



## Course Specifications

<b>Course Title:</b>	GRAMMAR 2
<b>Course Code:</b>	ENG-2/ 132
<b>Program:</b>	Bachelor's Program in English
<b>Department:</b>	Department of English
<b>College:</b>	Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardha (Female Campus), Dayar (Female Campus), and Farasan (Female Campus)
<b>Institution:</b>	Jazan University

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## A. Course Identification

<b>1. Credit hours:</b> 2 hrs			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 2/First Year			
<b>4. Pre-requisites for this course (if any):</b> Grammar 1			
<b>5. Co-requisites for this course (if any):</b> None			

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (Assignments, exams and Self Learning)	
	Total	30

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is a two hour credit course that builds on preceding course- "Grammar I". It focuses on increasing students' knowledge and usage of advanced English grammar, improving grammatical accuracy in writing, and developing strong editing skills. The course introduces elementary aspects of English Grammar and helps students identify rules and conventions of language use. It also enables the students to frame sentence constructions on their own and involve them in participatory learning process

### 2. Course Main Objective

Students will identify multiple grammatical structures. They can reproduce sentences using different English expressions. They can recognize the various structures of questions. The students can easily compare and contrast different verbs and their different patterns e.g. (verb + infinitive or verb + -ing). They will also be able to compare and contrast all of the different patterns of questions, tag questions, and negative questions. They will practice and exercise on every rule after studying it. It also helps in them integrate language learning skills with

grammar. They can write compositions involving the studied rules to demonstrate good communication skills in class during group exercise. They can show the ability to involve particular grammatical rules in everyday life.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding: Students will be able to</b>	
1.1	Identify verb forms and adjective forms	<b>K1</b>
2	<b>Skills: Students will be able to</b>	
2.1	Distinguish between comparative and superlative form	<b>S1</b>
2.2	Use appropriate forms to complete and frame sentences	<b>S2</b>
2.3	Edit sentences for grammatical errors	<b>S2</b>
3	<b>Values: Students will be able to</b>	
3.1	Develop a sense of academic ethics in writing assignments	<b>V3</b>

### C. Course Content

No	List of Topics	Contact Hours
1	Unit 12: Present Simple vs. Present Progressive	2
2	Unit 13: Object Pronouns / Possessive Pronouns	2
3	Unit 14: Much – Many / A lot of – Lots of / A few...	2
4	Unit 15: Prepositions of Place / Prepositions of Movement	2
5	Unit 16: Past Simple of the verb be	2
6	Unit 17: Past Simple of Regular Verbs irregular Verbs	2
7	Unit 18: Past Simple of irregular Verbs	2
8	Unit 19: The verb must	2
9	Unit 20: Future Be going to / Present Progressive with Future Meaning	2
10	Unit 21: Comparative Form – Superlative Form	2
11	Unit 22: Future will.....	2
12	Midterm/ Quiz	2
13	Make up Quiz/ Absentee Midterm	3
14	Revision	3
<b>Total</b>		<b>30</b>

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge and Understanding: Students will be able to</b>		
1.1	Identify verb forms and adjective forms	Lectures' presentation Explanation Group discussions Pair work	Objective tests Matching questions Short questions

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.0	<b>Skills: Students will be able to</b>		
2.1	Distinguish between comparative and superlative form	Lectures' presentation Explanation Collaborative learning Group discussions Pair work	Multiple choice questions Subjective questions Fill in the blanks Matching questions True/False Short questions
2.2	Use appropriate forms to complete and frame sentences	Lectures' presentation Explanation Group discussions Pair work	Multiple choice questions Subjective questions Fill in the blanks Matching questions True/False Short questions
2.3	Edit sentences for grammatical errors	Lectures' presentation Explanation Group discussions Pair work	Multiple choice questions Subjective questions Fill in the blanks Matching questions True/False Short questions
3.0	<b>Values: Students will be able to</b>		
3.1	Develop a sense of academic ethics in writing assignments	Independent learning Group discussions Pair work	Writing paragraphs

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz-1	4-6	10
2	Mid-Term	6-10	20
3	Quiz-2/ Assignment	5-10	10
4	Final Exam	16	60
5	Total		100%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

Students are allotted an academic counselor to take care of academic and, sometimes, personal issues. Further, 10 office hours are allotted to each teacher to cater to students' academic needs.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	<i>Live English Grammar</i> – Beginners – H.Q. MITCHELL-S.PARKER
<b>Essential References Materials</b>	Azar, Betty Schramper. Understanding and Using English Grammar. 3rd ed. London: Longman, 2002. Koch, Rachel Spack, and Keith S. Folse. Focus on Grammar: An Advanced Course for Reference and Practice. 2nd ed. London: Pearson Longman, 2000. Hewings, Martin. Advanced Grammar in Use. 2nd ed. Cambridge: Cambridge UP, 2005.
<b>Electronic Materials</b>	Free English grammar lessons – Oxford Free online English grammar courses. <a href="http://jump.jazanu.edu.sa">http://jump.jazanu.edu.sa</a> . 1. <a href="https://b.socrative.com/teacher/#import-quiz/38333120">https://b.socrative.com/teacher/#import-quiz/38333120</a> 2. <a href="https://b.socrative.com/teacher/#import-quiz/38467840">https://b.socrative.com/teacher/#import-quiz/38467840</a> 3. <a href="https://b.socrative.com/teacher/#import-quiz/38396823">https://b.socrative.com/teacher/#import-quiz/38396823</a>
<b>Other Learning Materials</b>	CD, English Grammar in Use. Fourth Edition

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with 25 – 40 seats. Language laboratory with well-equipped audiovisual facilities
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show, speakers
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Language laboratory with internet access.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment, Student Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Course Report, Student Evaluation

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	Department Council (session # 2101)
Reference No.	43/54/25644
Date	29/09/21