



**Advanced Grammar Course Specification**

<b>I. Information about Course Lecturer</b>					
<b>Name</b>	Dr. Fawwaz An-Nashef			<b>Office Hours:</b> 3/weekly	
<b>Place and phone number</b>	Department of English (774847787)				
<b>E-mail:</b>	<a href="mailto:fawanashef@gmail.com">fawanashef@gmail.com</a>				
<b>I. Course Identification and General Information:</b>					
Course Title:	Advanced English Grammar				
Course Code and Number:					
Credit Hours:	theory	Seminar	practice	training	Total
	3				42 hrs
Level & Semester:	Level Two – First Semester				
Pre-requisites (if any):	Grammar I & Grammar II.				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	English Department- Faculty of Arts and Humanities – Sana'a University				
Prepared by:	Dr. Fawwaz An-Nashef				
Date of Approval:	2020-2021				

**II. Course Description:**

Advanced English Grammar is a course that is meant for students who have already taken basic courses in grammar (Grammar I & II). The course will focus on adjective clauses, noun clauses, adverb clauses and adverbial phrases, gerunds and infinitives, conditional sentences and sentence connectors.

The students will also be introduced to the quoted and reported speech as well as the conditionals and their usage. The course will help students improve their abilities in interpreting what they read and expressing themselves accurately orally and/or in writing. Students will learn to recognize and correct grammatical errors in their writing and in everyday examples. This course will enhance the students' ability to justify why something is grammatically correct or incorrect; hence, it helps them master the grammar of the English language.

<b>IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)</b>	
<b>PILOs</b>	<b>CILOs</b>
<b>Upon the completion of the BA program, students are expected to:</b>	<b>Upon the completion of this course, students are expected to:</b>
<b>(A) Knowledge &amp; Understanding:</b>	
<b>A1:</b> show knowledge and understanding of different linguistic and literary theories and schools of thought and English and American linguistics/literature;	a1-Demonstrate knowledge and understanding of the key concepts in standard English grammar.
<b>A2:</b> express a knowledge of social values and traditions common in other cultures;	a2-Demonstrate a clear understanding of the different ways of introducing noun, adjective and adverb clauses of English, as well as their functions in a sentence.
<b>A3:</b> show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3-Show a clear understanding of the gerunds and infinitives and the conjunctions that show parallel structure and the paired conjunctions; and display a considerable knowledge of the connectives that express cause and effect,

	contrast, and condition; as well as to show an understanding of the use of the different conditional sentences.
<b>A4:</b> show knowledge and understanding of modern research tools and methods, including the employment of technology;	a4-Demonstrate knowledge of and familiarity with different research tools including some grammar websites that help them to get a clear-cut explanation about any grammar topic.
<b>(B) Intellectual Skills</b>	
<b>B1:</b> distinguish different literary forms and currents as well as their distinct characteristics;	b1-Explain the different positions and functions of the noun, adjective and adverb clauses.
<b>B2:</b> evaluate linguistic and cultural phenomena and suggest explanations for them;	b2-Recognize the difference between a noun clause starting with wh- word and the normal wh-question, and between the quoted and reported speech.
<b>B3:</b> compare different literary, linguistic and translation theories and strategies;	b3- Compare the gerund and infinitive structures and the difference in meaning between the two structures.
<b>B4:</b> distinguish different language skills in terms of reading, writing, and speaking and listening;	b4-Recognize the different conjunctions and distinguish the connectives that express cause and effect, contrast, and condition; and recognize the different situations expressed by conditional sentences and the verb forms following 'wish'.
<b>(C) Professional &amp; Practical Skills</b>	
<b>C1:</b> employ theories, terms and concepts common in literature, linguistics and translation studies;	c1-Prepare a well-formed and grammatical sentences and small paragraphs applying the grammar rules studied.
<b>C2:</b> employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	c2- Make use of the different grammatical structures and find out their equivalent structures in Arabic, if possible.
<b>C3:</b> make use of basic technological applications to facilitate learning and research process;	c3-Prepare their assignments using Microsoft office applications, and make use of other applications that evaluate and correct their writings grammatically.

