



# Course Specification

## — (Bachelor)

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: 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..... | 5  |
| C. Course Content .....                                                             | 7  |
| D. Students Assessment Activities .....                                             | 8  |
| 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 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 <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 forms and uses of simple present, present progressive, and stative verbs for describing habits, ongoing actions, and states                      | K2                                    | Present target structures through textbook examples and contrastive exercises, guiding students to recognize key distinctions between related forms.          | Formative 1 (5)        |
| 1.2  | Recall the rules for forming simple past, past progressive, and past habits with "used to," including irregular verbs and time clauses                        | K2                                    | Use explicit rule presentation followed by form-focused drills that reinforce accurate recall of verb forms, irregular patterns, and time expressions.        | Assignment 1 (5)       |
| 1.3  | Recognize the structure and punctuation rules for connecting ideas with conjunctions (and, but, or, so, because, even though/although)                        | K2                                    | Build on earlier sentence-level knowledge by introducing more complex structures through guided discovery of punctuation and conjunction patterns.            | Midterm (30)           |
| 1.4  | Identify the forms and rules for passive voice construction, gerund and infinitive usage, and modal verbs expressing necessity, advisability, and possibility | K2                                    | Introduce second-half structures through textbook examples, guiding students to identify formation rules and meaning distinctions before controlled practice. | Assignment 2 (5 marks) |
| 2.0  | Skills                                                                                                                                                        |                                       |                                                                                                                                                               |                        |





| Code | Course Learning Outcomes                                                                                                               | Code of PLOs aligned with the program | Teaching Strategies                                                                                                                                            | Assessment Methods |
|------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 2.1  | Construct accurate yes/no and information questions (where, why, when, what, who, how) with appropriate verb forms and word order      | S5                                    | Provide scaffolded tasks that progress from controlled to freer practice, requiring students to apply first-half structures with accurate word order and form. | Midterm (30)       |
| 2.2  | Apply comparative and superlative forms, including -er/-est, more/most, as...as, and less...than, to describe differences and extremes | S1                                    | Implement cumulative exercises requiring students to select and apply the correct form across meaningful comparative and descriptive contexts.                 | Quiz (10)          |
| 2.3  | Produce sentences using passive voice, including active vs. passive structures, progressive passives, and by-phrases                   | S5                                    | Use guided production tasks where students construct sentences applying newly introduced second-half structures with corrective feedback.                      | Formative 2 (5)    |
| 2.4  | Demonstrate correct use of gerunds, infinitives, and modals (necessity, advisability, possibility, past forms) in complex sentences    | S1                                    | Facilitate comprehensive practice through sentence completion, transformation, and error correction integrating grammar from all chapters.                     | Final (40)         |
| 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                                                                                            | V2                                    | Prompt students to generate at least                                                                                                                           | Observations       |





