



Course Specification

(Bachelor)

Course Title: Grammar 2

Course Code: 121 ENG-3

Program: B.A. in Translation

Department: Translation Department

College: College of Languages and Translation

Institution: Najran University

Version: TP-153

Last Revision Date: 4th November 2024

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A. General information about the course:

1. Course Identification

1. Credit hours: (3 hours)

2. Course type

- A. ☐ University ☐ College ☐ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/Year at which this course is offered: (Level 1/ 1st year)

4. Course General Description:

This course provides the students with a grammar-in-context approach. It is designed to introduce the fundamentals of English grammar to develop and broaden students' skills and knowledge in effective communication in various social contexts. In this course, learners are acquainted with several grammatical components, e.g., verbs, tenses, adjectives, and adverbs in comparison, parts of speech, articles, and models. It also provides students with an introduction to complex sentence structures that help with intricate various sentence forms.

5. Pre-requirements for this course (if any):

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6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

This course aims to expand learners' efficiency in vocal and written communication by demonstrating mastery of grammatical rules and structure. The target of this course is to develop students' critical thinking in distinguishing the use of the patterns of words and sentences for enhancing their ability to produce academic and scientific writing.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 	45	100%
4	Distance learning	---	---



3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	---
3.	Field	---
4.	Tutorial	---
5.	Others (specify)	---
Total		45

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	To recognize the basic concepts of the following topics: tenses, possessive forms, nouns, modifiers, modals, gerunds, infinitives, adjective clauses, comparative and superlative forms, active and passive voice, and articles.	K1	<ul style="list-style-type: none"> ➤ Lectures ➤ Class discussion ➤ Presentations ➤ Exercises & Practices (in class & online) 	-Midterm exam -Quizzes -Assignment or/and Presentation -Final exam
1.2	To analyze sentence structures and word forms to identify correct and incorrect sentences to produce accurate expressions in different contexts.	K2	<ul style="list-style-type: none"> ➤ Lectures ➤ Class discussion ➤ Presentations ➤ Exercises & Practices (in class & online) 	-Midterm exam -Quizzes -Assignment or/and Presentation -Final exam
2.0	Skills			
2.1	To define the differences between the grammatical concepts and their use in successful conversations with writing and reading.	S1	<ul style="list-style-type: none"> ➤ Lectures ➤ Class discussion ➤ Presentations ➤ Exercises & Practices (in class & online) 	-Midterm exam -Quizzes -Assignment or/and Presentation -Final exam
2.2	To apply correct grammatical rules in the use of verb tenses and the other course contents in writing correct sentences.	S2	<ul style="list-style-type: none"> ➤ Lectures ➤ Class discussion ➤ Presentations ➤ Exercises & Practices (in class & online) 	-Midterm exam -Quizzes -Assignment or/and Presentation -Final exam



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	Bear the responsibility for self-study and self-improvement.	V1	Self-learning	Observation Card
3.2	Make the right choices about the subjects related to his major.	V2	Self-learning	Observation Card
3.3	Show self-confidence during the activities and tasks assigned to him.	V3	Self-learning	Observation Card

C. Course Content

No	List of Topics	Contact Hours
1.	Unit-1 GRAMMAR The Simple Present Frequency Words CONTEXT Animals Be Simple Present—Form; Contractions with Be; Be—Use; Negative Statements with Be; Yes/No Questions and Short Answers with Be; Wh- Questions with Be; The Simple Present Affirmative & Negative Statements—Form & Use; The Simple Present—Wh- Questions with a Preposition; Questions about Meaning, Spelling, Cost, and Time; Frequency Words with the Simple Present; Position of Frequency Words; Questions about Frequency; Questions with How Often	6
2.	Unit-2 GRAMMAR The Present Continuous The Future CONTEXT Generations The Present Continuous—Form & Use; Questions with the Present Continuous; Contrasting the Simple Present and the Present Continuous; Action and Nonaction Verbs; The Future with Will, Be Going To; Choosing Will, Be Going To, or Present Continuous for Future; The Future + Time or If Clause	3
3.	Unit-3 GRAMMAR The Simple Past The Habitual Past with Used to CONTEXT What Is Success? The Simple Past—Form & Use; The Simple Past of Regular & Irregular Verbs; Negatives and Questions with the Simple Past; The Habitual Past with Used To	3
4.	Unit 4 GRAMMAR Possessive forms	3





