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| --- |
| **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**: 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 3 - Year 2) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG2312-3 Grammar 3 is an intermediate to advanced-level course designed to enhance students' proficiency in English grammar. This course focuses on advancing students' understanding and application of complex grammatical structures, including the passive voice, noun clauses, adjective clauses, gerunds, infinitives, and adverbial phrases. Through targeted practice and comprehensive instruction, students will develop their ability to construct grammatically accurate and varied sentences, thereby improving their overall writing and communication skills. | | | | | | |
| 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): | | | | | | |
| ENG2312-3 Grammar 3 aims to provide students with an in-depth understanding of intermediate to advanced grammatical concepts and their practical applications. The main objectives of this course are to develop students' ability to recognize and accurately use the passive voice in various tenses and with modals, enhance their capacity to identify and correctly use various types of noun clauses, and understand the use of the subjunctive in noun clauses. Additionally, students will learn to recognize and construct adjective clauses using appropriate pronouns, modifiers, and punctuation, and to effectively reduce adjective clauses to adjective phrases. The course also focuses on enhancing students' proficiency in using gerunds and infinitives as objects, subjects, and modifiers, including their active and passive forms and the application of special expressions, causative verbs, verbs of perception, and possessives with gerunds. Furthermore, students will be equipped with the skills to express time relationships, cause and effect, contrast, and conditions using adverb clauses, and to reduce adverb clauses to modifying adverbial phrases for more concise sentence structures. The course will foster the ability to create grammatically correct and varied sentences using the passive voice, noun clauses, adjective clauses, and reduced adjective phrases. Finally, it will promote the accurate use of coordinating conjunctions, maintaining parallel structure, and proper punctuation of independent clauses to construct clear and coherent sentences. By achieving these objectives, students will be able to effectively apply advanced grammatical principles in their academic and professional communication, contributing to their overall linguistic competence and confidence. | | | | | | |

**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 | Recall the differences between active and passive voice, remember when to use the passive form appropriately, and identify how to apply the passive voice in various tenses and with modals and phrasal modals. (Chapter 11) | K2 | Introduce the concept with examples contrasting active and passive voice on the board.  Guide students in identifying passive voice in example sentences and explaining when it's appropriate to use.  Demonstrate converting active to passive in various tenses and with modals.  Provide guided practice exercises for students to complete individually, then review answers as a class. | Quiz (10 Marks) |
| 1.2 | Recognize and recall various types of noun clauses, including those with question words, whether/if, that, quoted speech, and reported speech, and remember the use of the subjunctive in noun clauses. (Chapter 12) | K2 | Present and explain the types of noun clauses with examples on the board.  Guide students in identifying the type of noun clause in example sentences.  Provide guided practice exercises for students to complete sentences with appropriate noun clauses individually, then review answers as a class.  Explain the use of subjunctive in noun clauses and provide fill-in-the-blank exercises for students to practice. | Formative Assessment 1 (5 Marks) |
| 1.3 | Identify and recall adjective clauses using appropriate pronouns, modifiers, and punctuation, and remember the reduction of adjective clauses to adjective phrases. (Chapter 13) | K2 | Review relative pronouns and guide students in completing exercises identifying the correct one.  Present examples of adjective clauses and reduced adjective phrases on the board.  Provide guided practice exercises for students to identify and punctuate adjective clauses and reduce them to adjective phrases. | Formative Assessment 2 (5 Marks) |
