|  |
| --- |
| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

**Table of Contents**

[**A. General information about the course:** 3](#_Toc182563836)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 4](#_Toc182563837)

[**C. Course Content** 7](#_Toc182563838)

[**D. Students Assessment Activities** 9](#_Toc182563839)

[**E. Learning Resources and Facilities** 12](#_Toc182563840)

[**F. Assessment of Course Quality** 13](#_Toc182563841)

[**G. Specification Approval** 13](#_Toc182563842)

# **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 is intricately designed to enhance students' understanding and mastery of English grammar. This course builds upon foundational knowledge and immerses students in the complexities of grammatical structures, emphasizing their practical applications in diverse contexts. A broad spectrum of topics is covered, ranging from the use of articles with countable and uncountable nouns, to the roles of pronouns and determiners, as well as the nuances of adjectives and adverbs, and the application of conjunctions and prepositions in complex sentences. To accommodate various learning styles, the course utilizes a range of teaching methodologies, including interactive exercises and real-world application scenarios. ENG1308-3 Grammar 2 not only aims to boost grammatical proficiency but also focuses on fostering respectful communication, critical self-reflection, and collaborative learning, thus equipping students for effective language usage in both academic and real-life scenarios. | | | | | | |
| 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 ENG1308-3 Grammar 2 course is structured with several key objectives to comprehensively enhance students' grasp of English grammar. Firstly, it aims to equip students with a thorough understanding of grammatical structures, enabling them to identify and differentiate between elements such as articles, pronouns, determiners, adjectives, and adverbs. Furthermore, the course focuses on developing students' ability to apply these grammatical rules accurately, thereby improving their capacity to construct clear and coherent sentences, which is essential for effective written and spoken communication. In addition to these linguistic skills, the course also fosters critical thinking and analytical abilities through the study of grammar, encouraging students to apply these concepts in a variety of contexts. A significant emphasis is placed on promoting ethical and respectful communication, highlighting the importance of culturally sensitive language use. The course also encourages autonomous learning and self-assessment in grammar, empowering students to identify their areas for improvement and to apply feedback constructively. Moreover, it aims to cultivate collaborative skills through group activities, enhancing the collective learning experience and reinforcing the practical application of grammatical rules. Altogether, these objectives are meticulously designed to provide an in-depth and comprehensive exploration of English grammar, tailored to advance students' language competencies and prepare them for a range of communication challenges. | | | | | | |

