



### Syntax 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>	Dept. of English (774847787)	
<b>E-mail:</b>	<a href="mailto:fawanashef@gmail.com">fawanashef@gmail.com</a>	

<b>II. Course Identification and General Information:</b>					
Course Title:	Syntax				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3				42 hrs
Level & Semester:	Level Three – Second Semester				
Pre-requisites (if any):	Introduction to Linguistics				
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				

<b>V. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)</b>	
PILOs	CILOs
<b>(A) Knowledge &amp; Understanding:</b>	
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:

<b>A1:</b> show knowledge and understanding of different linguistic and literary theories and schools of thought and English and American linguistics/literature;	<b>a1-</b> Demonstrate the ability to define the basic concepts , terminologies and a brief historical development of syntax, and to explain the relation between syntax and morphology.
<b>A2:</b> express a knowledge of social values and traditions common in other cultures;	<b>a2-</b> Show a clear awareness of the different English language phrases, elements of these phrases and structures, and the syntactic reasoning for them.
<b>A3:</b> show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	<b>a3-</b> Display a clear understanding of the different structures of phrases, clauses, sentences and questions of English and their formal representation via the syntactic tree or the labelled bracketing analysis.
<b>(B) Intellectual Skills</b>	
<b>B1:</b> distinguish different literary forms and currents as well as their distinct characteristics;	<b>b1-</b> Formally differentiate between subject and predicate, phrase and constituent, heads and modifiers, finite and non-finite clauses as well as categories and functions.
<b>B2:</b> evaluate linguistic and cultural phenomena and suggest explanations for them;	<b>b2-</b> Recognize the immediate constituents of a phrase/sentence as well as their different meanings and analyses, if ambiguous.
<b>B3:</b> compare different literary, linguistic and translation theories and strategies;	<b>b3-</b> Compare the analysis of the different phrases and, sentences with v-adverbials and s-adverbials, complementizers and questions, and lexical and auxiliary verbs.
<b>B4:</b> distinguish different language skills in terms of reading, writing, and speaking and listening;	<b>b4-</b> Distinguish between the different verb sub-categories and realize this difference while communicating with others.
<b>(C) Professional &amp; Practical Skills</b>	
<b>C1:</b> employ theories, terms and concepts common in literature, linguistics and translation studies;	<b>c1-</b> Show practical skills in the analysis of different language data.
<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;	<b>c2-</b> Apply the different types of English phrase and sentence structures in their writing and speaking skills and while translating texts from English into Arabic and vice-versa.
<b>C3:</b> make use of basic technological applications	<b>c3-</b> Employ internet facilities in self-learning and

to facilitate learning and research process;	improving themselves in different linguistic fields including syntax.
<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 linguistic/syntactic 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>VI. 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>
a1- Demonstrate the ability to define the basic concepts , terminologies and a brief historical development of syntax, and to explain the relation between syntax and morphology.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Class discussion</li> <li>✓ Class participation</li> </ul>	<ul style="list-style-type: none"> <li>- Class Participation</li> <li>- Oral questions</li> <li>- Assignments</li> <li>- Midterm exam</li> </ul>
a2- Show a clear awareness of the different English language phrases, elements of these phrases and structures, and the syntactic reasoning for them.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Timed quiz</li> <li>- Assignments</li> </ul>
a3- Display a clear understanding of the different structures of phrases, clauses, sentences and questions of English and their formal representation via the syntactic tree or the labelled bracketing analysis.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Practical sessions</li> <li>✓ Pair work</li> <li>✓ Phrase, clause and sentence analyzing</li> <li>✓ Collaborative learning/team work</li> </ul>	<ul style="list-style-type: none"> <li>- In- class activities</li> <li>- Quizzes</li> <li>- Midterm exam</li> <li>- Assignments</li> <li>- Asking volunteers to analyze words on the board.</li> </ul>
<b>(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:</b>		

