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| **Course Title**: Grammar 2 |
| **Course Code**: ENG117-3 |
| **Program**: Bachelor of Arts in English |
| **Department**: **Department of English** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 2 - Year 1) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG117-3 Grammar 2 is a focused course designed to build a solid grammatical foundation for students of the English language. Covering specific chapters, the course aims to enhance the learner's understanding and application of various grammatical elements such as conjunctions, auxiliary verbs, comparative structures, and the nuanced use of articles. Additionally, the course explores more advanced grammatical constructs like passive sentence formation, adjective and noun clauses, as well as the proper usage of gerunds and infinitives. Emphasis is placed on the culturally appropriate use of these elements to produce grammatically correct and coherent language. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG113-3 Grammar 1 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objective of ENG117-3 Grammar 2 is to deepen students' grammatical competence in the English language through a methodical study of selected chapters. By familiarizing students with key grammatical rules and structures—from connecting ideas coherently using conjunctions and auxiliary verbs to employing advanced structures like adjective and noun clauses—the course aims to equip students with the necessary skills to apply these concepts practically. By the end of the course, students are expected to convert active sentences into passive ones skillfully, construct various types of clauses, and demonstrate proficiency in using gerunds and infinitives in complex sentences, thus achieving a more nuanced understanding and usage of 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 | **(Chapter 8: Connecting Ideas)**  Recall and identify conjunctions and auxiliary verbs to connect ideas coherently, covering all relevant forms in Chapter 8 | K1, K3 | Utilize elicitation techniques to draw upon students' prior knowledge of conjunctions, transitioning into focused drills to reinforce the coherent connection of ideas. | Assignment 1 (5 Marks) |
| 1.2 | **(Chapter 9: Comparisons)**  Recognize and recall the complete range of comparative structures including equalities, inequalities, and special forms as outlined in Chapter 9 | K1, K3 | Initiate exploratory discussions around real-world comparative scenarios, followed by a guided discovery of language forms, culminating in student-generated examples of equalities, inequalities, and other special forms. | Formative Assessment 1 (5 Marks) |
| 1.3 | **(Chapter 11: Count/Noncount Nouns and Articles)**  Memorize and identify countable, uncountable, and optionally countable nouns, and recognize the correct and culturally appropriate usage of articles, including special cases in Chapter 11 | K1, K3 | Facilitate inductive reasoning exercises that challenge students to categorize nouns as countable or uncountable, reinforcing learning through contextualized exercises that demand the accurate use of articles. | Assignment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | **(Chapter 10: The Passive)**  Convert active sentences into passive sentences, encompassing the usage of transitive and intransitive verbs, modal auxiliaries, and the "by-phrase" as detailed in Chapter 10 | S4, S5 | Introduce the structure and function of passive sentences through direct instruction, followed by a series of structured exercises that move from simple to complex forms, ensuring thorough practice of transitive and intransitive verbs, modal auxiliaries, and the 'by-phrase.' | Midterm Exam (30 Marks) |
| 2.2 | **(Chapter 12: Adjective Clauses)**  Construct adjective clauses using a variety of pronouns and prepositions, with an understanding of the appropriate use of singular and plural verbs, as covered in Chapter 12 | S4, S5 | Engage students in communicative tasks that simulate real-world scenarios, allowing them to naturally incorporate a variety of pronouns and prepositions in constructing adjective clauses. | Formative Assessment 2 (5 Marks) |
| 2.3 | **(Chapter 13: Gerunds and Infinitives)**  Demonstrate proficiency in selecting between gerunds and infinitives following verbs and prepositions, and articulate the means and purpose of actions using structures like "in order to" and "for," based on Chapter 13 | S2, S5 | Capitalize on task-based language learning, assigning roles and responsibilities that require students to judiciously select between gerunds and infinitives when discussing both actions and their purposes. | Quiz (10 Marks) |