<b>(D) Transferrable Skills</b>	
<b>D1:</b> make use of the linguistic and cultural knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	d1-Connect the grammatical knowledge acquired to their use of the language in their communication with people of different cultures, be it written or spoken.
<b>D2:</b> manage time, work under pressure, and involve in team activities;	d2-Reflect their confidence in the ability to communicate effectively through English, and in managing their assignments and submitting them on time.
<b>D3:</b> pursue knowledge to improve self-learning;	d3- Make use of some educational websites and tools that improve their knowledge and skills in English language.

<b>IV. Alignment of Course Intended Learning Outcomes (CILOs)</b>		
<b>(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:</b>		
<b>CILOs</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
<b>Upon the completion of this course, students are expected to:</b>		
a1-Demonstrate knowledge and understanding of the key concepts in standard English grammar.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Class Participation</li> <li>- Assignment</li> <li>- Exams</li> </ul>
a2-Demonstrate a clear understanding of the different ways of introducing noun, adjective and adverb clauses of English, as well as their functions in a sentence.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Eliciting oral examples from the students</li> <li>✓ Class discussing</li> <li>✓ Group work</li> <li>✓ Pair work</li> <li>✓ Role-play</li> </ul>	<ul style="list-style-type: none"> <li>- In- class exercises</li> <li>- Quizzes</li> <li>- Midterm Exam</li> </ul>
a3-Show a clear understanding of the gerunds and infinitives and the conjunctions that show parallel structure and the paired conjunctions; and display a considerable knowledge of the connectives that express cause and effect, contrast, and condition; as well as to show an understanding of the use of the different conditional sentences.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ In-class activities</li> <li>✓ Group work</li> <li>✓ Simulation of real situations</li> <li>✓ Class participation</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment</li> <li>- In-class exercises</li> <li>- Individual tasks</li> <li>- In- class exercises</li> <li>- Midterm Exam</li> </ul>

a4-Demonstrate knowledge of and familiarity with different research tools including some grammar website that help them to get a clear-cut explanation about any grammar topic.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ In-class discussion</li> <li>✓ Group work</li> <li>✓ Communicative drills</li> </ul>	<ul style="list-style-type: none"> <li>- Quick and short quiz</li> <li>- Oral questions</li> <li>- Exercises</li> <li>- Assignment</li> </ul>
<b>(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:</b>		
<b>CILOs</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
b1-Explain the different positions and functions of the noun, adjective and adverb clauses.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ In-class activities</li> <li>✓ Communicative drills</li> <li>✓ Pair- work</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment</li> <li>- Exercises</li> <li>- Exams</li> </ul>
b2-Recognize the difference between a noun clause starting with wh- word and the normal wh-question, and between the quoted and reported speech.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Describing a list of action and non-action verbs in class</li> <li>✓ Self-learning</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Assignment</li> <li>- Exams</li> <li>- In-class exercise</li> </ul>
b3- Compare the gerund and infinitive structures and the difference in meaning between the two structures.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Class discussion</li> <li>✓ Collaborative learning/team work</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Assignment and oral discussion</li> <li>- Exams</li> </ul>
b4-Recognize the different conjunctions and distinguish the connectives that express cause and effect, contrast, and condition; and recognize the different situations expressed by conditional sentences and the verb forms following 'wish'.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Class discussion</li> <li>✓ In-class activities</li> <li>✓ Encouraging students to think independently and engage in group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Assignment</li> <li>- In-class exercise</li> <li>- Pair- work</li> <li>- Final exam</li> </ul>
<b>(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:</b>		
<b>CILOs</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
c1-Prepare a well-formed and grammatical sentences and small paragraphs.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ In-class activities</li> <li>✓ Class discussion</li> <li>- Group- work and discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Exams</li> <li>- Assignment</li> </ul>
c2- Make use of the different grammatical structures and find out their equivalent structures in Arabic, if possible.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Class discussion</li> <li>✓ Group work</li> <li>✓ Pair- work</li> <li>✓ Communicative drills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assignment</li> <li>✓ In-class exercises</li> <li>✓ Verbal quiz</li> </ul>

