



# Course Specification

## (Bachelor)

**Course Title:** Grammar 3

**Course Code:** ENG 233-2

**Program:** Bachelor's Program in English

**Department:** Department of Foreign Languages

**College:** College of Arts & Humanities Jazan (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

<b>1. Credit hours:</b>			
2 hrs.			
<b>2. Course type</b>			
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
<b>3. Level/year at which this course is offered: Level 3/ Second Year</b>			
<b>4. Course general Description:</b>			
<p>This is a two hour 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.</p>			
<b>5. Pre-requirements for this course (if any):</b>			
ENG 132-2 Grammar 2.			
<b>6. Co-requisites for this course (if any):</b>			
None			
<b>7. Course Main Objective(s):</b>			
<ul style="list-style-type: none"> <li>• Identify multiple grammatical structures.</li> <li>• Reproduce sentences using different English expressions.</li> <li>• Recognize the various grammatical rules.</li> <li>• Exercise on every rule after studying it.</li> <li>• Integrate language learning skills with grammar.</li> <li>• Write compositions involving the studied rules.</li> <li>• Demonstrate good communication skills in class during group exercise.</li> <li>• Show the ability to involve particular grammatical rules in everyday life</li> </ul>			

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

Percentage	Contact Hours	Mode of Instruction	No
100%	30	Traditional classroom	1
		E-learning	2
		Hybrid	
		<ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	3
		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)	
<b>Total</b>		<b>30</b>

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

Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
<b>Knowledge and understanding</b>				<b>1.0</b>
Assessment Methods: Assignments, quiz, midterm, and final exam Question Type: Pick out subject, verb and object from the given sentence, Identify The verb used in the given sentence etc.	Lectures, Group Discussions, Pair Work, Classroom Activity, Worksheets	K1	Identify subject, verb, object, infinitive, simple past, past participle verb forms.	1.1
<b>Skills</b>				<b>2.0</b>
Assessment Methods: Assignments, quiz, midterm, and final exam Question Type: MCQ, Fill in the blanks, Complete the sentences, etc	Lectures, Group Discussions, Pair Work, Classroom Activity, Worksheets	S2	Use different grammatical forms in sentences and passages.	2.1
Assessment Methods: Assignments, quizzes, midterm, and final exam Question Type: MCQ, Complete the sentences using the right forms, Find out the mistakes	Lectures, Group Discussions, Pair Work, Classroom Activity, Worksheets	S1, S2	Edit sentences and passages for grammatical errors	2.2





Assessment Methods	Teaching Strategies	Code of CLOs aligned with program	Course Learning Outcomes	Code
and correct them				
Assessment Methods: Assignments, quizzes, midterm, and final exam Any task or exercise that involves framing sentences	Lectures, Group Discussions, Pair Work, Classroom Activity, Worksheets	S2	Frame sentences using various grammatical structures	2.3
<b>Values, autonomy, and responsibility</b>				<b>3.0</b>
Assessment Methods: Assignments	Lectures, Group Discussions, Pair Work, Classroom Activity.	V3	Display a sense of academic ethics in writing assignments	3.1

### C. Course Content

Contact Hours	List of Topics	No
3	Unit 1 : Present Simple / Present Progressive	1.
3	Unit 3: Some-Any-No-Every/ Much-Many-A lot of .....How many?	2.
3	Unit 6: Past Simple / past progressive	3.
3	Unit 8: Relative Clauses / Relative Pronouns	4.
3	Unit 10: Present Perfect Simple	5.
3	Unit 11: Present Perfect Simple vs Past Simple / The verb used to	6.
2	Unit 12: Present Perfect Progressive	7.
2	Unit 13: Can-Could-Be able to – May- Might –Shall	8.
2	Unit 16: Conditional Sentences Type 1	9.
2	Unit 19 : Négative Questions / Question Tags	10.
2	Unit 20: Passive Voice	11.
2	Unit 21: Past Perfect Simple	12.
<b>30</b>	<b>Total</b>	

### D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10	4	Quiz-1	<b>1.</b>



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

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

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	<i>Live English Grammar</i> – Elementary – H.Q. MITCHELL- S. PARKER mm publications
<b>Supportive References</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/38396823">https://b.socrative.com/teacher/#import-quiz/38396823</a>
<b>Other Learning Materials</b>	CD, Advance Grammar in Use. Third Edition.

### 2. Required Facilities and equipment

Items	Resources
<b>Facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with 25 – 40 seats. Language laboratory with well-equipped audiovisual facilities
<b>Technology equipment</b> (projector, smart board, software)	Data show, speakers
<b>Other equipment</b> (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, Students, Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet
Quality of learning resources	Course Teachers, Teaching	Course Report, Student



Assessment Areas/Issues	Assessor	Assessment Methods
	and Learning Unit, Students, Program Leaders	Evaluation
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Course Report, Student Evaluation
Other		

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

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

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