| 2.4 | **(Chapter 14: Noun Clauses)**  Generate and incorporate noun clauses initiated by question words, conditional words like "if" and "whether," and reporting verbs, understanding the difference between quoted and reported speech as elaborated in Chapter 14 | S3, S4 | Initiate with a lecture-based presentation on the types and uses of noun clauses, followed by controlled exercises such as sentence completion and transformation tasks. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Appreciate the significance of accurate grammatical structures in conveying clear and effective communication, recognizing the role of proper grammar in academic and professional contexts | V1 | Use real-world examples to highlight how grammar affects meaning, incorporating interactive discussions. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Seek opportunities to engage with authentic language materials, emphasizing continuous improvement in grammatical understanding | V2 | Encourage students to explore various grammatical resources and practice through individualized exercises. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Cultivate a sense of responsibility in using grammatical structures appropriately, understanding the ethical considerations in academic writing, and respecting the norms of standard language usage | V3 | Provide scenarios that demonstrate the consequences of improper grammar, especially in academic integrity, and encourage reflective thinking. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **Chapter 8 CONNECTING IDEAS**  8-1 Connecting ideas with **“and”**  8-2 Connecting ideas with **“but”** and **“or”**  8-3 Connecting ideas with **“so”**  8-4 Using auxiliary verbs after **“but”**  8-5 Using **“and”** + **“too”**, **“so”**, **“either”**, **“neither”**  8-6 Connecting ideas with **“because”**  8-7 Connecting ideas with **“even though”/”although”** | 6 |
|  | **Chapter 9 COMPARISONS**  9-1 Making comparisons with **“as ... as”**  9-2 Comparative and superlative  9-3 Comparative and superlative forms of adjectives and adverbs  9-4 Completing a comparative  9-5 Modifying comparatives  9-6 Comparisons with **“less ... than”** and **“not as ... as”**  9-7 Using **“more”** with nouns  9-8 Repeating a comparative  9-9 Using double comparatives  9-10 Using superlatives  9-11 Using **“the same”**, **“similar”**, **“different”**, **“like”**, **“alike”** | 6 |
| **3.** | **Chapter 10 THE PASSIVE**  10-1 Active sentences and passive sentences  10-2 Form of the passive  10-3 Transitive and intransitive verbs  10-4 Using the **“by-**phrase”  10-5 Passive modal auxiliaries  10-6 Using past participles as adjectives (non-progressive passive)  10-7 Participial adjectives: **“-ed”** vs. **“-ing”**  10-8 **“Get”** + adjective; **“get”** + past participle  10-9 Using **“be used/accustomed to”** and **“get used/accustomed to”**  10-10 **“Used to”** vs. **“be used to”**  10-11 Using **“be supposed to”** | 6 |
| **4.** | **Chapter 11 COUNT /NONCOUNT NOUNS AND ARTICLES**  11-1 **“A”** vs. **“an”**  11-2 Count and noncount nouns  11-3 Noncount nouns  11-4 More noncount nouns  11-5 Using **“several”**, **“a lot of”**, **“many/much”**, and **“a few/a little”**  11-6 Nouns that can be count or noncount  11-7 Using units of measure with noncount nouns  11-8 Guidelines for article usage  11-9 Using **“the”** or **“Ø”** with names  11-10 Capitalization | 6 |
| **5.** | **Chapter 12 ADJECTIVE CLAUSES**  12-1 Adjective clauses: introduction  12-2 Using **“who”** and **“that”** in adjective clauses to describe people  12-3 Using object pronouns in adjective clauses to describe people  12-4 Using pronouns in adjective clauses to describe things  12-5 Singular and plural verbs in adjective clauses  12-6 Using prepositions in adjective clauses  12-7 Using **“whose”** in adjective clauses | 6 |
| **6.** | **Chapter 13 GERUNDS AND INFINITIVES**  13-1 Verb + gerund  13-2 **“Go”** + **“-ing”**  13-3 Verb + infinitive  13-4 Verb + gerund or infinitive  13-5 Preposition + gerund  13-6 Using **“by”** and **“with”** to express how something is done  13-7 Using gerunds as subjects; using **“it”** + infinitive  13-8 **“It”** + infinitive: using **“for (someone)”**  13-9 Expressing purpose with **“in order to”** and **“for”**  13-10 Using infinitives with **“too”** and **“enough”** | 6 |
