



Course Specification

(Bachelor)

Course Title: Grammar 2
Course Code: ENG132-2
Program: Bachelor's Program in English
Department: Department of Foreign Languages
College: College of Arts & Humanities azan (Male and Female Campus)
Institution: Jazan University
Version: 2024
Last Revision Date:



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A. General information about the course:

1. Course Identification

1. Credit hours:					
2 hrs.					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
3. Level/year at which this course is offered: (Level 2/ First Year)					
4. Course general Description:					
<p>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.</p>					
5. Pre-requirements for this course (if any):					
ENG 131-2 Grammar 1.					
6. Co-requisites for this course (if any):					
None					
7. Course Main Objective(s):					
<p>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 in the present, past and future tenses). They will also be able to compare and contrast all of the different patterns of questions e.g. WH questions, and interrogatives. They will practice and exercise on every rule after studying it. It also helps integrating 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.</p>					

2. Teaching mode (mark all that apply)

Percentage	Contact Hours	Mode of Instruction	No
100%	30	Traditional classroom	1
--	--	E-learning	2
--	--	Hybrid	3





Percentage	Contact Hours	Mode of Instruction	No
--	--	Distance learning	4

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	--
3.	Field	--
4.	Tutorial	--
5.	Others (specify)	--
Total		30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Knowledge and understanding				1.0
Forming Questions and answers, Fill-in Blanks, Matching, MCQs, Editing, Put Words in Correct Order. Quiz, Mid-term, Final Exam	Lectures presentation Explanation Collaborative learning Group discussions Pair work	K1	Identify verb forms and adjective forms	1.1
Skills				2.0
Forming Sentences, Fill-in Blanks, Matching, MCQs, Editing, Put Words in Correct Order. Quiz, Mid-term, Final Exam	Lectures presentation Explanation Collaborative learning Group discussions Pair work	S1	Distinguish between comparative and superlative form	2.1
Forming Questions and answers, Forming sentences, Fill-in Blanks,	Lectures presentation Explanation Collaborative	S2	Use appropriate forms to complete and frame sentences	2.2





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
Matching, MCQs, Editing, Put Words in Correct Order. Quiz, Mid-term, Final Exam	learning Group discussions Pair work			
MCQs, Editing, Put Words in Correct Order. Quiz, Mid-term, Final Exam	Lectures presentation Explanation Collaborative learning Group discussions Pair work	S2	Edit sentences for grammatical errors	2.3
Values, autonomy, and responsibility				3.0
Forming Questions and answers, Fill-in Blanks, Matching, MCQs, Editing, Put Words in Correct Order. Assignment	Independent learning Group discussions Pair work	V3	Develop a sense of academic ethics in writing assignments	3.1

C. Course Content

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





D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10	4	Quiz-1	1.
20	9	Mid-Term	2.
10	12	Quiz-2/ Assignment	3.
60	17	Final Exam	4
100%		Total	5

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Live English Grammar – Beginners – H.Q. MITCHELL-S.PARKER
Supportive References	Azar, Betty Schampfer. 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
Electronic Materials	Free English grammar lessons – Oxford Free online English grammar courses. http://jump.jazanu.edu.sa 1. https://b.socrative.com/teacher/#import-quiz/38333120 2. https://b.socrative.com/teacher/#import-quiz/38467840 3. https://b.socrative.com/teacher/#import-quiz/38396823
Other Learning Materials	CD, English Grammar in Use. Fourth Edition

2. Required Facilities and equipment

Items	Resources
Facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with 25 – 40 seats with smart boards or projectors.
Technology equipment (projector, smart board, software)	Smart boards or projectors.
Other equipment (depending on the nature of the specialty)	Language laboratory with internet access.



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment, Student Evaluation
Effectiveness of Students' assessment	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet
Quality of learning resources	Course Teachers, Teaching and Learning Unit, Program Leaders, Students	Course Report, Student Evaluation
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Program Leaders & reviewers.	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet (Direct and Indirect Evaluation)
Other	--	--

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL / COMMITTEE	DEPARTMENT COUNCIL (SESSION # 144607)
REFERENCE NO.	15036
DATE	26/12/2024

