



Grammar II Course Specification

I. Information about Course Lecturer						
Name	Dr. Fawwaz An-Nashef			Office Hours: 3/weekly		
Place and phone number			Department of English (774847787)			
E-mail:			fawanashef@gmail.com			
I. Course Identification and General Information:						
Course Title:		Grammar II				
Course Code and Number:						
Credit Hours:		theory	seminar	practice	training	Total 42 hrs
		3				
Level & Semester:		Level One – Second Semester				
Pre-requisites (if any):		Grammar I				
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:
<p>This course provides an intense overview of the basic elements of modern English usage. The course is offered to meet the need for a foundation in grammar and sentence structure. This course starts with a quick review of the different tenses of English. It focuses on the different functions of Modal Auxiliaries, the different ways of connecting ideas with different conjunctions. It also introduces the comparative and superlative forms of adjectives and adverbs.</p> <p>Moreover, the course explains how passive voice of different tenses and structures is formed. Count and non-count nouns receive great attention in this course along with the articles.</p> <p>The course prepares the student for the subsequent course, Advanced English Grammar. This explicit knowledge of the rules of language use will develop the students' fluency and enable them to analyze and improve their own writing style in English.</p>

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)	
PILOs	CILOs
Upon the completion of the BA program, students are expected to:	Upon the completion of this course, students are expected to:
(A) Knowledge & Understanding:	
A1: 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 including different types of tenses, the modals with their different meanings and functions.
A2: express a knowledge of social values and traditions common in other cultures;	a2- Demonstrate a profound knowledge of the, the different conjunctions that connect ideas together and the different meanings they convey.
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3- Show a clear understanding of the count/non-count nouns, use of articles, passive voice of the different tenses, and the different ways of making comparisons.
(B) Intellectual Skills	
B1: distinguish different literary forms and currents as well as their distinct characteristics;	b1-Explain the different uses, forms and rules of the different tenses as well as their passive counterparts.
B2: evaluate linguistic and cultural phenomena and suggest explanations for them;	b2-Recognize the difference between count and non-count nouns and the different rules of using comparative and superlative.
B3: compare different literary, linguistic and translation theories and strategies;	b3-Compare the different conjunctions for connecting ideas, the different punctuation marks used with the different conjunctions; and explore the different meanings expressed by modal verbs.
(C) Professional & Practical Skills	
C1: 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.
C2: employ different language skills in order to	c2- Differentiate between the different types of

read and write different texts in English and translate them from English into Arabic and vice versa;	the grammatical tenses, their forms, rules and uses; express their ideas grammatically using the appropriate modal verb, correct conjunction, or the correct form of comparative/ superlative.
C3: 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.
(D) Transferrable Skills	
D1: 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..
D2: 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.
D3: pursue knowledge to improve self-learning;	d3-Make use of some educational websites and tools that improve their knowledge and skills in English language.
D4: involve creatively in social and academic activities.	d4- Connect the grammatical knowledge acquired to their use of the language in their communication activities, be it written or spoken.

IV. Alignment of Course Intended Learning Outcomes (CILOs)		
(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
Upon the completion of this course, students are expected to:		
a1- Demonstrate knowledge and understanding of the key concepts in standard English grammar including different types of tenses, the modals with their different meanings and	<ul style="list-style-type: none"> ✓ Lecture ✓ Class discussion 	<ul style="list-style-type: none"> - Class Participation - Assignment - Exams

functions.		
a2-Demonstrate a profound knowledge of the, the different conjunctions that connect ideas together and the different meanings they convey.	<ul style="list-style-type: none"> ✓ Lecture ✓ Eliciting oral examples from the students ✓ Class discussing ✓ Group work ✓ Pair work ✓ Role-play 	<ul style="list-style-type: none"> - In- class exercises - Quizzes - Midterm Exam
a3-Show a clear understanding of the count/non-count nouns, use of articles, passive voice of the different tenses, and the different ways of making comparisons.	<ul style="list-style-type: none"> ✓ Lecture ✓ In-class activities ✓ Group work ✓ Communicative drills ✓ Simulation of real situations 	<ul style="list-style-type: none"> - Assignment - In-class exercises - Individual tasks - Oral questions - Exercises - Midterm Exam

(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
b1-Explain the different uses, forms and rules of the different tenses as well as their passive counterparts.	<ul style="list-style-type: none"> ✓ Lecture ✓ In-class activities ✓ Communicative drills ✓ Pair- work 	<ul style="list-style-type: none"> - Assignment - Exercises
b2-Recognize the difference between count and non-count nouns and the different rules of using comparative and superlative.	<ul style="list-style-type: none"> ✓ Lecture ✓ Describing a list of action and non-action verbs in class ✓ Self-learning 	<ul style="list-style-type: none"> - Quizzes - Assignment - Exams - In-class exercise
b3-Compare the different conjunctions for connecting ideas, the different punctuation marks used with the different conjunctions; and explore the different meanings expressed by modal verbs.	<ul style="list-style-type: none"> ✓ Lecture ✓ Class discussion ✓ Collaborative learning/team work ✓ Encouraging students to think independently and engage in group discussion. 	<ul style="list-style-type: none"> - Quizzes - Assignment and oral discussion - Exams