c3- Prepare their assignments using Microsoft office applications, and make use of other applications that evaluate and correct their writings grammatically.	<ul style="list-style-type: none"> <li>✓ Class discussion</li> <li>✓ Communicative drills</li> <li>✓ Competitive tasks</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assignment and oral discussion</li> <li>✓ In-class exercise</li> </ul>
<b>(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:</b>		
<b>CILOs</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
d1- Connect the grammatical knowledge acquired to their use of the language in their communication with people of different cultures, be it written or spoken..	<ul style="list-style-type: none"> <li>✓ Class discussion</li> <li>✓ Competitive tasks</li> <li>✓ Pair work</li> <li>✓ Group work</li> <li>✓ Encouraging students to speak confidently</li> <li>✓ Engaging students in group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ In-class challenging exercises</li> <li>✓ Assignment</li> <li>✓ Group discussion</li> </ul>
d2- Reflect their confidence in the ability to communicate effectively through English, and in managing their assignments and submitting them on time.	<ul style="list-style-type: none"> <li>✓ Competitive tasks</li> <li>✓ Pair work</li> <li>✓ Group work</li> <li>✓ Engaging students in group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assignments with due-date</li> <li>✓ Group assignment</li> <li>✓ Midterm exam</li> <li>✓ Final exam</li> </ul>
d3- Make use of some educational websites and tools that improve their knowledge and skills in English language.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Class discussion</li> <li>✓ Role play</li> <li>✓ Competitive tasks</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assignment</li> <li>✓ In-class tasks</li> </ul>

V. Course Content:					
1-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	- <b>Chapter 1:</b> Noun Clauses	<ul style="list-style-type: none"> <li>- Introduction to the course.</li> <li>- Syllabus and Policies of the course.</li> <li>- Noun clauses beginning with a question word</li> <li>- Noun clauses beginning with whether or if</li> <li>- Noun clauses</li> </ul>	first	3	a1, a2, a4, b1, c1, c2, c3, d1, d3

		<ul style="list-style-type: none"> <li>- beginning with that</li> <li>- Quoted speech</li> <li>- Reported speech: verb forms in noun clauses</li> <li>- Using -ever words</li> </ul>			
2	- <b>Chapter 2:</b> Adjective Clauses	<ul style="list-style-type: none"> <li>- Adjective clause pronouns used as the subject</li> <li>- Adjective clause pronouns used as the object of a verb</li> <li>- Adjective clause pronouns used as the object of a preposition</li> <li>- Using whose</li> <li>- Using where in adjective clauses</li> <li>- Using when in adjective clauses</li> <li>- Using adjective clauses to modify pronouns</li> <li>- Punctuating adjective clauses</li> <li>- Using expressions of quantity in adjective clauses</li> <li>- Using which to modify a whole</li> <li>- Reducing adjective clauses to adjective phrases</li> </ul>	Second	3	a1, a2, a4, b1, c1, c2, c3, d1, d2, d3
3	- <b>Chapter 3:</b> Gerunds and Infinitives	<ul style="list-style-type: none"> <li>- Using gerunds as the objects of prepositions</li> <li>- Common verbs followed by gerunds</li> <li>- Go + gerund</li> <li>- Special expressions followed by -ing</li> <li>- Common verbs followed by infinitives</li> <li>- Common verbs followed by either infinitives or gerunds</li> <li>- It + infinitive; gerunds and infinitives as</li> </ul>	Third & Fourth	6	a1, a3, b3, c1, c2, c3, d1, d2, d3

