



# Course Specification

## (Bachelor)

**Course Title:** English Grammar 3

**Course Code:** 211 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:** 4<sup>th</sup> 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 3/ 2<sup>nd</sup> year)

#### 4. Course General Description:

This course introduces advanced aspects of English grammar. It consists of a variety of contents, e.g. verb tenses, voice, reported speech, clauses, phrases, and expressions useful to develop students' insight into the structure of the English language, aiming to enable the students to assimilate the correct patterns of the language and to teach grammar as a rule-governed behaviour.

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

English Grammar2

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

None

#### 7. Course Main Objective(s):

The main purpose of this course is to increase learners' knowledge, improve their abilities to use essential grammatical structures, and help them form accurate grammatical constructions in the collaborative use of the English language.

### 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"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	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)	---
<b>Total</b>		<b>45</b>

### 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
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Recognize the differences between clauses, verb tenses, modals, voices, and phrases.	K1	<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Class discussion</li> <li>➤ Presentations</li> <li>➤ Exercises &amp; Practices (in class &amp; online)</li> </ul>	<ul style="list-style-type: none"> <li>-Midterm exam</li> <li>-Quizzes</li> <li>-Assignment or/and Presentation</li> <li>-Final exam</li> </ul>
1.2	Identify the errors regarding multiple grammatical structures in sentences, voiced and reported speech, and expressions.	K2	<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Class discussion</li> <li>➤ Presentations</li> <li>➤ Exercises &amp; Practices (in class &amp; online)</li> </ul>	<ul style="list-style-type: none"> <li>-Midterm exam</li> <li>-Quizzes</li> <li>-Assignment or/and Presentation</li> <li>-Final exam</li> </ul>
<b>2.0</b>	<b>Skills</b>			
2.1	Apply correct grammatical rules in reproducing sentences for different English expressions in reading and writing.	S1	<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Class discussion</li> <li>➤ Presentations</li> <li>➤ Exercises &amp; Practices (in class &amp; online)</li> </ul>	<ul style="list-style-type: none"> <li>-Midterm exam</li> <li>-Quizzes</li> <li>-Assignment or/and Presentation</li> <li>-Final exam</li> </ul>
2.2	Write grammatically correct sentences to make various contextual ideas accurate and comprehensible.	S2	<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Class discussion</li> <li>➤ Presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Midterm exam</li> <li>-Quizzes</li> <li>-Assignment or/and Presentation</li> </ul>





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			➤ Exercises & Practices (in class & online)	-Final exam
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
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.	<b>Unit-1</b> <b>GRAMMAR</b> Verb Review <b>CONTEXT</b> Language The Present of Be; The Simple Present; The Present Continuous; The Present Continuous vs. The Simple Present—Action and Nonaction Verbs; The Future—Form; Choosing Will or Be Going To, or Present Continuous for Future; The Simple Past	<b>3</b>
2.	<b>Unit-2</b> <b>GRAMMAR</b> The Present Perfect The Present Perfect Continuous <b>CONTEXT</b> Risk The Present Perfect—Form; The Past Participle; Placement of Adverbs; The Present Perfect—Overview of Uses; The Present Perfect with Indefinite Past Time—Overview - The Present Perfect with Ever, Never, Yet, Already, Lately, Recently, Just, No Time Mentioned; The Present Perfect with Repetition and continuation from Past to Present; The Present Perfect, the Present Perfect Continuous, and the Simple Past	<b>6</b>
3.	<b>Unit-3</b> <b>GRAMMAR</b> Passive and active voice <b>CONTEXT</b> The Movies Active and Passive Voice—Introduction, Comparison, Use, and Verbs with Two Objects; Transitive and Intransitive Verbs; Participles Used as Adjectives; Other	<b>3</b>





