



Course Specification

(Bachelor)

Course Title: Grammar 2

Course Code: 121 ENG-3

Program: BA in Translation

Department: Translation Department

College: College of Languages and Translation

Institution: Najran University

Version: 2024 TP-153

Last Revision Date: 15/4/2026

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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

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

3. Level/Year at which this course is offered: (Level Two / 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, modals. It also provides students with an introduction to complex sentence structures that help intricate various sentence form.

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

111 ENG 3

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 of producing 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 - 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	➤ 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 for identifying correct and incorrect sentences to produce accurate expressions in different contexts.	K2	➤ 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	➤ 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
2.2	To apply correct grammatical rules in the use of verb tenses and the other course contents in writing correct sentences.	S2	➤ Lectures ➤ Class discussion ➤ Presentations ➤ Exercises & Practices (in class & online)	-Midterm exam -Quizzes -Assignment or/and Presentation -Final exam
3.0	Values, autonomy, and responsibility			
3.1	Bear responsibility for self-study and self-improvement.	V1	Self-learning	Observation card
3.2	Show self-confidence during the activities and tasks assigned.	V2	Self-learning	Observation card
3.3				

C. Course Content

Chapter 3: Future Time - Expressing future time: be going to and will - Forms with be going to - Forms with will - Be going to vs will - Using the present progressive to express future time	8
Chapter 6: Nouns and Pronouns - Subjects, verbs, and objects - Objects of Prepositions	4
Chapter 7: Modal Auxiliaries - Expressing advice: should - Expressing necessity: have to, must - Expressing lack of necessity: don't have to - Expressing Prohibition: must not	8



- Making Suggestions: let's and why don't - Stating preferences: prefer, like... better, would rather	
Chapter 8: Connecting Ideas - Connecting ideas with and - Connecting ideas with but and or - Connecting ideas with so - Using auxiliary verbs after but	8
Chapter 9: Comparisons - Comparative and superlative - Comparative and superlative forms of adjectives and adverbs - Completing a comparative	8
Chapter 11: Count / Noncounts Nouns and Articles - Count and noncount nouns - Noncount nouns - More noncount nouns - Using several, a lot of, many/much, and a few/a little - Nouns that can be count or noncount - Using units of measure with noncount nouns	9
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	Betty S. Azar & Stacy A. Hagen. <i>Fundamental of English Grammar</i> . (forth edn). Pearson, Longman.
Supportive References	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	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. In addition to the cited textbooks/references, additional materials (PDFs/PPTs/Videos will be uploaded on Bb for students' academic support.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms that accommodate a large number of students.

Items	Resources
Technology equipment (projector, smart board, software)	Projector & Smartboard
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, program leaders	Indirect
Effectiveness of Students assessment	Faculty	Direct
Quality of learning resources	Students, faculty	Indirect
The extent to which CLOs have been achieved	Students, faculty	Indirect, Direct
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	TRANSLATION DEPT. COUNCIL
REFERENCE NO.	17/2026
DATE	18/4/2026