		<ul style="list-style-type: none"> <li>subjects</li> <li>- Adjectives followed by infinitives</li> <li>- Using infinitives with too and enough</li> <li>- Passive infinitives and gerunds</li> <li>- Using gerunds or passive infinitives following need</li> <li>- Using verbs of perception</li> <li>- Using the simple form after let and help</li> <li>- Using causative verbs: make, have, get</li> </ul>			
4	- <b>Chapter 5:</b> Coordinating Conjunctions	<ul style="list-style-type: none"> <li>- Parallel structure</li> <li>- Parallel structure: using commas</li> <li>- Paired conjunctions: <b>both . . . and; not only . . . but also; either . . . or; neither . . . nor</b></li> <li>- Separating independent clauses with periods; connecting with <b>and</b> and <b>but</b></li> </ul>	Fifth	3	a1, a3, b1, c3, d2, d3
5	- <b>Chapter 4:</b> Connectives that express cause and effect, contrast, and condition	<ul style="list-style-type: none"> <li>- Using because of and due to</li> <li>- Cause and effect: using therefore, consequently, and so</li> <li>- Summary of patterns and punctuation</li> <li>- Other ways of expressing cause and effect: such . . . that and so . . . that</li> <li>- Expressing purpose: using so that</li> <li>- Showing contrast (unexpected result)</li> <li>- Showing direct contrast</li> <li>- Expressing conditions: using otherwise and or</li> </ul>	& Sixth Seventh	6	a1, a3, a4, b4, c2, c3, d1, d2



		(else) - Summary of connectives: cause and effect, contrast, and condition			
6	- <b>Midterm Exam</b>	- Midterm Exam	eighth	3	a1, a2, a3, b1, b2, b3, b4, c1, d1, d2
7	- <b>Chapter 6: Adverb Clauses</b>	<ul style="list-style-type: none"> <li>- Using adverb clauses to show time relationships</li> <li>- Using adverb clauses to show cause and effect</li> <li>- Expressing contrast (unexpected result): using even though</li> <li>- Showing direct contrast: while</li> <li>- Expressing conditions in adverb clauses: if-clauses</li> <li>- Shortened if-clauses</li> <li>- Adverb clauses of condition: using whether or not and even if</li> <li>- Adverb clauses of condition: using in case</li> <li>- Adverb clauses of condition: using unless</li> <li>- Adverb clauses of condition: using only if</li> </ul>	Ninth & Tenth	6	a1, a2, a4, b1, c1, c2, d1, d2
8	- <b>Chapter 7: Conditional sentences and wishes</b>	<ul style="list-style-type: none"> <li>- Overview of basic verb forms used in conditional sentences</li> <li>- True in the present or future</li> <li>- Untrue (contrary to fact) in the present or future</li> <li>- Untrue (contrary to fact) in the past</li> <li>- Using progressive verb forms in conditional sentences</li> <li>- Using "mixed time" in conditional</li> </ul>	Eleventh & twelfth	6	a1, a4, a3, b4, c1, c2, c3, d1, d3

		sentences - Omitting if - Implied conditions - Verb forms following wish - Using would to make wishes about the future			
9	- <b>General Revision</b>	- Reviewing main topics in class	Thirteenth	3	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3
10	- <b>Final Exams</b>	<b>Final Exams</b>	Fourteenth	3	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3
<b>Number of Weeks and Contact Hours per Semester:</b>			<b>14 weeks</b>	<b>42 hrs</b>	
<b>2. Practical Aspect (if any):</b>					
Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes	
<b>Number of Weeks and Contact Hours per Semester:</b>					

#### VI. Teaching Strategies of the Course

- ✓ Lectures
- ✓ Class discussion
- ✓ In - class competitive tasks
- ✓ Pair work
- ✓ Group work
- ✓ Encouraging students to speak confidently
- ✓ Encouraging students to think independently and engage in group discussion
- ✓ Engaging students in group discussions.
- ✓ Class discussion
- ✓ Competitive tasks
- ✓ Communicative drills
- ✓ Individual counselling
- ✓ Encouraging prediction skills.
- ✓ Collaborative learning/team work
- ✓ Problem-solving strategies

#### VII. Activities/Assignments

No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3	Weekly	10
2	Assignments	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3	Weekly	10

VIII. Schedule of Assessment Task for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Assignments	Weekly	10	10%	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3
2	Attendance and Participation	Weekly	10	10%	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3
3	Midterm	Week 7	10	10%	a1, a2, a3, b1, b2, b3, b4, c1, d1, d2
4	written final exam	Week 14	70	70%	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