CILOs	Teaching Strategies	Assessment Strategies
b1- Formally differentiate between subject and predicate, phrase and constituent, heads and modifiers, finite and non-finite clauses as well as categories and functions.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Phrase and sentence analyzing</li> <li>✓ Problem solving activities</li> </ul>	<ul style="list-style-type: none"> <li>- Assignments</li> <li>- Midterm exam</li> <li>- In-class activities</li> </ul>
b2- Recognize the immediate constituents of a phrase/sentence as well as their different meanings and analyses, if ambiguous.	<ul style="list-style-type: none"> <li>✓ Class discussion</li> <li>✓ Encouraging students to think independently and engage in group discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Group- work discussion</li> <li>- Midterm exam</li> <li>- Assignments</li> </ul>
b3- Compare the analysis of the different phrases and, sentences with v-adverbials and s-adverbials, complementizers and questions, and lexical and auxiliary verbs.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Practical exercises</li> <li>✓ Critical- thinking discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- In-class exercises</li> <li>- Assignment</li> </ul>
b4- Distinguish between the different verb sub-categories and realize this difference while communicating with others.	<ul style="list-style-type: none"> <li>✓ Lecturing</li> <li>✓ Problem solving activities</li> <li>✓ Pair work activities</li> <li>✓ Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Assignments</li> <li>- Exercises on challenging word structures</li> <li>- Midterm exam</li> </ul>
<b>(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:</b>		
CILOs	Teaching Strategies	Assessment Strategies
c1- Show practical skills in the analysis of different language data.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Collaborative learning/team work</li> </ul>	<ul style="list-style-type: none"> <li>- Exercises and group discussion</li> <li>- Assignment</li> </ul>
c2- Apply the different types of English phrase and sentence structures in their writing and speaking skills and while translating texts from English into Arabic and vice-versa.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Encouraging students to think independently and engage in group discussion</li> <li>✓ Communicative drills</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Group- work activity</li> <li>- Assignments</li> <li>- Midterm exam</li> </ul>
c3- Employ internet facilities in self-learning and improving themselves in different linguistic fields including syntax.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Analyzing structural data from English and Arabic</li> <li>✓ Encouraging students to think independently</li> </ul>	<ul style="list-style-type: none"> <li>- Practical short quiz</li> <li>- Assignment</li> <li>- Analyzing some sentences on the board</li> </ul>

<b>(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:</b>		
<b>CIOs</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
d1- Connect the linguistic/syntactic 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>✓ Individual counselling</li> <li>✓ Encouraging students to think independently</li> </ul>	<ul style="list-style-type: none"> <li>- Class participation</li> <li>- Quizzes</li> <li>- Assignments</li> <li>- Final exam</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>✓ Communicative drills</li> <li>✓ Timed- activities</li> <li>✓ Group work</li> <li>✓ Individual counselling</li> </ul>	<ul style="list-style-type: none"> <li>- Timed-assignments</li> <li>- Quizzes</li> <li>- In-class activities</li> <li>- Assignments</li> <li>- Midterm 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>✓ Competitive tasks</li> <li>✓ Group work</li> <li>✓ Encouraging students to think independently</li> </ul>	<ul style="list-style-type: none"> <li>- Assignments</li> <li>- Quizzes</li> <li>- Midterm exam</li> <li>- Final exam</li> </ul>

<b>VII. Course Content:</b>					
<b>1-Theoretical Aspect:</b>					
<b>Order</b>	<b>Units/Topics</b>	<b>Sub-Topics</b>	<b>Number of Weeks</b>	<b>Contact Hours</b>	<b>Learning Outcomes</b>
1	Sentence structure: constituents	<ul style="list-style-type: none"> <li>- Introduction to the course.</li> <li>- Syllabus and Policies of the course.</li> <li>- Introduction to Syntax</li> <li>- What is Syntax?</li> <li>- How is syntax different from morphology</li> <li>- Constituents and constituency tests</li> </ul>	first	3	a1,b1, b2, c2,d1, d2
2	Sentence structure: Functions	<ul style="list-style-type: none"> <li>- Subject and predicate</li> <li>- Noun Phrase and Verb Phrase</li> <li>- Dependency and function</li> <li>- The modifier-head relation and the</li> </ul>	Second	3	a2,a3,b1, b2, b3, ,c2, d2