**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 | Grasp the usage of articles with countable and uncountable nouns and distinguish between singular and plural forms | K2 | Utilize visual aids and real-life examples to illustrate the use of articles. Conduct interactive exercises where students categorize nouns as countable or uncountable and practice using articles in sentence construction. | Assignment 1 (5 Marks) |
| 1.2 | Identify various pronouns and determiners, including reflexive pronouns and quantifiers, and understand their roles and functions in sentence structure | K2 | Implement matching and fill-in-the-blank exercises for students to identify different pronouns and determiners. Use sentence-building activities to illustrate their function in sentence structure. | Formative Assessment 1 (5 Marks) |
| 1.3 | Classify words in sentences as adjectives or adverbs, including their comparative and superlative forms, demonstrating understanding of their distinct roles and correct application | K2 | Teach through examples and contrasting pairs (e.g., 'quick' vs. 'quickly') to highlight differences. Use worksheets and online quizzes to practice identifying and using adjectives and adverbs correctly. | Assignment 2 (5 Marks) |
| 1.4 | Memorize the fundamental rules and structures of conjunctions used in complex sentences and prepositions for various contexts, such as time and position, and recall them accurately for correct usage | K2 | Introduce mnemonic devices to help memorize conjunctions and prepositions. Use sentence-completion exercises and storytelling activities where students incorporate these elements. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply knowledge of articles and nouns to construct grammatically correct sentences | S6 | Engage students in writing short paragraphs or dialogues, focusing on the correct use of articles with nouns. Peer review sessions can be used to reinforce learning and provide feedback. | Midterm Exam (30 Marks) |
| 2.2 | Use pronouns and determiners effectively in both written and spoken English | S6 | Organize role-playing activities and conversation drills to practice using pronouns and determiners in spoken English. For written skills, assign short essay writing tasks. | Formative Assessment 2 (5 Marks) |
| 2.3 | Formulate sentences using appropriate adjectives and adverbs, including their comparative and superlative forms | S2 and S6 | Conduct creative writing exercises where students use a variety of adjectives and adverbs. Utilize peer editing to refine usage and understanding. | Final Exam (40 Marks) |
| 2.4 | Demonstrate the ability to use conjunctions and prepositions accurately in various contexts | S6 | Implement sentence construction exercises focusing on the correct placement of conjunctions and prepositions. Use visual storyboards to contextualize their usage. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Develop basic grammatical skills to communicate respectfully and ethically, understanding the importance of using language appropriately in diverse settings and respecting cultural differences in communication | V1 | Encourage discussions on the cultural context of language and its impact on communication. Use role-playing scenarios to practice respectful and ethical language use. | 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 | Actively engage in learning basic grammar rules and structures, reflecting on personal progress and identifying areas for improvement, with an emphasis on using feedback to enhance language skills for everyday communication | V2 | Provide regular feedback and encourage peer-to-peer review for self-improvement. | 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 | Participate in group activities and exercises to learn basic grammar, contributing to a supportive learning environment, and sharing knowledge and experiences to collectively build foundational language skills | V3 | Organize group projects where students collaboratively work on grammar exercises or presentations. Encourage knowledge sharing and support within study groups. | 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 |
| ***Articles and nouns*** | | |
| 1. | 69 Countable and uncountable 1 | 1 |
| 2. | 70 Countable and uncountable 2 | 1 |
| 3. | 71 Countable nouns with **a/an** and **some** | 1 |
| 4. | 72 **a/an** and **the** | 1 |
| 5. | 73 **the** 1 | 1 |
| 6. | 74 **the** 2 (**school** / **the school** etc.) | 1 |
| 7. | 75 **the** 3 (**children** / **the children**) | 1 |
| 8. | 76 **the** 4 (**the giraffe** / **the telephone** / **the old** etc.) | 1 |
| 9. | 77 Names with and without **the** 1 | 1 |
| 10. | 78 Names with and without t**he** 2 | 1 |
| 11. | 79 Singular and plural | 1 |
| ***Pronouns and determiners*** | | |
| 12. | 82 **myself**/**yourself**/**themselves** etc. | 1 |
| 13. | 83 a friend **of mine** **my own** house **on my own** / **by myself** | 1 |
| 14. | 85 **some** and **any** | 1 |
| 15. | 86 **no**/**none**/**any** **nothing**/**nobody** etc. | 1 |
| 16. | 87 **much**, **many**, **little**, **few**, **a lot**, **plenty** | 1 |
| 17. | 88 **all** / **all of** **most** / **most of** **no** / **none of** etc. | 1 |
| 18. | 89 **both** / **both of** **neither** / **neither of** **either** / **either of** | 1 |
| 19. | 90 **all** **every** **whole** | 1 |