| **7.** | **Chapter 14 NOUN CLAUSES**  14-1 Noun clauses: introduction  14-2 Noun clauses that begin with a question word  14-3 Noun clauses that begin with **“if”** or **“whether”**  14-4 Noun clauses that begin with **“that”**  14-5 Other uses of “**that-**clauses”  14-6 Substituting **“so”** for a “**that-**clause” in conversational responses  14-7 Quoted speech  14-8 Quoted speech vs. reported speech  14-9 Verb forms in reported speech  14-10 Common reporting verbs: **“tell”**, **“ask”**, **“answer/reply”** | 6 |
| **8.** | **Revision** | 3 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.2 (Chapter 9: Comparisons) Recognize and recall comparative structures.**  Reasoning: This assessment, aligned with CLO 1.2, tests students' understanding of comparative structures. Additionally, it may include a range of grammatical concepts from other areas of the course, offering a comprehensive evaluation of language skills as per the teaching team’s strategy. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.2 (Chapter 12: Adjective Clauses) Construct adjective clauses.**  Reasoning: Aligned with CLO 2.2, this assessment tests students' ability to form adjective clauses. It may also cover additional grammatical concepts from other parts of the course, reflecting the comprehensive approach of the curriculum. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.1 (Chapter 8: Connecting Ideas) Recall and identify conjunctions and auxiliary verbs.**  Reasoning: Focusing on CLO 1.1, this assignment assesses students’ understanding of conjunctions and auxiliary verbs. It may also incorporate other grammatical elements from the course to contribute to a broader understanding of language structure. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.3 (Chapter 11: Count/Noncount Nouns and Articles) Memorize and identify nouns and articles.**  Reasoning: Targeting CLO 1.3, this assignment tests students' ability to distinguish between noun types and their correct article usage. While focusing on this CLO, it may also include content from other areas of the course. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **2.3 (Chapter 13: Gerunds and Infinitives) Demonstrate proficiency in using gerunds and infinitives.**  Reasoning: This quiz, in line with CLO 2.3, assesses students' skills in selecting between gerunds and infinitives. It may also encompass a broader range of grammatical skills from other parts of the course. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **2.1 (Chapter 10: The Passive) Convert active sentences into passive sentences.**  Reasoning: The midterm exam, focusing on CLO 2.1, evaluates students' ability to correctly use the passive voice. While it targets this specific CLO, it may also cover other grammatical skills from throughout the course. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.4 (Chapter 14: Noun Clauses) Generate and incorporate noun clauses.**  Reasoning: Aligned with CLO 2.4, the final exam tests students' proficiency in forming and using noun clauses. While focusing on this CLO, the exam may also include a comprehensive range of grammatical skills from other parts of the course, serving as a cumulative assessment of their abilities. | 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. (2011). Fundamentals of English Grammar. 4th ed. West Plains, NY, Pearson Longman.  (Chapters 8-14)  Note:  This is the required textbook for the course. The reference pertains to the 4th edition, including any updates specific to this edition. |
| **Essential References** | Lea, D., Bradbery, J. (2020). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press. |
| **Electronic Materials** | [Grammarly Blog](https://www.grammarly.com/blog/category/handbook/)  **Highlights:**   * It offers concise and insightful articles on various topics related to English grammar. * The blog format makes it engaging and accessible. * They regularly update their content, ensuring that you stay current with modern language usage.   [GrammarBook](https://www.grammarbook.com/)  **Highlights:**   * Provides a combination of rules, quizzes, and videos. * It is accessible and geared toward both novices and experts.   Paid subscriptions offer more in-depth material, but free content is still quite comprehensive. |
| **Other Learning Materials** | [Purdue OWL](https://owl.purdue.edu/owl/general_writing/grammar/index.html)  **Highlights:**   * The website covers a wide range of topics, including sentence construction, word usage, punctuation, and style. * It provides resources for teaching grammar, making it particularly useful for educators.   The OWL also includes exercises and quizzes for hands-on practice. |

**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.** | **15** |
| **Date** | **February 12, 2023** |