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
c1-Prepare a well-formed and	<ul style="list-style-type: none"> ✓ Lecture 	<ul style="list-style-type: none"> - Quizzes

grammatical sentences and small paragraphs applying the grammar rules studied.	<ul style="list-style-type: none"> ✓ In-class activities ✓ Class discussion - Group- work and discussion 	<ul style="list-style-type: none"> - Exams - Assignment
c2- Differentiate between the different types of the grammatical tenses, their forms, rules and uses; express their ideas grammatically using the appropriate modal verb, correct conjunction, or the correct form of comparative/ superlative.	<ul style="list-style-type: none"> ✓ Lecture ✓ Class discussion ✓ Group work 	<ul style="list-style-type: none"> ✓ Assignment ✓ Midterm exam ✓ In-class exercises
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"> ✓ Pair- work ✓ Communicative drills ✓ Encouraging students' speaking skills. ✓ Competitive tasks 	<ul style="list-style-type: none"> ✓ In- class exercises ✓ Book exercises ✓ Assignment ✓ Verbal quiz ✓ Final exam

(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
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"> ✓ Class discussion ✓ Competitive tasks ✓ Pair work ✓ Group work 	<ul style="list-style-type: none"> ✓ In-class challenging exercises ✓ Assignment
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"> ✓ Competitive tasks ✓ Pair work ✓ Group work 	<ul style="list-style-type: none"> ✓ Assignments with due-date ✓ Group assignment ✓ Midterm exam ✓ Final exam
d3-Make use of some educational websites and tools that improve their knowledge and skills in English language.	<ul style="list-style-type: none"> ✓ Lecture ✓ Class discussion ✓ Role play 	<ul style="list-style-type: none"> ✓ Assignment ✓ Midterm exam ✓ In-class tasks

d4- Connect the grammatical knowledge acquired to their use of the language in their communication activities, be it written or spoken.	<ul style="list-style-type: none"> ✓ Group work ✓ Encouraging students to speak confidently ✓ Engaging students in group discussions. 	<ul style="list-style-type: none"> ✓ Class participation ✓ Group discussion ✓ Assignments
---	--	--

V. Course Content:

1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	Chapter 1: Overview of Verb Tenses	<ul style="list-style-type: none"> - Introduction to the course. - Syllabus and Policies of the course. - The simple tenses - The progressive tenses - The perfect tenses - The perfect progressive tenses - Summary chart of verb tenses - Spelling of -ing and -ed forms 	first	3	a1, a3, b1, b2, c2, d1,d4
2	Chapter 2: Modal Auxiliaries	<ul style="list-style-type: none"> - The form of modal auxiliaries - Expressing ability: can and could - Expressing possibility: may and might - Expressing permission: may and can - Using could to express possibility - Polite questions: may I, could I, can I - Polite questions: would you, could you, will you, can you - Expressing advice: should and ought to - Expressing advice: had better - Expressing necessity: have to, have got to, must - Expressing lack of necessity: do not have to - Expressing prohibition: must not - Making logical conclusions: must - Giving instructions: imperative sentences - Making suggestions: let's and why don't - Stating preferences: prefer, like ... better, would rather 	Second & Third	6	a1, a2, b3, b3, c2,d3,d4
3	Chapter 3: Connecting	<ul style="list-style-type: none"> - Connecting ideas with 'and' - Connecting ideas with 'but' and 'or' 	Fourth &	6hrs	a2, a3, b3, d2, d4

