



Course Specification

— (Bachelor)

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: 2

Last Revision Date: February 11, 2026

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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
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 structure and usage of noun clauses introduced by question words, whether/if, and that, including quoted and reported speech	K1	Present target structures through textbook examples, guiding students to recognize clause patterns and their functions within complex sentences.	Formative 1 (5)
1.2	Recall the rules for forming adjective clauses with subject/object pronouns, whose, where, and when, including punctuation and reduction to phrases	K1	Use explicit rule presentation followed by punctuation-focused and form-focused drills that reinforce accurate recall of clause formation rules.	Assignment 1 (5)
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	Build on earlier clause knowledge by introducing more complex coordination and subordination patterns through guided discovery activities.	Midterm (30)
1.4	Identify the structural rules for reducing adverb clauses to modifying adverbial phrases, using connectives to express cause and effect, contrast, and condition, and forming conditional sentences and wishes	K1	Introduce second-half structures through textbook examples, guiding students to identify transformation and reduction rules 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 complex sentences using adverb clauses to express time, cause, contrast, and condition, with accurate subordinators and punctuation	S1	Provide scaffolded sentence-building tasks where students construct complex sentences using first-half structures with accurate punctuation and subordination.	Midterm (30)
2.2	Apply reduction techniques to convert adverb clauses into modifying adverbial phrases for time, cause, and effect relationships	S1	Implement cumulative exercises requiring students to apply clause manipulation and reduction techniques across meaningful academic contexts.	Quiz (10)
2.3	Produce sentences using connectives (because of, due to, therefore, so...that, even though) to express cause, effect, contrast, and condition	S1	Use guided production tasks where students construct sentences applying newly introduced second-half linking and connective structures with feedback.	Formative 2 (5)
2.4	Demonstrate accurate use of conditional sentences (real, unreal, mixed time) and wishes about present, past, and future, with correct verb forms	S1	Facilitate comprehensive practice through sentence transformation, error correction, and gap-fill activities integrating advanced grammar from all chapters.	Final (40)
3.0	Values, autonomy, and responsibility			
3.1	Consistently apply advanced grammar in	V1	Incorporate short writing or speaking tasks where	Observations





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	speech and writing with minimal errors.		advanced grammar points must be used purposefully.	
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
1.	Chapter 12: Noun Clauses (Understanding and Using of English Grammar 5th Edition 2017)	6
2.	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
1.	Formative Assessment 1 (5 Marks) Mapped to Learning Outcome 1.1. This formative assessment covers first-half chapters (Chapter 12: Noun Clauses). It evaluates students' ability to identify the structure and usage of noun clauses introduced by question words, whether/if, and that, including their roles as subjects, objects, and complements. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	5%
2.	Assignment 1 (5 Marks) Mapped to Learning Outcome 1.2. This assignment covers first-half chapters (Chapter 13: Adjective Clauses). It evaluates students' ability to recall the rules for forming adjective clauses with subject/object pronouns, whose, where, and when, including punctuation of identifying and non-identifying clauses. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	5%
3.	Midterm Exam (30 Marks) While aligned with specific CLOs for measurement purposes, this comprehensive assessment covers all first-half course materials (Chapters 12, 13, 16, 17). Mapped to Learning Outcomes 1.3 and 2.1, the exam evaluates students' ability to recognize the punctuation and structural rules for coordinating conjunctions and adverb clauses (CLO 1.3), and to construct complex sentences using adverb clauses to express time, cause, contrast, and condition (CLO 2.1). The exam uses objective-format questions.	Mentioned in the new Course Syllabus	30%



No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
4.	Formative Assessment 2 (5 Marks) Mapped to Learning Outcome 2.3. This formative assessment covers second-half content (Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition). It evaluates students' ability to produce sentences using connectives (because of, due to, therefore, so...that, even though) to express cause, effect, contrast, and condition. The assessment uses objective and short productive items.	Mentioned in the new Course Syllabus	5%
5.	Assignment 2 (5 Marks) Mapped to Learning Outcome 1.4. This assignment covers second-half content (Chapter 18: Reduction of Adverb Clauses, Chapter 19: Connectives, Chapter 20: Conditional Sentences and Wishes). It evaluates students' ability to identify the structural rules for reducing adverb clauses to modifying adverbial phrases, using connectives to express cause and effect, contrast, and condition, and forming conditional sentences and wishes. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	5%
6.	Quiz (10 Marks) Mapped to Learning Outcome 2.2. This cumulative quiz covers content from all chapters and serves as a review before the final exam. It evaluates students' ability to apply reduction techniques to convert adverb clauses into modifying adverbial phrases for time, cause, contrast, and condition. The assessment uses objective-format questions.	Mentioned in the new Course Syllabus	10%
7.	Final Exam (40 Marks) Although aligned with certain CLOs for measurement purposes, this comprehensive	Mentioned in the new	40%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	final exam evaluates the grammar knowledge, understanding, and skills developed across all chapters of the course. Mapped to Learning Outcome 2.4, the exam assesses students' ability to demonstrate accurate use of conditional sentences (real, unreal, mixed time) and wishes about present, past, and future, with correct verb forms across all course content. The exam uses objective-format questions including fill-in-the-blank, sentence completion, sentence transformation, and multiple choice.	Course Syllabus	

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Azar, B. S., & Hagen, S. A. (2017). <i>Understanding and using English grammar</i> (5th ed.). Pearson Education ESL.
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	[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	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