| Code | Course Learning Outcomes                                                       | Code of PLOs aligned with the program | Teaching Strategies                                                                                       | Assessment Methods |
|------|--------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------|
|      | questions, checking answers, and seeking feedback.                             |                                       | one clarification question during each lesson.                                                            |                    |
| 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 ( <b>Fundamentals of English Grammar 5<sup>th</sup> Edition 2020</b> )                              | 5             |
| 2.    | Chapter 2: Past Time ( <b>Fundamentals of English Grammar 5<sup>th</sup> Edition 2020</b> )                                 | 5             |
| 3.    | Chapter 5: Asking Questions ( <b>Fundamentals of English Grammar 5<sup>th</sup> Edition 2020</b> )                          | 5             |
| 4.    | Chapter 8: Connecting Ideas: Punctuation and Meaning ( <b>Fundamentals of English Grammar 5<sup>th</sup> Edition 2020</b> ) | 5             |
| 5.    | Chapter 9: Comparisons ( <b>Fundamentals of English Grammar 5<sup>th</sup> Edition 2020</b> )                               | 5             |
| 6.    | Chapter 10: The Passive ( <b>Fundamentals of English Grammar 5<sup>th</sup> Edition 2020</b> )                              | 5             |
| 7.    | Chapter 13: Gerunds and Infinitives ( <b>Fundamentals of English Grammar 5<sup>th</sup> Edition 2020</b> )                  | 5             |
| 8.    | Chapter 9: Modals, Part 1 ( <b>Understanding and Using of English Grammar 5<sup>th</sup> Edition 2017</b> )                 | 5             |
| 9.    | Chapter 10 Modals, Part 2 ( <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. | <p><b>Formative Assessment 1 (5 Marks)</b></p> <p>Mapped to Learning Outcome 1.1.</p> <p>This formative assessment covers first-half chapters (Chapter 1: Present Time). It evaluates students' ability to identify the forms and uses of simple present, present progressive, and stative verbs for describing habits, routines, and ongoing actions. The assessment uses objective-format questions.</p>                                                                                                                                                                                                             | Mentioned in the new Course Syllabus | 5%                                   |
| 2. | <p><b>Assignment 1 (5 Marks)</b></p> <p>Mapped to Learning Outcome 1.2.</p> <p>This assignment covers first-half chapters (Chapter 2: Past Time). It evaluates students' ability to recall the rules for forming simple past, past progressive, and past habits with "used to," including irregular verbs and time clauses. The assessment uses objective-format questions.</p>                                                                                                                                                                                                                                        | Mentioned in the new Course Syllabus | 5%                                   |
| 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, 2, 5, 8, 9).</p> <p>Mapped to Learning Outcomes 1.3 and 2.1, the exam evaluates students' ability to recognize the structure and punctuation rules for connecting ideas with conjunctions and forming comparative and superlative structures (CLO 1.3), and to construct accurate yes/no and information questions with appropriate word order and auxiliary verb usage (CLO 2.1). The exam uses objective-format questions.</p> | Mentioned in the new Course Syllabus | 30%                                  |





| No | Assessment Activities *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment timing (in week no)       | Percentage of Total Assessment Score |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|
| 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: The Passive). It evaluates students' ability to produce sentences using passive voice, including active vs. passive structures, progressive passives, and by-phrases. 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> <p>This assignment covers second-half content (Chapter 10: The Passive, Chapter 13: Gerunds and Infinitives, Chapters 9–10: Modals Parts 1 &amp; 2 from Understanding and Using English Grammar). It evaluates students' ability to identify the forms and rules for passive voice construction, gerund and infinitive usage, and modal verbs expressing necessity, advisability, and possibility. The assessment uses objective-format questions.</p> | Mentioned in the new Course Syllabus | 5%                                   |
| 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 comparative and superlative forms, including -er/-est, more/most, as...as, and less...than, to compare people, places, and things. 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,</p>                                                                                                                                                                                                                                                                                                                                                             | Mentioned in the new Course Syllabus | 40%                                  |





| No | Assessment Activities *                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------|
|    | <p>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 use of gerunds, infinitives, and modals (necessity, advisability, possibility, permission) in complex sentences across all course content. The exam uses objective-format questions including fill-in-the-blank, sentence completion, sentence transformation, and multiple choice.</p> |                                |                                      |

## 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. (2020). <i>Fundamentals of English grammar</i> (5th ed.). Pearson Education.</li> <li>2. Azar, B. S., &amp; Hagen, S. A. (2017). <i>Understanding and using English grammar</i> (5th ed.). Pearson Education ESL.</li> </ol> |
| Essential References | 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.                                                                                                                                 |
| Electronic Materials | <p>[British Council – LearnEnglish Grammar](<a href="https://learnenglish.britishcouncil.org/grammar">https://learnenglish.britishcouncil.org/grammar</a>)</p> <p>Provides interactive grammar lessons and quizzes, graded by level.</p>                                                               |





|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Other Learning Materials | <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>)</p> <p>A global academic resource for grammar and writing. Includes clear explanations and examples, making it an excellent reference tool for students.</p>                                                                                                    |
|                          | <p><b>[Longman Dictionary of Contemporary English (LDOCE Online)]</b>(<a href="https://www.ldoceonline.com/">https://www.ldoceonline.com/</a>)</p> <p>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>)</p> <p>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>)</p> <p>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> </ul>                                                                                   |



| Items | Resources                                                                           |
|-------|-------------------------------------------------------------------------------------|
|       | <ul style="list-style-type: none"> <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>          |