		head-complement relation.			
3	Sentence structure: categories	<ul style="list-style-type: none"> <li>- Lexical and phrasal categories (noun and Noun Phrase)</li> <li>- Adjectives and adverbs</li> <li>- Adjective Phrases and Adverb Phrases</li> <li>- Prepositions and Prepositional Phrases</li> <li>- Co-ordinate Phrases</li> </ul>	Third	3	a2, a3, b1, b3, ,c1, c2,d1
4	The basic Verb Phrase	<ul style="list-style-type: none"> <li>- The complements of lexical verbs</li> <li>- Transitive verbs</li> <li>- Intransitive verbs</li> <li>- Ditransitive verbs</li> <li>- Intensive verbs</li> <li>- Complex transitive verbs</li> <li>- Prepositional verbs</li> </ul>	fourth	3	a2, a3, b3, b4, c2, c3, d2, d3
5	More on verbs: auxiliary VPs	<ul style="list-style-type: none"> <li>- Part I: Lexical and auxiliary verbs</li> <li>- Part II: Constructions that depend on auxiliary</li> </ul>	Fifth	3	a2, a3, b3, b4, c2, c3, d2, d4
6	The structure of Noun Phrases	<ul style="list-style-type: none"> <li>- Determiners</li> <li>- Pre-determiners</li> <li>- Pre-modifiers in noun phrases</li> <li>- Quantifying adjectives</li> <li>- Participle phrases</li> <li>- Nouns</li> <li>- More on the structure of Nouns</li> <li>- Post-modifiers</li> </ul>	Sixth	3	a1, a2, a3, b2, c1, c2, c3, d1 , d2
7	<b>Midterm Exam</b>	- Midterm Exam	Seventh	3	a1, a3, b1, b2, b4, c2, d2
8	Adverbials and other matters	<ul style="list-style-type: none"> <li>- Adjunct adverbials (VP adverbials)</li> <li>- Levels of Verb Phrase</li> <li>- The mobility of adverbials</li> <li>- Phrasal verbs</li> <li>- Ellipsis</li> <li>- Sentence adverbials (S adverbials)</li> </ul>	eighth	3	a1,a3, b3, c1, c2, d1, d3, d4
9	Sentences within sentences	<ul style="list-style-type: none"> <li>- Complementizers: that and whether</li> <li>- The functions of</li> </ul>	Ninth	3	a1,a2, a3, b3, c1, c2, d1, d2

		that- and whether-clauses - Subject – and extraposed subject - Complement of V within VP - Complement of A within AP - Complement of N within NP - Complement of P within PP			
10	Wh-clauses	- Wh-questions and interrogatives - Relative clauses: Restrictive vs. non-restrictive	Tenth	3	a3, b3, c2, c3, d1, d4
11	Non-finite clauses	- Part I: The form of non-finite clauses - Part II: The functions of non-finite clauses	Eleventh	3	a1, a3, b1, c1, c2, d1, d3
12	Languages, sentences and grammars	- Languages - Describing languages - Grammars and sentence analysis	twelfth	3	a1, a2, b1, b2, c1, c2, c3, d1, d3
13	Revision		Thirteenth	3	a1, a2, a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3
14	<b>Final Exams</b>	<b>Final Exams</b>	Fourteenth	3	a1, a2, a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3
<b>Number of Weeks and Contact Hours per Semester:</b>			<b>14 weeks</b>	<b>42 hours</b>	
<b>2. Practical Aspect (if any):</b>					
Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes	
1					
<b>Number of Weeks and Contact Hours per Semester:</b>					

### VIII. Teaching Strategies of the Course

- ✓ Lectures
- ✓ Class discussion
- ✓ In – class competitive tasks
- ✓ Pair work

- ✓ Group work
- ✓ Encouraging students to think independently
- ✓ Engaging students in group discussions.
- ✓ Class discussion
- ✓ Communicative drills
- ✓ Individual counselling
- ✓ Encouraging prediction skills.
- ✓ Collaborative learning/team work
- ✓ Problem-solving strategies
- ✓ Individual counselling

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

X. 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, b, b3, b4, c1, c2, c3, d1, d2, d3
2	Attendance and Participation	Weekly	10	10%	a1, a2,a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3
3	midterm	Week 7	10	10%	a1, a3, b1, b2, b4, c2, d2
4	written final exam	Week 14	70	70%	a1, a2,a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

XI. Learning Resources:
A. Required Textbook(s) ( <i>maximum two</i> ):
1. Burton-Roberts, N. (2011). <i>Analyzing Sentences: An Introduction to English Syntax</i> - Third Edition, Routledge)
B: Essential References:
1. Kim, J. & Sells, P. (2008). <i>English Syntax: An Introduction</i> . CSLI Publication.
2. Ouhalla, J. (1994). <i>Introducing Transformational Grammar: From Rules to Principles and Parameters</i> . Edward Arnold
3. Tallerman, M.,(1998). <i>Understanding Syntax</i> . Arnold, Sydney.
C. Electronic Materials and Websites (if any):



1. <https://www.khanacademy.org/humanities/grammar/syntax-conventions-of-standard-english>

