-type: none"> <li>1. Azar, B. S., &amp; Hagen, S. A. (2022). <i>Basic English grammar</i> (5th ed.). Pearson.</li> <li>2. Azar, B. S., &amp; Hagen, S. A. (2020). <i>Fundamentals of English grammar</i> (5th ed.). Pearson Education.</li> <li>3. Azar, B. S., &amp; Hagen, S. A. (2017). <i>Understanding and using English grammar</i> (5th ed.). Pearson Education ESL.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Essential References     | <p>Murphy, R. (2019). <i>English grammar in use: A self-study reference and practice book for intermediate learners of English</i> (5th ed.). Cambridge University Press.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Electronic Materials     | <p><b>[British Council – LearnEnglish Grammar]</b>(<a href="https://learnenglish.britishcouncil.org/grammar">https://learnenglish.britishcouncil.org/grammar</a>)<br/>Provides interactive grammar lessons and quizzes, graded by level.</p> <p><b>[Purdue OWL – Grammar Resources]</b>(<a href="https://owl.purdue.edu/owl/general_writing/grammar/index.html">https://owl.purdue.edu/owl/general_writing/grammar/index.html</a>)<br/>A global academic resource for grammar and writing. Includes clear explanations and examples, making it an excellent reference tool for students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Other Learning Materials | <p><b>[Longman Dictionary of Contemporary English (LDOCE Online)]</b>(<a href="https://www.ldoceonline.com/">https://www.ldoceonline.com/</a>)<br/>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.</p> <p><b>[Oxford Advanced Learner's Dictionary]</b>(<a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a>)<br/>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.</p> <p><b>[Cambridge Learner's Dictionary]</b>(<a href="https://dictionary.cambridge.org/dictionary/learner-english/">https://dictionary.cambridge.org/dictionary/learner-english/</a>)<br/>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.</p> |



## 2. Required Facilities and equipment

| Items                       | Resources                                                                                                                                                                                                    |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FACILITIES</b>           | <ul style="list-style-type: none"> <li>• STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)</li> <li>• ADEQUATE LIGHTING AND VENTILATION</li> <li>• SUITABLE SEATING ARRANGEMENTS</li> <li>• WHITEBOARD</li> </ul> |
| <b>TECHNOLOGY EQUIPMENT</b> | <ul style="list-style-type: none"> <li>• COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR</li> <li>• DATA PROJECTOR</li> <li>• SPEAKERS</li> <li>• OPTIONAL: SMART BOARD</li> </ul>                           |
| <b>OTHER EQUIPMENT</b>      | <ul style="list-style-type: none"> <li>• MARKERS AND ERASERS</li> <li>• NOTICE BOARD</li> </ul>                                                                                                              |
| <b>ADDITIONAL RESOURCES</b> | <ul style="list-style-type: none"> <li>• OPTIONAL: LANGUAGE LAB FACILITIES</li> <li>• OPTIONAL: AUDIO EQUIPMENT</li> <li>• OPTIONAL: MOBILE CHARGING STATION</li> </ul>                                      |

#### F. Assessment of Course Quality

| Assessment Areas/Issues                            | Assessor                                                                                                                      | Assessment Methods                                                                                                                                                                                    |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EFFECTIVENESS OF TEACHING</b>                   | <ul style="list-style-type: none"> <li>• Students</li> <li>• Peer Reviewers</li> <li>• Program Leaders</li> </ul>             | <ul style="list-style-type: none"> <li>• Direct: Classroom observations</li> <li>• Indirect: Student course evaluation surveys</li> <li>• Indirect: Faculty self-evaluation reports</li> </ul>        |
| <b>EFFECTIVENESS OF STUDENT ASSESSMENT</b>         | <ul style="list-style-type: none"> <li>• Faculty</li> <li>• Program Leaders</li> <li>• External Reviewers</li> </ul>          | <ul style="list-style-type: none"> <li>• Direct: Analysis of grade distributions</li> <li>• Direct: Review of assessment tools</li> <li>• Indirect: Student feedback surveys</li> </ul>               |
| <b>QUALITY OF LEARNING RESOURCES</b>               | <ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Library Staff</li> </ul>                      | <ul style="list-style-type: none"> <li>• Direct: Resource utilization reports</li> <li>• Indirect: Student satisfaction surveys</li> <li>• Indirect: Faculty feedback on resource adequacy</li> </ul> |
| <b>THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED</b> | <ul style="list-style-type: none"> <li>• Course Instructor</li> <li>• Department Head</li> <li>• Quality Committee</li> </ul> | <ul style="list-style-type: none"> <li>• Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)</li> <li>• Indirect: End-of-course student surveys</li> </ul> |

#### G. Specification Approval

|                           |                                   |
|---------------------------|-----------------------------------|
| <b>COUNCIL /COMMITTEE</b> | <b>ENGLISH DEPARTMENT COUNCIL</b> |
| <b>REFERENCE NO.</b>      | <b>47-15-2</b>                    |
| <b>DATE</b>               | <b>FEBRUARY 25, 2026</b>          |

