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| **Course Title**: Grammar 4 |
| **Course Code**: ENG218-2 |
| **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: (2) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 4 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG218-2 Grammar 4 is a meticulously designed course that focuses on enriching students' understanding and application of complex grammatical structures in English. With a robust foundation that includes the examination of coordinating conjunctions, parallel structures, adverb clauses, modifying adverbial phrases, connectives, and various types of conditional sentences and wishes, students will be encouraged to recognize and utilize these elements in authentic contexts. The course also delves into the understanding of clause structures, phrase structures, and the distinction between dependent and independent clauses, providing a comprehensive framework for grasping the nuanced aspects of English grammar. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG213-2 Grammar 3 | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objective of ENG218-2 Grammar 4 is to enhance the students' grammatical competence and fluency in English by developing their ability to correctly apply complex grammatical concepts in various communicative situations. The course aims to equip students with the skills to accurately utilize coordinating conjunctions, connectives, adverb clauses, and conditional sentences in real contexts. Furthermore, emphasis is placed on the thoughtful analysis and practice of reducing adverb clauses into modifying adverbial phrases. Through hands-on exercises and theoretical understanding, students will be empowered to articulate their ideas and thoughts using sophisticated grammatical structures, thereby attaining a refined and well-rounded command of the English language. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 30 | 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** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 30 |

# **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 | Recognize the different types of conditional sentences and wishes, then relate them to what they encountered in authentic contexts | K1 | Introduce students to various conditional sentences and wishes using examples from the course materials. Encourage reflective exercises that prompt students to identify these structures and relate them to familiar scenarios or contexts they have encountered in their readings. | Assignment 1 (5 Marks) |
| 1.2 | Classify different types of coordinating conjunctions, parallel structure, adverb clauses, reduction of adverb clauses into modifying adverbial phrases, connectives, conditional sentences, and wishes | K1, K3 | Utilize visual aids and charts to present the different grammatical structures and their functions. Guide students through exercises in the book, allowing them to categorize and match these elements, thereby enhancing their understanding through engagement with the material. | Formative Assessment 1 (5 Marks)  Quiz (10 Marks) |
| 1.3 | Identify clause structure, phrase structure, dependent and independent clauses | K1, K3 | Demonstrate the concept of clause structure through sentence dissection exercises, emphasizing dependent and independent clauses. Provide opportunities for students to work in pairs or small groups to analyze and discuss sample sentences from the course materials, reinforcing the concepts through collaborative learning. | Assignment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply the appropriate conditional and wishes structures to express their ideas and thoughts, demonstrating an understanding of the grammar and context behind these expressions | S4, S5 | Guide students through exercises in the course materials that involve crafting sentences with conditional structures and wishes. Provide direct feedback and personalized instruction, allowing them to explore expressing their own thoughts and ideas through these grammatical forms, ensuring correct application. | Final Exam (40 Marks) |
| 2.2 | Apply the various coordinating conjunctions, connectives, and adverb clauses accurately in real contexts, recall their functions, and use adverb clauses and connectives accurately to ensure proper coherence and unity in sentence construction | S5 | Engage students in interactive exercises that require them to construct complex sentences using coordinating conjunctions, connectives, and adverb clauses. Encourage peer review within the classroom, where students can analyze and evaluate each other's work, fostering collaboration and deeper understanding of how these elements contribute to coherence and unity. | Midterm Exam (30 Marks) |
| 2.3 | Utilize well-developed skills to analyze and practice the reduction of adverb clauses into modifying adverbial phrases, and accurately implement them within complex grammatical structures | S5 | Introduce students to the concept of reducing adverb clauses through demonstration and guided practice within the course materials. Break the process down into manageable steps, offering ample opportunities for students to apply these techniques in structured exercises. | Formative Assessment 2 (5 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Appreciate the importance of accurate grammatical structures in conveying clear and coherent ideas and messages | V1 | Emphasize the real-world applications of proper grammar, engaging students in discussions on how it impacts clarity in communication. | 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 | Develop the ability to independently apply grammatical rules and principles in various contexts, fostering self-reliance in language expression | V2 | Provide opportunities for individual practice through exercises that encourage students to apply grammar rules without immediate guidance. | 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 | Demonstrate responsibility by actively participating in peer review processes, providing constructive feedback, and showing receptivity to others' input | V3 | Organize peer review sessions where students evaluate each other's work, focusing on grammatical accuracy and offering constructive feedback. | 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 16: Coordinating Conjunctions | 3 |
|  | Chapter 17: Adverb Clauses | 6 |
| **3.** | Chapter 18: Reduction of Adverb Clauses to Modifying Adverbial Phrases | 6 |
| **4.** | Chapter 19: Connectives that Express Cause and Effect, Contrast and Condition | 6 |
| **5.** | Chapter 20: Conditional Sentences and Wishes | 6 |
| **6.** | Revision | 3 |
| **Total** | | **30** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.2 Classify different types of coordinating conjunctions, parallel structure, adverb clauses, and other related structures.**  Reasoning: This assessment focuses on CLO 1.2, evaluating students' ability to classify various grammatical structures. It also encompasses a cumulative range of related grammatical content, ensuring a comprehensive assessment of these skills. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **2.3 Utilize skills to analyze and practice the reduction of adverb clauses into modifying adverbial phrases.**  Reasoning: Aligned with CLO 2.3, this assessment tests students' skills in reducing adverb clauses and implementing them within complex structures. It will include cumulative content from the course, offering an integrative approach to grammar practice. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.1 Recognize different types of conditional sentences and wishes in authentic contexts.**  Reasoning: Focusing on CLO 1.1, this assignment assesses students’ understanding of conditional sentences and wishes. It will integrate a broad spectrum of relevant grammatical content from the course for a comprehensive evaluation. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **1.3 Identify clause and phrase structures.**  Reasoning: Targeting CLO 1.3, this assignment tests students' knowledge of clause and phrase structures. It incorporates a variety of related grammatical concepts from the course, reflecting the cumulative nature of the curriculum. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.2 Classify different types of grammatical structures including conjunctions, adverb clauses, and others.**  Reasoning: This quiz, aligned with CLO 1.2, assesses students' classification skills for various grammatical elements. It covers a range of content from the course, providing a comprehensive assessment of grammatical understanding. | 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.**  **2.2 Apply various grammatical structures in real contexts.**  Reasoning: The midterm exam, focusing on CLO 2.2, evaluates the application of grammatical structures like conjunctions and adverb clauses. It includes content from the entire course up to this point, ensuring a broad-based assessment of grammar skills. | 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.**  **2.1 Apply appropriate conditional and wish structures.**  Reasoning: Aligned with CLO 2.1, the final exam tests students' proficiency in using conditional sentences and wishes. The exam encompasses comprehensive content from the course, offering a cumulative assessment of students' grammatical proficiency. | 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. (2017). Understanding and Using English Grammar (5th ed.). Pearson. (Chapters 16-20) |
| **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 |
| **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** |