IX. Learning Resources:	
A. Required Textbook(s) ( <i>maximum two</i> ):	
1. Azar, Betty S. & Hagen, Stacy A. (1991) <i>Understanding and using English Grammar</i> , Fourth Edition. Allyn & Bacon. (Chapters 12, 13, 14, 16, 17, 19, 20)	
B: Essential References:	
1. Fuchs, M. & Bonner, M. (2000) <i>Focus on Grammar: A high intermediate course for reference and practice</i> . Longman	
2. Murphy, R. (2015) <i>English Grammar in use</i> . Cambridge.	
C. Electronic Materials and Websites:	
1. <a href="http://www.azargrammar.com/">http://www.azargrammar.com/</a>	
2. <a href="https://www.grammaraquarium.co.uk/">https://www.grammaraquarium.co.uk/</a>	
3. <a href="https://www.grammar.com/">https://www.grammar.com/</a>	

X. Course Policies:	
1.	<b>Class Attendance:</b> It is determined according to the regulations and the general policy of the college/university. - According to Article (21) of the regulations of Students Affairs, the system of study is 'Regular', hence; the student is denied entry to the final exam if his attendance is less than (75%).
2.	<b>Tardy:</b> Tardy students are treated according to the regulations and the general policy of the college/university.
3.	<b>Exam Attendance/Punctuality:</b> It follows the general policy of the College/university which states that:

	During exams, the following rules will be followed: <b>a.</b> In case the student comes at least half an hour late for an exam, the Article (45) of the Student Affairs Regulations states that he/she won't be allowed to take the exam. <b>b.</b> The student is not allowed to leave the examination room/hall until half of the time has passed.
4.	<b>Assignments/Projects:</b> Assignments/projects should be submitted to the instructor of the course on time. In case of late- submission of assignments, the general policy of the department will be in effect.
5.	<b>Cheating:</b> It is subject to the general rules, procedures and regulations of the university which state that, according to Article (72) of the Student Affairs Regulations, the student shall be punished with one of the following: a. Canceling the student's exam in the course. b. Depriving the students from one or more coming exams (as determined by the college's penal committee).
6.	<b>Plagiarism:</b> All types of plagiarism are unacceptable and are considered dishonest practices. If some cases are found, the student will be punished with the final dismissal from the college based on the Article (79) of the Student Affairs Regulations.
7.	<b>Other Policies:</b> Students are expected to be punctual, and, as always, to conduct themselves professionally and courteously. Using electronic devices or speaking with each other is not allowed; the student involved shall be expelled out of the class and shall be considered to be absent.

{END}

Sana'a University  
Faculty of Arts and Humanities  
Department of English and Literature

### Template for Course Specification:

I. Information about Course Lecturer		
<b>Name:</b>	Dr. Fawwaz An-Nashef	<b>Office Hours:</b> 3/weekly
<b>Place and phone number</b>		<b>Dept. of English (774847787)</b>
<b>E-mail:</b>	<a href="mailto:fawanashef@gmail.com">fawanashef@gmail.com</a>	

II. Course Identification and General Information:	
<b>Course Title:</b>	Advanced Grammar
<b>Course Code and Number:</b>	

	Theory	Seminar	practice	training	Total
<b>Credit Hours:</b>	3				42
<b>Level &amp; Semester:</b>	Level Two – First Semester				
<b>Pre-requisites (if any):</b>	Grammar I & Grammar II				
<b>Co-requisites (if any):</b>	None				
<b>Program in which this course is offered:</b>	BA in English Language and Literature				
<b>Language of teaching the course:</b>	English				
<b>Study system:</b>	Regular / by semester				
<b>Prepared by:</b>	Dr. Fawwaz An-Nashef				
<b>Date of Approval:</b>	2020/2021				

### III. Course Description:

Advanced English Grammar is a course that is meant for students who have already taken basic courses in grammar (Grammar I & II). The course will focus on adjective clauses, noun clauses, adverb clauses and adverbial phrases, gerunds and infinitives, conditional sentences and sentence connectors.

The students will also be introduced to the quoted and reported speech as well as the conditionals and their usage. The course will help students improve their abilities in interpreting what they read and expressing themselves accurately orally and/or in writing. Students will learn to recognize and correct grammatical errors in their writing and in everyday examples. This course will enhance the students' ability to justify why something is grammatically correct or incorrect; hence, it helps them master the grammar of the English language.