	Past Participles Used as Adjectives; Get vs. Be with Past Participles and Other Adjectives	
4.	<p><b>Unit 4</b>  <b>GRAMMAR</b> The Past Continuous  The Past Perfect  The Past Perfect Continuous  <b>CONTEXT</b> Travel by Land, Sea, and Air  The Past Continuous—Form and Use; The Past Continuous vs. the Simple Past  The Past Perfect—Form and Use; When with the Simple Past or the Past Perfect  The Past Perfect Continuous—Form and Use; The Past Perfect (Continuous) vs. the Present Perfect (Continuous)  Comparison of Past Tenses</p>	3
5.	<p><b>Unit-5</b>  <b>GRAMMAR</b> Modals and Related Expressions  <b>CONTEXT</b> Technology  Modals—An Overview; Possibility: May, Might, Could; Necessity/Obligation: Must, Have to, Have Got to; Expectation: Be Supposed to; Advice: Should, Ought to, Had Better; Suggestion: Can/Could; Negative Modals; Ability / Possibility: Can, Be Able to; Logical Conclusion: Must; Probability vs. Possibility: Must vs. May, Might, Could; Continuous Modals</p>	6
6.	<p><b>Unit-6</b>  <b>GRAMMAR:</b> Modals in the Past  <b>CONTEXT</b> U.S. Presidents and Elections  Modals in the Past—Form; Past Regrets or Mistakes—Should Have; Past Possibility—May / Might / Could + Have; Logical Conclusion about the Past—Must Have; Past Direction Not Taken—Could Have; Must Have + Past Participle vs. Had to + Base Form; Ability and Possibility in the Past; Modals in the Past: Continuous Forms</p>	6
7.	<p><b>Unit-7</b>  <b>GRAMMAR</b> Adjective Clauses-Descriptive Phrases  <b>CONTEXT</b> Online Interactions  Adjective Clauses—Introduction; Relative Pronoun as Subject and Object, Object of Preposition; Place and Time in Adjective Clauses; Whose in Adjective Clauses; Adjective Clauses after Indefinite Pronouns; Nonessential Adjective Clauses; Essential vs. Nonessential Adjective Clauses  Descriptive Phrases</p>	3
8.	<p><b>Unit-8</b>  <b>GRAMMAR</b> Infinitives and Gerunds  <b>CONTEXT</b> Helping Others  Infinitives—Overview; Verbs Followed by an Infinitive; Object before Infinitive; Causative Verbs; Adjective plus Infinitive; Infinitives as Subject; Infinitives to Show Purpose; Infinitives with Too and Enough  Gerunds—Overview; Gerunds as Subjects; Gerunds after Prepositions and Nouns; Prepositions after Verbs, Adjectives, and Nouns; Verbs Followed by Gerunds or Infinitive; Gerund or Infinitive after a Verb</p>	6



	Differences in Meaning; Used To / Be Used To / Get Used To; Sense-Perception Verbs	
9.	<b>Unit-9</b> <b>GRAMMAR</b> Adverbial Clauses and Phrases Sentence Connectors (Conjunctive Adverbs) So/Such That for Result <b>CONTEXT</b> Coming to America Adverbial Clauses and Phrases—Introduction; Reason and Purpose; Time Clauses and Phrases; Using the-ing Form after Time Words Contrast; Condition; Sentence Connectors; So . . . That / Such . . . That	3
10.	<b>Unit-10</b> <b>GRAMMAR</b> Noun Clauses <b>CONTEXT</b> Children Noun Clauses; Exact Quotes vs. Reported Speech; The Rule of Sequence of Tenses; Say vs. Tell; Using Reported Speech to Paraphrase; Noun Clauses after Past-Tense Verbs	3
11.	<b>Unit-11</b> <b>GRAMMAR</b> Unreal Conditionals <b>CONTEXT</b> Science or Science Fiction? Unreal Conditionals—Present; Real Conditionals vs. Unreal Conditionals; Unreal Conditionals—Past	3
<b>Total</b>		<b>45</b>

#### 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	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

<b>Essential References</b>	Sandra N. Elbaum. Grammar in Context 3 (Grammar in Context, Sixth Edition). 6th Edition.
<b>Supportive References</b>	1. Azar, B.S. (2013). <i>Basic English Grammar</i> , 4 <sup>th</sup> ed. NY: Pearson Education. 2. Eastwood, J. (2002). <i>Oxford Guide to English Grammar</i> . Oxford: University Press.
<b>Electronic Materials</b>	<a href="http://www.bbc.co.uk/learning/subjects/english.shtml">www.bbc.co.uk/learning/subjects/english.shtml</a> <a href="http://www.englishpage.com/verbpage/verbtenseintro.html">http://www.englishpage.com/verbpage/verbtenseintro.html</a>





	<a href="http://www.ego4u.com/en/cram-up/grammar/">http://www.ego4u.com/en/cram-up/grammar/</a> <a href="http://www.nonstopenglish.com">www.nonstopenglish.com</a> <a href="http://www.english-at-home.com/">www.english-at-home.com/</a> <a href="http://www.studyenglishtoday.net/">www.studyenglishtoday.net/</a>
<b>Other Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Azar, B.S. (2009). <i>Understanding and Using English Grammar</i>, 4<sup>th</sup> ed. NY: Pearson Education.</li> <li>2. Murphy, R. (2004) <i>English Grammar in Use</i>. Cambridge: University Press.</li> <li>3. Naylor, H. &amp; Murphy, R. (2015). <i>Essential Grammar in Use</i>. Cambridge: University Press.</li> </ol>

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories
<b>Technology equipment</b> (projector, smart board, software)	Computer/Laptop/Bb
<b>Other equipment</b> (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, program leaders	Indirect
Effectiveness of Students assessment	Faculty	Direct
Quality of learning resources	Students, faculty	Indirect
Course Learning Outcomes	Students, faculty	Indirect, Direct
Other		

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

**Assessment Methods** (Direct, Indirect)

## G. Course Specification Approval

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