## XII. Course Policies:

1.	<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 Students Affairs regulations, 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>
2.	<p><b>Tardy:</b> Tardy students are treated according to the regulations and the general policy of the college /university.</p>
3.	<p><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:</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>
4.	<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>
5.	<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>a. Canceling the student's exam in the course.</li> <li>b. Depriving the students from one or more coming exams (as determined by the college's penal committee).</li> </ul>
6.	<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>
7.	<p><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.</p>

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## Template for Course Plan

<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>	Dept. of English (774847787)	
<b>E-mail:</b>	<a href="mailto:fawwanashef@gmail.com">fawwanashef@gmail.com</a>	

<b>II. Course Identification and General Information:</b>					
<b>Course Title:</b>	Syntax				
<b>Course Code and Number:</b>					
<b>Credit Hours:</b>	Theory 3	Seminar	Practice	training	Total 42
<b>Level &amp; Semester:</b>	Level Three – Second Semester				
<b>Pre-requisites (if any):</b>	Introduction to Linguistics				
<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:**

This course focuses on the study of the syntax of English. How words are combined into larger structures (i.e., sentences). The course is meant to pave the way for more understanding of syntactic theory. Therefore, the students will be exposed to the formal structure of sentences in natural language. As a result, students will acquire the basic terms, skills, methodology and analysis which are necessary to do syntax

Basic concepts in syntax will be introduced including subject and predicate, different phrases, heads and modifiers, verb types and sub-categories,...etc. The different types of syntactic analyses will be introduced in this course and the students will be encouraged to apply them

when analyzing phrases, clauses and sentences.

## V. Learning Outcomes

**a1-** Demonstrate the ability to define the basic concepts , terminologies and a brief historical development of syntax, and to explain the relation between syntax and morphology.

**a2-** Show a clear awareness of the different English language phrases, elements of these phrases and structures, and the syntactic reasoning for them.

**a3-** Display a clear understanding of the different structures of phrases, clauses, sentences and questions of English and their formal representation via the syntactic tree or the labelled bracketing analysis.

**b1-** Formally differentiate between subject and predicate, phrase and constituent, heads and modifiers, finite and non-finite clauses as well as categories and functions.

**b2-** Recognize the immediate constituents of a phrase/sentence as well as their different meanings and analyses, if ambiguous.

**b3-** Compare the analysis of the different phrases and, sentences with v-adverbials and s-adverbials, complementizers and questions, and lexical and auxiliary verbs.

**b4-** Distinguish between the different verb sub-categories and realize this difference while communicating with others.

**c1-** Show practical skills in the analysis of different language data

**c2-** Apply the different types of English phrase and sentence structures in their writing and speaking skills and while translating texts from English into Arabic and vice-versa.

**c3-** Employ internet facilities in self-learning and improving themselves in different linguistic fields including syntax.

**d1-** Connect the linguistic/syntactic 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
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1	Sentence structure: constituents	<ul style="list-style-type: none"> <li>- Introduction to the course.</li> <li>- Syllabus and Policies of the course.</li> <li>- Introduction to Syntax</li> <li>- What is Syntax?</li> <li>- How is syntax different from morphology</li> <li>- Constituents and constituency tests</li> </ul>	first	3	a1,b1, b2, c2,d1, d2
2	Sentence structure: Functions	<ul style="list-style-type: none"> <li>- Subject and predicate</li> <li>- Noun Phrase and Verb Phrase</li> <li>- Dependency and function</li> <li>- The modifier-head relation and the head-complement relation.</li> </ul>	Second	3	a2,a3,b1, b2, b3, ,c2, d2
3	Sentence structure: categories	<ul style="list-style-type: none"> <li>- Lexical and phrasal categories (noun and Noun Phrase)</li> <li>- Adjectives and adverbs</li> <li>- Adjective Phrases and Adverb Phrases</li> <li>- Prepositions and Prepositional Phrases</li> <li>- Co-ordinate Phrases</li> </ul>	Third	3	a2, a3, b1, b3, ,c1, c2,d1
4	The basic Verb Phrase	<ul style="list-style-type: none"> <li>- The complements of lexical verbs</li> <li>- Transitive verbs</li> <li>- Intransitive verbs</li> <li>- Ditransitive verbs</li> <li>- Intensive verbs</li> <li>- Complex transitive verbs</li> <li>- Prepositional verbs</li> </ul>	fourth	3	a2, a3, b3, b4, c2, c3, d2, d3
5	More on verbs: auxiliary VPs	<ul style="list-style-type: none"> <li>- Part I: Lexical and auxiliary verbs</li> <li>- Part II: Constructions that depend on auxiliary</li> </ul>	Fifth	3	a2, a3, b3, b4, c2, c3, d2, d4
6	The structure of Noun Phrases	<ul style="list-style-type: none"> <li>- Determiners</li> <li>- Pre-determiners</li> <li>- Pre-modifiers in noun phrases</li> <li>- Quantifying adjectives</li> <li>- Participle phrases</li> <li>- Nouns</li> <li>- More on the structure of Nouns</li> <li>- Post-modifiers</li> </ul>	Sixth	3	a1, a2, a3, b2, c1, c2, c3, d1 , d2
7	<b>Midterm Exam</b>	- Midterm Exam	Seventh	3	a1, a3, b1, b2, b4, c2, d2