## V. Learning Outcomes

a1- Demonstrate knowledge and understanding of the key concepts in standard English grammar.

a2- Demonstrate a clear understanding of the different ways of introducing noun, adjective and adverb clauses of English, as well as their functions in a sentence.

a3- Show a clear understanding of the gerunds and infinitives and the conjunctions that show parallel structure and the paired conjunctions; and display a considerable knowledge of the connectives that express cause and effect, contrast, and condition; as well as to show an understanding of the use of the different conditional sentences.

a4- Demonstrate knowledge of and familiarity with different research tools including some grammar website that help them to get a clear-cut explanation about any grammar topic.

b1- Explain the different positions and functions of the noun, adjective and adverb clauses.

b2- Recognize the difference between a noun clause starting with wh- word and the normal wh-question, and between the quoted and reported speech.

b3- Compare the gerund and infinitive structures and the difference in meaning between the two structures.

b4- Recognize the different conjunctions and distinguish the connectives that express cause and effect, contrast, and condition; and recognize the different situations expressed by conditional sentences and the verb forms following 'wish'.

c1. c1- Prepare a well-formed and grammatical sentences and small paragraphs.

c2- Make use of the different grammatical structures and find out their equivalent structures in Arabic, if possible.

c3- Prepare their assignments using Microsoft office applications, and make use of other applications that evaluate and correct their writings grammatically.

d1- Connect the grammatical knowledge acquired to their use of the language in their communication with people of different cultures, be it written or spoken.

d2- Reflect their confidence in the ability to communicate effectively through English, and in managing their assignments and submitting them on time.

d3- Make use of some educational websites and tools that improve their knowledge and skills in English language.

## VI. Course Content:

### 1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
-------	--------------	------------	-----------------	---------------	-------------------

1	- <b>Chapter 1:</b> Noun Clauses	<ul style="list-style-type: none"> <li>- Introduction to the course.</li> <li>- Syllabus and Policies of the course.</li> <li>- Noun clauses beginning with a question word</li> <li>- Noun clauses beginning with whether or if</li> <li>- Noun clauses beginning with that</li> <li>- Quoted speech</li> <li>- Reported speech: verb forms in noun clauses</li> <li>- Using -ever words</li> </ul>	first	3	a1, a2, a4, b1, c1, c2, c3, d1, d3
2	- <b>Chapter 2:</b> Adjective Clauses	<ul style="list-style-type: none"> <li>- Adjective clause pronouns used as the subject</li> <li>- Adjective clause pronouns used as the object of a verb</li> <li>- Adjective clause pronouns used as the object of a preposition</li> <li>- Using whose</li> <li>- Using where in adjective clauses</li> <li>- Using when in adjective clauses</li> <li>- Using adjective clauses to modify pronouns</li> <li>- Punctuating adjective clauses</li> <li>- Using expressions of quantity in adjective clauses</li> <li>- Using which to modify a whole</li> <li>- Reducing adjective clauses to adjective phrases</li> </ul>	Second	3	a1, a2, a4, b1, c1, c2,c3, d1, d2, d3
3	- <b>Chapter 3:</b> Gerunds and Infinitives	<ul style="list-style-type: none"> <li>- Using gerunds as the objects of prepositions</li> <li>- Common verbs followed by gerunds</li> <li>- Go + gerund</li> <li>- Special expressions followed by –ing</li> <li>- Common verbs followed by infinitives</li> <li>- Common verbs followed by either infinitives or gerunds</li> <li>- It + infinitive; gerunds</li> </ul>	Third & Fourth	6	a1, a3, b3, c1, c2, c3, d1, d2, d3