| 1.4 | Recall the roles of gerunds and infinitives as objects, subjects, and modifiers, their active and passive forms, special expressions, and the use of causative verbs, verbs of perception, and possessives with gerunds. (Chapters 14 and 15) | K2 | Introduce the roles of gerunds and infinitives with examples on the board.  Explain active and passive forms, special expressions, causative verbs, and verbs of perception.  Provide guided practice exercises for students to complete sentences using gerunds and infinitives in various roles. | Midterm Exam (30 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Express time relationships, cause and effect, contrast, and conditions using adverb clauses and reduce adverb clauses to modifying adverbial phrases to create more concise and varied sentence structures. (Chapters 17 and 18) | S4 | Introduce adverb clauses expressing time, cause/effect, contrast, and condition with examples on the board.  Demonstrate reducing adverb clauses to modifying adverbial phrases.  Provide guided practice exercises for students to complete sentences using adverb clauses and reduce them to phrases. | Assignment 1 (5 Marks) |
| 2.2 | Correctly use gerunds and infinitives in various roles, including as objects, subjects, and modifiers, and apply their active and passive forms and special expressions in sentences. (Chapters 14 and 15) | S5 | Introduce gerunds and infinitives, their roles, forms, and special expressions with examples.  Provide guided practice exercises and review answers with explanations.  Have students create and share their own sentences for review and feedback. | Assignment 2 (5 Marks) |
| 2.3 | Effectively use the passive voice, noun clauses, adjective clauses, and reduced adjective phrases to create grammatically correct and varied sentence structures. (Chapters 11, 12, and 13) | S6 | Introduce and explain the concepts of passive voice, noun clauses, adjective clauses, and reduced adjective phrases with examples.  Provide guided practice exercises for each concept, reviewing answers and offering explanations.  Have students create and share their own sentences incorporating these concepts for review and feedback. | Final Exam (40 Marks) |
| 2.4 | Create grammatically correct sentences using coordinating conjunctions, maintaining parallel structure, and properly punctuating independent clauses. (Chapter 16) | S6 | Review coordinating conjunctions and their functions with examples on the board.  Explain parallel structure and provide examples of correct and incorrect usage.  Guide students in completing exercises to create sentences using coordinating conjunctions and parallel structure. | Formative Assessment 1 (5 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Show appreciation for the importance of effective communication by consistently using grammatically correct sentence structures and appropriate vocabulary in various contexts. | V1 | Daily oral drills of correct sentence structures  Group speaking activities focused on target vocabulary  Teacher-led error correction during class 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 | Independently identify and correct grammatical errors in one's own writing, utilizing the knowledge of passive voice, noun clauses, adjective clauses, and gerunds and infinitives to improve sentence variety and clarity. | V2 | Peer review of short written assignments in class  Guided error identification in sample texts  Regular dictation exercises with self-correction | 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 | Take responsibility for one's own language use by diligently applying the learned grammatical concepts to express ideas clearly and coherently, demonstrating a commitment to effective communication. | V3 | Sentence building exercises using specific grammar points  Oral presentations with emphasis on learned structures  Fill-in-the-blank activities for grammar reinforcement | 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 11 THE PASSIVE**  11-1 Active vs. Passive  11-2 Tense Forms of the Passive  11-3 Using the Passive  11-4 The Passive Form of Modals and Phrasal Modals  11-5 Stative (Non-Progressive) Passive  11-6 Common Stative (Non-Progressive) Passive Verbs + Prepositions  11-7 The Passive with *Get*  11-8 *-ed/-ing* Adjectives | 5 |
|  | **Chapter 12 NOUN CLAUSES**  12-1 Introduction  12-2 Noun Clauses with Question Words  12-3 Noun Clauses with *Whether* or *If*  12-4 Question Words Followed by Infinitives  12-5 Noun Clauses with *That*  12-6 Quoted Speech  12-7 Reported Speech  12-8 Reported Speech: Modal Verbs in Noun Clauses  12-9 The Subjunctive in Noun Clauses | 5 |
| **3.** | **Chapter 13 ADJECTIVE CLAUSES**  13-1 Adjective Clause Pronouns Used as the Subject  13-2 Adjective Clause Pronouns Used as the Object of a Verb  13-3 Adjective Clause Pronouns Used as the Object of a Preposition  13-4 Using *Whose*  13-5 Using *Where* in Adjective Clauses  13-6 Using *When* in Adjective Clauses  13-7 Using Adjective Clauses to Modify Pronouns  13-8 Punctuating Adjective Clauses  13-9 Using Expressions of Quantity in Adjective Clauses  13-10 Using *Which* to Modify a Whole Sentence  13-11 Reducing Adjective Clauses to Adjective Phrases | 6 |