	<p>Object pronouns Reflexive pronouns Questions</p> <p>CONTEXT Weddings</p> <p>Overview of Possessive Forms - Possessive Nouns, Possessive Adjectives; Possessive Pronouns; Questions with Whose; Object Pronouns; Reflexive Pronouns; Direct and Indirect Objects; Say and Tell; Subject Questions; Wh-Questions</p>	
5.	<p>Unit-5 GRAMMAR Nouns There + be Quantity words</p> <p>CONTEXT Thanksgiving, Pilgrims, and Native Americans</p> <p>Noun Plurals—Form; Using the Plural for Generalizations; Special Cases of Singular and Plural; Count and Noncount Nouns; Nouns That Can Be Both Count and Noncount; Units of Measure with Noncount Nouns; A Lot Of, Much, Many; There + a Form of Be; Some, Any, A, No; A Few, Several, A Little; A Few vs. Few; A Little vs. Little; Too Much/Too Many vs. A Lot Of</p>	3
6.	<p>Unit-6 GRAMMAR Modifiers Adverbs</p> <p>CONTEXT A Healthy Planet, A Healthy Body</p> <p>Modifying a Noun, Adjectives; Noun Modifiers; Adverbs; Adjectives vs. Adverbs; Too, Too Much, Too Many, and Enough; Too and Very</p>	3
7.	<p>Unit-7 GRAMMAR Time Words The Past Continuous</p> <p>CONTEXT Immigrants, Refugees</p> <p>Time Words; When and Whenever; The Past Continuous—Form; The Past Continuous with a Specific Time; The Past Continuous with a When & While Clause; The Simple Past vs. The Past Continuous with When; Using the -ing Form after Time Words</p>	3
8.	<p>Unit-8 GRAMMAR Modals</p> <p>CONTEXT Rules and Regulations</p> <p>Obligation/Necessity—Must and Phrasal Modals; Permission/Prohibition—May and Phrasal Modals; Expectation—Be Supposed To; Ability/Permission—Can, Could, and Phrasal Modals; Advice—Should, Ought To, Had Better; Negatives of Modals; Conclusions or Deductions—Must; Possibility—May/Might; Using Modals for Politeness</p>	3
9.	<p>Unit-9 GRAMMAR Present perfect Present perfect continuous</p> <p>CONTEXT Virtual Communities</p> <p>The Present Perfect—Forms; The Past Participle; The Present Perfect with an Adverb; The Present Perfect with Continuation from Past to Present; The Present Perfect vs. the Simple Past; The Present Perfect Continuous—Forms & Use</p>	3





10.	Unit-10 GRAMMAR Gerunds Infinitives CONTEXT Jobs Gerunds as Subjects & Objects; Preposition + Gerund; Infinitives after Expressions with It; Infinitives after Adjective; Infinitives to Show Purpose; Infinitives or Gerunds after Verbs	3
11.	Unit-11 GRAMMAR Adjective Clauses CONTEXT Making Connections with Friends Relative Pronouns as Subjects, Objects, & Objects of Prepositions; Whose + Noun; Adjective Clauses with Where and When	3
12.	Unit-12 GRAMMAR Superlatives Comparatives CONTEXT Sports and Athletes The Superlative & The Comparative Forms of Adjectives and Adverbs; Use; As . . . As; As Many/Much . . . As; The Same . . . As; Showing Similarity with Like and Alike	3
13.	Unit-13 GRAMMAR Passive voice and active voice CONTEXT The Law Active and Passive Voice—Overview; The Passive Voice—Form & Use; Negatives and Questions with the Passive Voice; Transitive and Intransitive Verbs	3
14.	Unit-14 GRAMMAR Articles Other/Another Indefinite pronouns CONTEXT Money Articles—An Overview; Making Generalizations; Classifying or Defining the Subject; Specific or Non-Specific Nouns with Quantity Words; Other and Another; Definite and Indefinite Pronouns	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continuous Assessment (Assignment, Quiz, etc.)	All through	20%
2.	Midterm Exam	10 - 11	30%
3.	Final Exam	17 - 19	50%

*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	Elbaum S. N. (2016). <i>Grammar in context</i> . 2 (Sixth). Cengage Learning.
Supportive References	<ol style="list-style-type: none"> 1. Azar, B.S. (2013). <i>Basic English Grammar</i>, 4th ed. NY: Pearson Education. 2. Eastwood, J. (2002). <i>Oxford Guide to English Grammar</i>. Oxford: University Press.
Electronic Materials	www.bbc.co.uk/learning/subjects/english.shtml http://www.englishpage.com/verbpage/verbtenseintro.html http://www.ego4u.com/en/cram-up/grammar/ www.nonstopenglish.com www.english-at-home.com/ www.studyenglishtoday.net/
Other Learning Materials	<ol style="list-style-type: none"> 1. Azar, B. S. (2009). <i>Understanding and Using English Grammar</i>, 4th ed. NY: Pearson Education. 2. Murphy, R. (2004) <i>English Grammar in Use</i>. Cambridge: University Press. 3. Naylor, H. & Murphy, R. (2015). <i>Essential Grammar in Use</i>. Cambridge: University Press.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories
Technology equipment (projector, smart board, software)	Computer/Laptop/Bb
Other equipment (depending on the nature of the speciality)	Other relevant sources

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students and Program Leaders	Indirect
Effectiveness of Students assessment	Faculty	Direct
Quality of learning resources	Students and Faculty	Indirect
Course Learning Outcomes	Students and Faculty	Indirect, Direct
Other		

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

Assessment Methods (Direct, Indirect)

G. Course Specification Approval

COUNCIL / COMMITTEE	Department Council
REFERENCE NO.	6/ 1446
DATE	25/12/2024