		<ul style="list-style-type: none"> <li>and infinitives as subjects</li> <li>- Adjectives followed by infinitives</li> <li>- Using infinitives with too and enough</li> <li>- Passive infinitives and gerunds</li> <li>- Using gerunds or passive infinitives following need</li> <li>- Using verbs of perception</li> <li>- Using the simple form after let and help</li> <li>- Using causative verbs: make, have, get</li> </ul>			
4	- <b>Chapter 5:</b> Coordinating Conjunctions	<ul style="list-style-type: none"> <li>- Parallel structure</li> <li>- Parallel structure: using commas</li> <li>- Paired conjunctions: <b>both . . . and; not only . . . but also; either . . . or; neither . . . nor</b></li> <li>- Separating independent clauses with periods; connecting with <b>and</b> and <b>but</b></li> </ul>	Fifth	3	a1, a3, b1, c3, d2, d3
5	- <b>Chapter 4:</b> Connectives that express cause and effect, contrast, and condition	<ul style="list-style-type: none"> <li>- Using because of and due to</li> <li>- Cause and effect: using therefore, consequently, and so</li> <li>- Summary of patterns and punctuation</li> <li>- Other ways of expressing cause and effect: such . . . that and so . . . that</li> <li>- Expressing purpose: using so that</li> <li>- Showing contrast (unexpected result)</li> <li>- Showing direct contrast</li> <li>- Expressing conditions: using otherwise and or (else)</li> <li>- Summary of connectives: cause and effect, contrast, and condition</li> </ul>	& Sixth Seventh	6	a1, a3, a4, b4, c2, c3, d1, d2
6	- <b>Midterm Exam</b>	- Midterm Exam	eighth	3	a1, a2, a3, b1, b2, b3,



					b4, c1, d1, d2
7	- <b>Chapter 6:</b> Adverb Clauses	<ul style="list-style-type: none"> <li>- Using adverb clauses to show time relationships</li> <li>- Using adverb clauses to show cause and effect</li> <li>- Expressing contrast (unexpected result): using even though</li> <li>- Showing direct contrast: while</li> <li>- Expressing conditions in adverb clauses: if-clauses</li> <li>- Shortened if-clauses</li> <li>- Adverb clauses of condition: using whether or not and even if</li> <li>- Adverb clauses of condition: using in case</li> <li>- Adverb clauses of condition: using unless</li> <li>- Adverb clauses of condition: using only if</li> </ul>	Ninth & Tenth	6	a1, a2, a4, b1, c1, c2, d1, d2
8	- <b>Chapter 7:</b> Conditional sentences and wishes	<ul style="list-style-type: none"> <li>- Overview of basic verb forms used in conditional sentences</li> <li>- True in the present or future</li> <li>- Untrue (contrary to fact) in the present or future</li> <li>- Untrue (contrary to fact) in the past</li> <li>- Using progressive verb forms in conditional sentences</li> <li>- Using "mixed time" in conditional sentences</li> <li>- Omitting if</li> <li>- Implied conditions</li> <li>- Verb forms following wish</li> <li>- Using would to make wishes about the future</li> </ul>	Eleventh & twelfth	6	a1, a4, a3, b4, c1, c2, c3, d1, d3
9	- <b>General Revision</b>	<ul style="list-style-type: none"> <li>- Reviewing main topics in class</li> </ul>	Thirteenth	3	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3
10	- <b>Final Exams</b>	<b>Final Exams</b>	Fourteenth	3	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3

<b>Number of Weeks and Contact Hours per Semester:</b>		<b>14 weeks</b>	<b>42 hrs</b>	
<b>2. Practical Aspect (if any):</b>				
<b>Order</b>	<b>Tasks/Experiments</b>	<b>Number of Weeks</b>	<b>Contact Hours</b>	<b>Learning Outcomes</b>
<b>Number of Weeks and Contact Hours per Semester:</b>				

<b>VII. Teaching Strategies of the Course</b>	
<ul style="list-style-type: none"> <li>✓ Lectures</li> <li>✓ Class discussion</li> <li>✓ In - class competitive tasks</li> <li>✓ Pair work</li> <li>✓ Group work</li> <li>✓ Encouraging students to speak confidently</li> <li>✓ Encouraging students to think independently and engage in group discussion</li> <li>✓ Engaging students in group discussions.</li> <li>✓ Class discussion</li> <li>✓ Competitive tasks</li> <li>✓ Communicative drills</li> <li>✓ Individual counselling</li> <li>✓ Encouraging prediction skills.</li> <li>✓ Collaborative learning/team work</li> <li>✓ Problem-solving strategies</li> </ul>	

