



## Course Specifications

<b>Course Title:</b>	GRAMMAR 3
<b>Course Code:</b>	ENG-2/ 233
<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

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>4</b>
<b>D. Teaching and Assessment</b> .....	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	4
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support</b> .....	<b>6</b>
<b>F. Learning Resources and Facilities</b> .....	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation</b> .....	<b>7</b>
<b>H. Specification Approval Data</b> .....	<b>7</b>

## A. Course Identification

<b>1. Credit hours: 2hrs</b>			
<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 3 / Second Yr.			
<b>4. Pre-requisites for this course (if any):</b> Grammar 2 /132			
<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)	
	<b>Total</b>	<b>30</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is a two hours credit course that builds on preceding course- "Grammar 2". 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 advanced 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
<b>1</b>	<b>Knowledge and Understanding: Students will be able to</b>	
1.1	Identify subject, verb, object, infinitive, simple past, past participle verb forms	<b>K1</b>
<b>2</b>	<b>Skills : Students will be able to</b>	
2.1	Use different grammatical forms in sentences and passages	<b>S2</b>
2.2	Assess sentences and passages for grammatical errors	<b>S2</b>
2.3	Compose sentences using various grammatical structures	<b>S2</b>
<b>3</b>	<b>Values: Students will be able to</b>	
3.1	Display a sense of academic ethics in writing assignments	<b>V3</b>

### C. Course Content

No	List of Topics	Contact Hours
1	Unit 1 : Present Simple / Present Progressive	2
2	Unit 3: Some-Any-No-Every/ Much-Many-A lot of .....How many?	2
3	Unit 6: Past Simple / past progressive	2
4	Unit 8: Relative Clauses / Relative Pronouns	2
5	Unit 10: Present Perfect Simple	2
6	Unit 11: Present Perfect Simple vs Past Simple / The verb used to	2
7	Unit 12: Present Perfect Progressive	2
8	Unit 13: Can-Could-Be able to – May- Might – Shall	2
9	Unit 16: Conditional Sentences Type 1	2
10	Unit 19: Negative Questions / Questions Tags	2
11	Unit 20: Passive Voice	2
12	Unit 21: Past Perfect Simple	2
13	Midterm/ Quiz	2
14	Make up Quiz/ Absentee Midterm	2
15	Revision	2
<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
<b>1.0</b>	<b>Knowledge and Understanding: Students will be able to</b>		
1.1	Identify subject, verb, object, infinitive, simple past, past participle verb forms	Lectures' presentation Explanation	Multiple choice questions Subjective questions Fill in the blanks Matching questions True/False Short questions

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Group discussions Pair work	
<b>2.0</b>	<b>Skills: Students will be able to</b>		
2.1	Use different grammatical forms in sentences and passages	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	Assess sentences and passages for grammatical errors	Lectures' presentation Explanation Collaborative learning Group discussions Pair work	Multiple choice questions Subjective questions Fill in the blanks Matching questions True/False Short questions
2.3	Compose sentences using various grammatical structures	Lectures' presentation Explanation Collaborative learning Group discussions Pair work	Multiple choice questions Subjective questions Fill in the blanks Matching questions True/False Short questions
<b>3.0</b>	<b>Values: Students will be able to</b>		
3.1	Display 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

#	Assessment task*	Week Due	Percentage of Total Assessment Score
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 – Elementary</i> – H.Q.MITCHELL-S.PARKER mm publications
<b>Essential References Materials</b>	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. Free English grammar lessons – Oxford
<b>Electronic Materials</b>	<a href="https://b.socrative.com/teacher/#import-quiz/38333120">https://b.socrative.com/teacher/#import-quiz/38333120</a> <a href="https://b.socrative.com/teacher/#import-quiz/38467840">https://b.socrative.com/teacher/#import-quiz/38467840</a> <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, Advance Grammar in Use. Third 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
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

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