



2023

TP-153



Course Specification — (Bachelor)

Course Title: Advanced Grammar

Course Code: LANT1204

Program: English Language Program

Department: Languages and Translation Department

College: Education and Arts College

Institution: University of Tabuk

Version: 10. 2023

Last Revision Date: 2022



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A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

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		

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

4. Course General Description:

The course is designed to teach intermediate to advanced-level language structures and skills necessary for accurate and meaningful writing and speaking. It does not focus on theory, the teaching of grammar as such, but rather on practice, the use of fundamental grammatical elements underlying the production of effective sentences and good compositions, short reports, oral presentations and so on. The course also aims at making the learners develop a sound understanding of the form, meaning and usage of intermediate to advanced English structures. Offering a mixture of grammar-based and communicative approaches, it places them in real interactive situations.

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

LANT 1101 English Language Grammar

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

None

7. Course Main Objective(s):

The purpose of Advanced Grammar is to develop students' ability to produce accurate speech and writing and effectively comprehend and produce complex linguistic structures

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	60	100%
2	E-learning		
3	Hybrid Traditional classroom E-learning		
4	Distance learning		





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
Total		45

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify different types of clauses, noun clauses, adjective clauses, and adverb clauses.	K1	Lectures and discussion	assessments class participation Exams
1.2	Describe various contexts for using gerunds and infinitives.	K1	Lectures and Discussion	
2.0	Skills			
2.1	Use the passive voice appropriately.	S1	Lectures and discussion	Exams assessments
2.2	Explain events and actions using noun, adjective, and adverb clauses.	S1	Lectures and Discussion	
2.3	Report speech directly or indirectly.	S1	Lectures and Discussion	
2.4	Combine words, phrases, or clauses using the appropriate conjunctions or connectives.	S1	Lectures and discussion	
2.5	Construct conditional sentences and wishes.	S1	Lectures and discussion	
3.0	Values, autonomy, and responsibility			
3.1	Adopt autonomy to achieve target tasks with responsibility.	V2	Instructions provided to the students regarding the policies and attitudes during group discussion	Class participation
3.2	Support collaborative work and self-development.	V3	Assignments' submission instructions provided to the students and	Meeting the specified deadlines of the submissions





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			discussed during class	

C. Course Content

No	List of Topics	Contact Hours
1	Orientation: An Introduction to the course	3
2	The passive <ul style="list-style-type: none"> - Active vs, passive - Tense forms of the passive - Using the passive - The passive form of modals and phrasal modals 	3
3	<ul style="list-style-type: none"> - Non progressive passive - Common non-progressive verbs +prepositions - The passive with get - Participial adjectives 	3
4	Noun clauses <ul style="list-style-type: none"> - Noun clauses beginning with a question word - Noun clauses beginning with whether or if - Question words followed by infinitives 	3
5	<ul style="list-style-type: none"> - Noun clauses beginning with that - Quoted speech - Reported speech: verb forms in noun clauses - Using -ever words 	3
6	Adjective clauses <ul style="list-style-type: none"> - Adjective clause pronouns used as the subject - Adjective clause pronouns used as the object of a verb - Adjective clause pronouns used as the object of a preposition - Usual patterns of adjective clauses 	3
7	<ul style="list-style-type: none"> - Using whose - Using where in adjective clauses - Using when in adjective clauses - Using adjective clauses to modify pronouns - Punctuating adjective clauses - Using expressions of quantity in adjective clauses - Using noun + of which - Using which to modify a whole sentence 	3





	<ul style="list-style-type: none"> - Changing an adjective clause to an adjective phrase 	
8	<p>Gerunds and infinitives (Part 1)</p> <ul style="list-style-type: none"> - Introduction - Using Gerunds as the object of prepositions - Go + gerund 	3
9	<p>Coordinating conjunctions</p> <ul style="list-style-type: none"> - Parallel structures - Using paired conjunctions: both... and; not only...but also; either... or; neither... nor - Separating independent clauses with periods, connecting them with And and But conjunctions 	3
10	<p>Adverb clauses</p> <ol style="list-style-type: none"> 1- Using adverb clauses to show time relationships 2- Using adverb clauses to show cause and effect 3- Showing Direct contrast: while 	3
11	<ol style="list-style-type: none"> 4- Adverb clauses of conditions: using In case 5- Adverb clauses of conditions: using Unless 6- Adverb clauses of conditions: using Only if 	3
12	<p>Connectives that express cause and effect, contrast, and condition</p> <ul style="list-style-type: none"> - Using because of and due to - Using transitions to show cause and effect: therefore and consequently 	3
13	<ul style="list-style-type: none"> - Other ways of expressing cause and effect such... that and so... that - Expressing purpose: using so that - Showing contrast (unexpected result) - Showing direct contrast - Expressing conditions: using otherwise and or (else) 	3
14	<p>Conditional sentences and wishes</p> <ul style="list-style-type: none"> - Overview of basic verb forms using in conditional sentences - True in the present or future - Untrue (contrary to fact) in the present or future - Untrue (contrary to fact) in the past - Using progressive verb forms in conditional sentences 	3
15	<ul style="list-style-type: none"> - Using “mixed time” in conditional sentences - Omitting if - Implied conditions - Verb forms following wish - Using would to make wishes about the future 	3





Total	45
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D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Final Exam	16	40%
2.	Midterm Exam (1)	8	20%
3.	Midterm Exam (2)	12	20%
4.	Three Quizzes	Throughout the semester	10%
5.	Assignments	Throughout the semester	10%
The total			100%

*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	Azar, B. S. (2009). <i>Understanding and Using English Grammar</i> (Fourth Edition). White Plains, NY: Pearson Education.
Supportive References	Audio files
Electronic Materials	Not Applicable
Other Learning Materials	Hewings, M. (2005). <i>Advanced grammar in use: A reference and practice book for advanced learners of English</i> . Cambridge, England: Cambridge University Press.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data show Speakers
Other equipment (depending on the nature of the specialty)	Not Applicable

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Direct via online questionnaires
Effectiveness of Students assessment	Faculty	Assessment of the Course Reports and the Program Annual Report





Assessment Areas/Issues	Assessor	Assessment Methods
Quality of learning resources	The course coordinator	Direct
The extent to which CLOs have been achieved	The course coordinator	Direct
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	Meeting No. 9/1445
DATE	15/4/1445