8	Adverbials and other matters	<ul style="list-style-type: none"> <li>- Adjunct adverbials (VP adverbials)</li> <li>- Levels of Verb Phrase</li> <li>- The mobility of adverbials</li> <li>- Phrasal verbs</li> <li>- Ellipsis</li> <li>- Sentence adverbials (S adverbials)</li> </ul>	eighth	3	a1,a3, b3, c1, c2, d1, d3, d4
9	Sentences within sentences	<ul style="list-style-type: none"> <li>- Complementizers: that and whether</li> <li>- The functions of that- and whether-clauses</li> <li>- Subject – and extraposed subject</li> <li>- Complement of V within VP</li> <li>- Complement of A within AP</li> <li>- Complement of N within NP</li> <li>- Complement of P within PP</li> </ul>	Ninth	3	a1,a2, a3, b3, c1, c2, d1, d2
10	Wh-clauses	<ul style="list-style-type: none"> <li>- Wh-questions and interrogatives</li> <li>- Relative clauses: Restrictive vs. non-restrictive</li> </ul>	Tenth	3	a3, b3, c2, c3, d1, d4
11	Non-finite clauses	<ul style="list-style-type: none"> <li>- Part I: The form of non-finite clauses</li> <li>- Part II: The functions of non-finite clauses</li> </ul>	Eleventh	3	a1, a3,b1, c1, c2, d1, d3
12	Languages, sentences and grammars	<ul style="list-style-type: none"> <li>- Languages</li> <li>- Describing languages</li> <li>- Grammars and sentence analysis</li> </ul>	twelfth	3	a1, a2, b1, b2, c1, c2, c3, d1, d3
13	Revision		Thirteenth	3	a1, a2,a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3
14	<b>Final Exams</b>	<b>Final Exams</b>	Fourteenth	3	a1, a2,a3, b1, b, 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>					

## VII. Teaching Strategies of the Course

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

## VIII. Activities/Assignments

No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	In-class Q & A sessions	a1, a2,a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3	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, b, b3, b4, c1, c2, c3, d1, d2, d3
2	Attendance and Participation	Weekly	10	10%	a1, a2,a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3
3	midterm	Week 7	10	10%	a1, a3, b1, b2, b4, c2, d2
4	written final exam	Week 14	70	70%	a1, a2,a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

## X. Learning Resources:

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

1. Burton-Roberts, N. (2011). <i>Analyzing Sentences: An Introduction to English Syntax</i> - Third Edition, Routledge)
<b>B: Essential References:</b>
2. Kim, J. & Sells, P. (2008). <i>English Syntax: An Introduction</i> . CSLI Publication. 4. Ouhalla, J. (1994). <i>Introducing Transformational Grammar: From Rules to Principles and Parameters</i> . Edward Arnold 5. Tallerman, M.,(1998). <i>Understanding Syntax</i> . Arnold, Sydney.
<b>C. Electronic Materials and Websites (if any):</b>
2. <a href="https://www.khanacademy.org/humanities/grammar/syntax-conventions-of-standard-english">https://www.khanacademy.org/humanities/grammar/syntax-conventions-of-standard-english</a>

<b>XI. Course Policies:</b>	
<b>1.</b>	<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%).
<b>2.</b>	<b>Tardy:</b> Tardy students are treated according to the regulations and the general policy of the college/university.
<b>3.</b>	<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.
<b>4.</b>	<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.
<b>5.</b>	<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: <b>c.</b> Canceling the student's exam in the course. <b>d.</b> Depriving the students from one or more coming exams (as determined by the college's penal committee).
<b>6.</b>	<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.
<b>7.</b>	<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.