<b>VIII. Activities/Assignments</b>				
<b>No.</b>	<b>Activities/Assignments</b>	<b>Aligned CILOs</b>	<b>Week Due</b>	<b>Mark</b>
<b>1</b>	In-class Q & A sessions	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3	Weekly	10
<b>2</b>	In-class individual presentations	-	-	-
<b>3</b>	Group presentations	-	-	-
<b>4</b>	In-class peer and teacher's evaluation			

<b>IX. Schedule of Assessment Task for Students During the Semester:</b>					
<b>No.</b>	<b>Assessment Method</b>	<b>Week Due</b>	<b>Mark</b>	<b>Proportion of Final Assessment</b>	<b>Aligned CILOs</b>
<b>1</b>	Assignments	Weekly	10	10%	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
<b>2</b>	Attendance and	Weekly	10	10%	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4

	Participation				
3	Midterm	Week 8	10	10%	a1, a2, a3, b2, b3, c1, c2, c3, d2, d3, d4
4	written final exam	Week 14	70	70%	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

<b>X. Learning Resources:</b>
A. Required Textbook(s) ( <i>maximum two</i> ):
1. Azar, Betty S. & Hagen, Stacy A. (1991) <i>Understanding and using English Grammar</i> , Fourth Edition. Allyn & Bacon. (Chapters 12, 13, 14, 16, 17, 19, 20)
B: Essential References:
1. Fuchs, M. & Bonner, M. (2000) <i>Focus on Grammar: A high intermediate course for reference and practice</i> . Longman
2. Murphy, R. (2015) <i>English Grammar in use</i> . Cambridge.
C. Electronic Materials and Websites:
4. <a href="http://www.azargrammar.com/">http://www.azargrammar.com/</a>
5. <a href="https://www.grammaraquarium.co.uk/">https://www.grammaraquarium.co.uk/</a>
6. <a href="https://www.grammar.com/">https://www.grammar.com/</a>

<b>XI. Course Policies:</b>	
<b>1.</b>	<p><b>Class Attendance:</b> It is determined according to the regulations and the general policy of the college/university.</p> <ul style="list-style-type: none"> <li>- According to Article (21) of the regulations of Students Affairs, the system of study is 'Regular', hence; the student is denied entry to the final exam if his attendance is less than (75%).</li> </ul>
<b>2.</b>	<p><b>Tardy:</b> Tardy students are treated according to the regulations and the general policy of the college/university.</p>
<b>3.</b>	<p><b>Exam Attendance/Punctuality:</b> It follows the general policy of the College/university which states that:</p> <p>During exams, the following rules will be followed:</p> <ul style="list-style-type: none"> <li>a. In case the student comes at least half an hour late for an exam, the Article (45) of the Student Affairs Regulations states that he/she won't be allowed to take the exam.</li> <li>b. The student is not allowed to leave the examination room/hall until half of the time has passed.</li> </ul>
<b>4.</b>	<p><b>Assignments/Projects:</b> Assignments/projects should be submitted to the instructor of the course on time. In case of late- submission of assignments, the general policy of the department will be in effect.</p>
<b>5.</b>	<p><b>Cheating:</b> It is subject to the general rules, procedures and regulations of the university which state that, according to Article (72) of the Student Affairs Regulations, the student shall be punished with one of the following:</p> <ul style="list-style-type: none"> <li>c. Canceling the student's exam in the course.</li> <li>d. Depriving the students from one or more coming exams (as determined by the college's penal committee).</li> </ul>
<b>6.</b>	<p><b>Plagiarism:</b> All types of plagiarism are unacceptable and are considered dishonest practices. If some cases are found, the student will be punished with the final dismissal from the college based on the Article (79) of the Student Affairs Regulations.</p>
<b>7.</b>	<p><b>Other Policies:</b> Students are expected to be punctual, and, as always, to conduct themselves professionally and courteously.</p> <p>Using electronic devices or speaking with each other is not allowed; the student involved shall be expelled out of the class and shall be considered to be absent.</p>