| 20. | 91 **each** and **every** | 1 |
| ***Adjectives and adverbs*** | | |
| 21. | 98 Adjectives ending in **-ing** and **-ed** (**boring**/**bored** etc.) | 1 |
| 22 | 99 Adjectives: a **nice new** house, you look **tired** | 1 |
| 23. | 100 Adjectives and adverbs 1 (**quick**/**quickly**) | 1 |
| 24. | 101 Adjectives and adverbs 2 (**well**, **fast**, **late**, **hard**/**hardly**) | 1 |
| 25. | 102 **so** and **such** | 1 |
| 26. | 103 **enough** and **too** | 1 |
| 27. | 104 **quite**, **pretty**, **rather** and **fairly** | 1 |
| 28. | 105 Comparative 1 (**cheaper**, **more expensive** etc.) | 1 |
| 29. | 107 Comparative 3 (**as … as** / **than**) | 1 |
| 30. | 108 Superlative (the longest, the most enjoyable etc.) | 1 |
| 31. | 111 **still any more yet already** | 1 |
| 32. | 112 **even** | 1 |
| ***Conjunctions and prepositions*** | | |
| 33. | 113 **although though even though in spite of despite** | 1 |
| 34. | 115 **unless as long as provided** | 1 |
| 35. | 116 **as** (**as** I walked … / as I was … etc.) | 1 |
| 36. | 117 **like** and **as** | 1 |
| 37. | 119 **during for while** | 1 |
| 38. | 120 **by** and **until** **by the time** … | 1 |
| ***Prepositions*** | | |
| 39. | 121 **at**/**on**/**in** (time) | 1 |
| 40. | 122 **on time** and **in time** **at the end** and **in the end** | 1 |
| 41. | 123 **in**/**at**/**on** (position) 1 | 1 |
| 42. | 124 **in**/**at**/**on** (position) 2 | 1 |
| 43. | 125 **in**/**at**/**on** (position) 3 | 1 |
| 44. | 127 **in**/**at**/**on** (other uses) | 1 |
| 45. | 128 **by** | 1 |
| **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 Identify various pronouns and determiners, including reflexive pronouns and quantifiers, and understand their roles in sentence structure.**  Reasoning: This assessment aligns with CLO 1.2, focusing on students' understanding of pronouns and determiners. While specifically addressing this outcome, the assessment may also include a variety of grammatical concepts, offering a comprehensive evaluation of language skills as per the teaching team’s broader curriculum strategy. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.2 Use pronouns and determiners effectively in both written and spoken English.**  Reasoning: Aligned with CLO 2.2, this assessment evaluates the effective use of pronouns and determiners in language expression. It may also cover additional language skills, reflecting the course's comprehensive approach and the teaching team's broader educational goals. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.1 Grasp the usage of articles with countable and uncountable nouns and distinguish between singular and plural forms.**  Reasoning: Focusing on CLO 1.1, this assignment tests students’ understanding of article usage with nouns. The assignment is designed to contribute to a wider evaluation of their grammatical proficiency, in line with the course's cumulative learning goals. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.3 Classify words as adjectives or adverbs, including their comparative and superlative forms.**  Reasoning: Targeting CLO 1.3, this assignment assesses students' ability to identify and correctly use adjectives and adverbs. It forms part of a broader grammatical assessment, aligning with the comprehensive nature of the course as outlined by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.4 Memorize fundamental rules and structures of conjunctions and prepositions.**  Reasoning: This quiz, in line with CLO 1.4, tests students' knowledge of conjunctions and prepositions. Additionally, it includes a range of grammatical skills, following the course's cumulative assessment strategy as determined by the teaching team. | 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 Apply knowledge of articles and nouns to construct grammatically correct sentences.**  Reasoning: The midterm exam, focusing on CLO 2.1, evaluates the correct application of articles and nouns. It also encompasses a variety of grammatical aspects, reflecting the course's comprehensive focus on developing overall language accuracy. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.3 Formulate sentences using appropriate adjectives and adverbs.**  **2.4 Demonstrate the accurate use of conjunctions and prepositions.**  Reasoning: The final exam, addressing CLOs 2.3 and 2.4, assesses the ability to use adjectives, adverbs, conjunctions, and prepositions correctly. This exam serves as a cumulative assessment of the students' grammatical skills, encapsulating their understanding of sentence construction and language use as per the broader course framework. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Murphy, R. (2019). *English Grammar in Use Book with Answers: A Self-study Reference and Practice Book for Intermediate Learners of English*. Cambridge University Press. Fifth Edition  [**(Selected Units Listed in Course Content)**](#_C._COURSE_CONTENT) |
| **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** | [LearnEnglish Grammar](https://learnenglish.britishcouncil.org/apps/learnenglish-grammar) is a website from the British Council that provides a variety of resources for learning English grammar, including interactive exercises, grammar lessons, and grammar quizzes. The website is available in over 20 languages. |

**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** |