| **4.** | **Chapter 14 GERUNDS AND INFINITIVES, PART 1**  14-1 Gerunds and Infinitives: Introduction  14-2 Common Verbs Followed by Gerunds  14-3 Common Verbs Followed by Infinitives  14-4 Infinitives with Objects  14-5 Common Verbs Followed by Either Infinitives or Gerunds  14-6 Using Gerunds as the Objects of Prepositions  14-7 *Go* + Gerund  14-8 Special Expressions Followed by *-ing*  14-9 *It* + Infinitive; Gerunds and Infinitives as Subjects  14-10 Reference List of Verbs Followed by Infinitives  14-11 Reference List of Verbs Followed by Gerunds  14-12 Reference List of Preposition Combinations Followed by Gerunds | 6 |
| **5.** | **Chapter 15 GERUNDS AND INFINITIVES, PART 2**  15-1 Infinitive of Purpose: *In Order To*  15-2 Adjectives Followed by Infinitives  15-3 Using Infinitives with *Too* and *Enough*  15-4 Passive Infinitives and Gerunds: Present  15-5 Past Forms of Infinitives and Gerunds: Active and Passive  15-6 Using Gerunds or Passive Infinitives Following *Need*  15-7 Using Verbs of Perception  15-8 Using the Simple Form After *Let* and *Help*  15-9 Using Causative Verbs: *Make, Have, Get*  15-10 Using a Possessive to Modify a Gerund | 6 |
| **6.** | **Chapter 16 COORDINATING CONJUNCTIONS**  16-1 Parallel Structure  16-2 Parallel Structure: Using Commas  16-3 Punctuation for Independent Clauses; Connecting Them with *And* and *But*  16-4 Paired Conjunctions: *Both... And*; *Not Only… But Also*; *Either... Or*; *Neither... Nor* | 4 |
| **7.** | **Chapter 17 ADVERB CLAUSES**  17-1 Introduction.  17-2 Using Adverb Clauses to Show Time Relationships  17-3 Using Adverb Clauses to Show Cause and Effect  17-4 Expressing Contrast (Unexpected Result): Using *Even Though*  17-5 Showing Direct Contrast: *While*  17-6 Expressing Conditions in Adverb Clauses: *If*-Clauses  17-7 Shortened *If*-Clauses  17-8 Adverb Clauses of Condition: Using *Whether Or Not* and *Even If*  17-9 Adverb Clauses of Condition: Using *In Case*  17-10 Adverb Clauses of Condition: Using *Unless*  17-11 Adverb Clauses of Condition: Using *Only If* | 7 |
| **8.** | **Chapter 18 REDUCTION OF ADVERB CLAUSES TO MODIFYING ADVERBIAL PHRASES**  18-1 Introduction  18-2 Changing Time Clauses to Modifying Adverbial Phrases  18-3 Expressing the Idea of "During the Same Time" in Modifying Adverbial Phrases  18-4 Expressing Cause and Effect in Modifying Adverbial Phrases  18-5 Using *Upon* + *-ing* in Modifying Adverbial Phrases | 6 |
| **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 Recognize and recall various types of noun clauses, including those with question words, whether/if, that, quoted speech, and reported speech, and remember the use of the subjunctive in noun clauses. (Chapter 12)**  **2.4 Create grammatically correct sentences using coordinating conjunctions, maintaining parallel structure, and properly punctuating independent clauses. (Chapter 16)**  Reasoning: This assessment aligns with CLOs 1.2 and 2.4. While specifically addressing this outcomes, 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)**  **1.3 Identify and recall adjective clauses using appropriate pronouns, modifiers, and punctuation, and remember the reduction of adjective clauses to adjective phrases. (Chapter 13)**  Reasoning: Aligned with CLO 1.3, this assessment may also cover additional grammatical concepts, 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)**  **2.1 Express time relationships, cause and effect, contrast, and conditions using adverb clauses and reduce adverb clauses to modifying adverbial phrases to create more concise and varied sentence structures. (Chapters 17 and 18)**  Reasoning: Focusing on CLO 2.1, this assignment is designed to contribute to a wider evaluation of grammatical proficiency, in line with the course's cumulative learning goals. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.2 Correctly use gerunds and infinitives in various roles, including as objects, subjects, and modifiers, and apply their active and passive forms and special expressions in sentences. (Chapters 14 and 15)**  Reasoning: Targeting CLO 2.2, this assignment 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)**  **1.1 Recall the differences between active and passive voice, remember when to use the passive form appropriately, and identify how to apply the passive voice in various tenses and with modals and phrasal modals (Chapter 11)**  Reasoning: This quiz, in line with CLO 1.1, 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.**  **1.4 Recall the roles of gerunds and infinitives as objects, subjects, and modifiers, their active and passive forms, special expressions, and the use of causative verbs, verbs of perception, and possessives with gerunds. (Chapters 14 and 15)**  Reasoning: The midterm exam, focusing on CLO 1.4, 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 Effectively use the passive voice, noun clauses, adjective clauses, and reduced adjective phrases to create grammatically correct and varied sentence structures. (Chapters 11, 12, and 13)**  Reasoning: The final exam, addressing CLO 2.3, 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** | Understanding and Using English Grammar, Fifth Edition (2017) by Betty Schrampfer Azar  [**(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** |