	Ideas	<ul style="list-style-type: none"> - Connecting ideas with 'so' - Using auxiliary verbs after 'but' and 'and' - Using and <i>too, so, either, neither</i> - Connecting ideas with <i>because</i> - Connecting ideas with <i>eventhough/although</i> 	Fifth		
4	- Chapter 4: Comparisons	<ul style="list-style-type: none"> - Making comparisons with as . . . as - Comparative and superlative - Comparative and superlative forms of adjectives and adverbs - Comparisons with less ...than and not as . . . as - Unclear comparisons - Using more with nouns - Repeating a comparative - Using double comparatives - Using - Using the same, similar, different, like, alike 	Sixth & Seventh	6	a1, a3, b2, c1, d3, d4
5	- Midterm Exam	- Midterm Exam	eighth	3	a1, a2, a3, b2, b3, c1, c2, c3, d2, d3, d4
6	- Chapter 5: The Passive	<ul style="list-style-type: none"> - Active sentences and passive sentences - Form of the passive - Transitive and intransitive verbs - Using the by-phrase - The passive forms of the present and past progressive - Passive modal auxiliaries - Participial adjectives: -ed vs. -ing - Get adjective; get past participle - Using be used/ accustomed to and get used/ accustomed to - Used to vs. be used to - Using be supposed to 	Ninth & Tenth	6	a1, a3, b1, c2, c3, d2, d3, d4
7	- Chapter 6: Count/ Noncount Nouns and Articles	<ul style="list-style-type: none"> - A vs. an - Count and noncount nouns - 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 - Guidelines for article usage - Using the or Ø with names - Capitalization 	Eleventh & twelfth	6	a1, a3, b2, c1, d1, d2, d4
8	- General Revision	- Reviewing main topics in class	Thirteenth	3	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
9	- Final Exams	Final Exams	Fourteenth	3	a1, a2, a3, b1,

					b2, b3, c1, c2, c3, d1, d2, d3, d4
Number of Weeks and Contact Hours per Semester:			14 weeks	42 hrs	
2. Practical Aspect (if any):					
Ord er	Tasks/Experi ments	Number of Weeks		Learning Outcomes	
1					
Number of Weeks and Contact Hours per Semester:					

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, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4	Weekly	10
2	Assignments	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4	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, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
2	Attendance and Participation	Weekly	10	10%	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4

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
Total Mark			100	100%	

IX. Learning Resources:

A. Required Textbook(s) (*maximum two*):

1. Azar, Betty S. & Hagen, Stacy A. (1991) *Fundamentals of English Grammar*, Third Edition. Allyn & Bacon. (Chapters 1, 7, 8, 9, 10, 11)

B: Essential References:

1. Fuchs, M. & Bonner, M. (2000) *Focus on Grammar: A high intermediate course for reference and practice*. Longman
2. Murphy, R. (2015) *English Grammar in use*. Cambridge.

C. Electronic Materials and Websites:

1. <http://www.azargrammar.com/>
2. <https://www.grammaraquarium.co.uk/>
3. <https://www.grammar.com/>

X. Course Policies:

1.	Class Attendance: 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.	Tardy: Tardy students are treated according to the regulations and the general policy of the college/university.
3.	Exam Attendance/Punctuality: It follows the general policy of the College/university which states that: During exams, the following rules will be followed: 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. b. The student is not allowed to leave the examination room/hall until half of the time has passed.
4.	Assignments/Projects: 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.	Cheating: 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.	Plagiarism: 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.	Other Policies: 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}

Template for Course Specification:

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

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

III. Course Description:

This course provides an intense overview of the basic elements of modern English usage. The course is offered to meet the need for a foundation in grammar and sentence structure. This course starts with a quick review of the different tenses of English. It focuses on the different functions of Modal Auxiliaries, the different ways of connecting ideas with different conjunctions. It also introduces the comparative and superlative forms of adjectives and adverbs.

Moreover, the course explains how passive voice of different tenses and structures is formed. Count and non-count nouns receive great attention in this course along with the articles.

The course prepares the student for the subsequent course, Advanced English Grammar. This explicit knowledge of the rules of language use will develop the students' fluency and enable them to analyze and improve their own writing style in English.

V. Learning Outcomes

a1- Demonstrate knowledge and understanding of the key concepts in standard English grammar including different types of tenses, the modals with their different meanings and functions.

a2- Demonstrate a profound knowledge of the, the different conjunctions that connect ideas together and the different meanings they convey.

a3- Show a clear understanding of the count/non-count nouns, use of articles, passive voice of the different tenses, and the different ways of making comparisons.

b1- Explain the different uses, forms and rules of the different tenses as well as their passive counterparts.

b2- Recognize the difference between count and non-count nouns and the different rules of using comparative and superlative.

b3- Compare the different conjunctions for connecting ideas, the different punctuation marks used with the different conjunctions; and explore the different meanings expressed by modal verbs.

c1. Prepare a well-formed and grammatical sentences and small paragraphs applying the grammar rules studied.

c2- Differentiate between the different types of the grammatical tenses, their forms, rules and uses; express their ideas grammatically using the appropriate modal verb, correct conjunction, or the correct form of comparative/ superlative.

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.

d4- Connect the grammatical knowledge acquired to their use of the language in their communication activities, be it written or spoken.

