



Course Specifications

Course Title:	Grammar 3
Course Code:	ENG 213
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

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A. Course Identification

1. Credit hours: 2
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 3/Year 2
4. Pre-requisites for this course (if any): ENG 117/ Grammar 2
5. Co-requisites for this course (if any): N/A

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 (specify)	
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

Grammar 3 relates form and meaning at the level of the sentence and above the sentence (in paragraphs and verbal exchanges). It revises, develops, and intensifies learners' understanding of the verb tenses already presented in the earlier two grammar courses. It describes the forms, positions, and functions of the word-class members: Noun, Pronoun, and Modals. It stresses the necessity of the subject-verb agreement to form correct English sentences.

2. Course Main Objective

- To use the grammatical rules previously learned at Level 1 and 2 as the bases for learning Grammar 3 course
- To practice the correct and practical *use* of different tenses in the oral and written discourse

- To form grammatically correct sentences that reflect subject-verb agreement
- To develop adequate knowledge of the grammatical word-classes such as nouns, pronouns and modal verbs

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Identify different parts of a sentence and their grammatical functions in oral and written discourse	K1
1.2	Recognize different tenses according to their peculiar forms and specific roles in sentences	K2
1.3	Break down sentences into different grammatical word-classes: Noun, Pronoun, and Modals	K3
2	Skills :	
2.1	Enhance their speaking skills	S1
2.2	Analyze various English texts for possible grammatical errors related to the rules they have studied	S2
2.3	Develop students' writing competence	S3
3	Values:	
3.1	Take the responsibility for keeping their English syntactic structure up to date while working in the capacity of professional writers and communicators	V1
3.2	Communicating effectively as a team member in the workplace with confidence using the appropriate English discourse structure	V2
3.3	Work ethically as a professional individual using the precise and effective oral and written command of language	V3

C. Course Content

No	List of Topics	Contact Hours
1	Present and Past: Simple and Progressive	3
2	Perfect and Perfect Progressive Tenses	3
3	Future Time	3
4	Review of Verb Tenses	2
5	Subject Verb Agreement	3
6	Nouns	4
7	Articles	3
8	Pronouns	3
9	Modals - Part I	3
10	Modals – Part II	3
Total		30

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	Knowledge and Understanding		
1.1	Identify different parts of a sentence and their grammatical functions in oral and written discourse	Lectures, Discussions, Relating content to prior knowledge, Regular review	Fill in the blank exercises Multiple choice exercises
1.2	Recognize different tenses according to their peculiar forms and specific roles in sentences	Discussions, Co-operative learning, Use of textbook charts and exercises	Fill in the blank exercises Exchange completion tasks Combining and relating sentences exercises
1.3	Break down sentences into different grammatical word-classes: Noun, Pronoun, and Modals	Discussions, Co-operative learning, Use of textbook charts and exercises	Fill in the blank exercises Multiple choice exercises
2.0	Skills		
2.1	Enhance their speaking skills	Discussions, Co-operative learning	Dialogue completion tasks
2.2	Analyze various English texts for possible grammatical errors related to the rules they have studied	Deductive and Inductive explanations of the rules. Cooperative learning	Error identification and correction exercises
2.3	Develop students' writing competence	Discussions, Co-operative learning	Paragraph completion tasks
3.0	Values		
3.1	Take the responsibility for keeping their English syntactic structure up to date while working in the capacity of professional writers and communicators	Encouraging extracurricular involvement in the classroom environment	Evaluating students' participation involving classroom discussions and homework assignments.
3.2	Communicating effectively as a team member in the workplace with confidence using the appropriate English discourse structure	Encouraging consistent English communication of each student in class	Evaluating students' participation involving classroom discussions and homework assignments
3.3	Work ethically as a professional individual using the precise and effective oral and written command of language	Encouraging students' presentations in the class	Diversifying the exercises to test the student's mastery of the different grammatical rules

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Homework/quizzes, class participation	Various	10%
2	First Progress Test	Week 7	20%
3	Second Progress Test	Week 13	20%
4	Final Exam	Week 16	50%

*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:

Faculty office hours = 10 per week

Two voluntary hours in LEP (Language Enhancement Program) room are encouraged.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Azar, B. S. & Hagen, S. A. (2016). <i>Understanding and Using English Grammar</i> (Fifth Edition). Pearson & Longman. (Chapters 1-10)
Essential References Materials	Lea, D., Bradbery, J. (2020). <i>Oxford Advanced Learner's Dictionary of Current English</i> . Oxford: Oxford University Press.
Electronic Materials	BlackBoard https://lms.kku.edu.sa http://www.pearsonlongman.com/ae/azar/grammar_ex/ http://www.interactive.com www.englishforums.com/English/GeneralEnglishGrammarQuestions
Other Learning Materials	http://www.longman.com/grammarexchange

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom: 30 seats with white board
Technology Resources (AV, data show, Smart Board, software, etc.)	Smart Board, projector
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Program Leaders	1. Regular meetings among teachers and the course coordinator 2. Regular meetings by the curriculum review committee 3. Departmental council meetings to discuss proposals for the curriculum
Processes for Verifying Standards of Student Achievement	Program Leaders	Mutual checking of random samples of examination papers by coordinators and other teachers of the same course and by the designated committees.
Processes for Improvement of Teaching	Faculty, Program Leaders, Peer Reviewer	1. In-house workshop. 2. Working group meetings. 3. Training new instructors.
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Faculty Peer Reviewers	Occasional in-class observations by faculty peers.
Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.	Program Leaders	1. Regular meetings among teachers and the course coordinator 2. Regular meetings by the curriculum review committee 3. Departmental council meetings to discuss proposals for the curriculum
Processes for Verifying Standards of Student Achievement	Program Leaders	Mutual checking of random samples of examination papers by coordinators and other teachers of the same course and by the designated committees.
Processes for Improvement of Teaching	Faculty, Program Leaders, Peer Reviewer	1. In-house workshop. 2. Working group meetings. 3. Training new instructors.

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 of English
Reference No.	14
Date	May 2, 2021