VI. Course Content:

1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	- Chapter 1: Overview of Verb Tenses	<ul style="list-style-type: none"> - Introduction to the course. - Syllabus and Policies of the course. - The simple tenses - The progressive tenses - The perfect tenses - The perfect progressive tenses - Summary chart of verb tenses - Spelling of -ing and -ed forms 	first	3	a1, a3, b1, b2, c2, d1,d4
2	- Chapter 2: Modal Auxiliaries	<ul style="list-style-type: none"> - The form of modal auxiliaries - Expressing ability: can and could - Expressing possibility: may and might - Expressing permission: may and can - Using could to express possibility - Polite questions: may I, could I, can I - Polite questions: would you, could you, will you, can you - Expressing advice: should and ought to - Expressing advice: had better - Expressing 	Second & Third	6	a1, a2, b3, b3, c2,d3,d4

		<ul style="list-style-type: none"> necessity: have to, have got to, must - Expressing lack of necessity: do not have to - Expressing prohibition: must not - Making logical conclusions: must - Giving instructions: imperative sentences - Making suggestions: let's and why don't - Stating preferences: prefer, like ... better, would rather 			
3	- Chapter 3: Connecting Ideas	<ul style="list-style-type: none"> - Connecting ideas with 'and' - Connecting ideas with 'but' and 'or' - Connecting ideas with 'so' - Using auxiliary verbs after 'but' and 'and' - Using <i>too, so, either, neither</i> - Connecting ideas with <i>because</i> - Connecting ideas with <i>eventhough/although</i> 	Fourth & Fifth	6	a2, a3, b3, d2, d4
4	- Chapter 4: Comparisons	<ul style="list-style-type: none"> - Making comparisons with <i>as . . . as</i> - Comparative and superlative - Comparative and superlative forms of adjectives and adverbs - Comparisons with <i>less ...than</i> and <i>not as . . . as</i> - Unclear comparisons - Using <i>more</i> with nouns - Repeating a comparative - Using double comparatives 	Sixth & Seventh	6	a1, a3, b2, c1, d3, d4

		<ul style="list-style-type: none"> - Using - Using the same, similar, different, like, alike 			
5	- Midterm Exam	- Midterm Exam	eighth	3	a1, a2, a3, b2, b3, c1, c2, c3, d2, d3, d4
6	- Chapter 5: The Passive	<ul style="list-style-type: none"> - Active sentences and passive sentences - Form of the passive - Transitive and intransitive verbs - Using the by-phrase - The passive forms of the present and past progressive - Passive modal auxiliaries - Participial adjectives: -ed vs. -ing - Get adjective; get past participle - Using be used/accustomed to and get used/accustomed to - Used to vs. be used to - Using be supposed to 	Ninth & Tenth	6	a1, a3, b1, c2, c3, d2, d3, d4
7	- Chapter 6: Count/ Noncount Nouns and Articles	<ul style="list-style-type: none"> - A vs. an - Count and noncount nouns - 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 - Guidelines for article usage - Using the or Ø with names - Capitalization 	Eleventh & twelfth	6	a1, a3, b2, c1, d1, d2, d4
8	- General Revision	- Reviewing main topics in class	Thirteenth	3	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
9	- Final Exams	Final Exams	Fourteenth	3	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4

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

VII. Teaching Strategies of the Course
<ul style="list-style-type: none"> ✓ 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

VIII. Activities/Assignments				
No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	In-class Q & A sessions	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4	Weekly	10
2	In-class individual presentations	-	-	-
3	Group presentations	-	-	-
4	In-class peer and teacher's evaluation			

IX. 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, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4

2	Attendance and Participation	Weekly	10	10%	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
---	------------------------------	--------	----	-----	--

XI. Course Policies:

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
Total Mark			100	100%	

X. Learning Resources:

A. Required Textbook(s) (*maximum two*):

1. Azar, Betty S. & Hagen, Stacy A. (1991) *Fundamentals of English Grammar*, Third Edition. Allyn & Bacon. (Chapters 1, 7, 8, 9, 10, 11)

B: Essential References:

1. Fuchs, M. & Bonner, M. (2000) *Focus on Grammar: A high intermediate course for reference and practice*. Longman

2. Murphy, R. (2015) *English Grammar in use*. Cambridge.

C. Electronic Materials and Websites:

4. <http://www.azargrammar.com/>

5. <https://www.grammaraquarium.co.uk/>

6. <https://www.grammar.com/>

1.	<p>Class Attendance: It is determined according to the regulations and the general policy of the college/university.</p> <ul style="list-style-type: none"> - 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.	<p>Tardy: Tardy students are treated according to the regulations and the general policy of the college/university.</p>
3.	<p>Exam Attendance/Punctuality: 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"> 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. b. The student is not allowed to leave the examination room/hall until half of the time has passed.
4.	<p>Assignments/Projects: 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>
5.	<p>Cheating: 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"> c. Canceling the student's exam in the course. d. Depriving the students from one or more coming exams (as determined by the college's penal committee).
6.	<p>Plagiarism: 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>
7.	<p>Other Policies: 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>