



## Course Specification English Syntax

<b>I. Course Identification and General Information:</b>					
1.	:Course Title	English Syntax			
2.	:Course Code and Number	DR 64			
3.	:Credit Hours	Lecture	Seminar/Tutorial	Practical	Training
		3		1	
4.	:Study Level and Semester	Level III, Semester VI			
5.	:Pre-requisites (if any)	DR 35			
6.	:Co-requisites (if any)	Nil			
7.	Program in which the course is offered	BA in English Language Studies			
8.	:Teaching Language	English			
9.	:Study System	Regular / Full Time			
10.	:Prepared by	Dr. Abdusalam Al-Ghrafy			
11.	:Approval date				
12.	:Approved by				

<b>II. Course Description:</b>	
<p>This course is an introduction to Syntax. It introduces the study of syntactic theory, using English data. The first part of the course will introduce the earlier approaches to the analysis of syntax, which attempted to produce an accurate description of the arrangement of elements in the linear structure of the sentence. The second part will introduce more recent work in syntax that is represented by the syntactic phenomena that have been the concern of theoretical syntax from the 1960s to the present.</p>	

<b>III. Intended learning outcomes (ILOs) of the course:</b>			
<b>(A) Knowledge and Understanding:</b>			
Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.			
Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After completing this course, students will be able to:	
A1	Demonstrate knowledge and understanding of key concepts, issues, ideas, theories, styles of argumentation, evaluation criteria and research methods used in the study of English Language, Linguistics and Literature.	a1	Demonstrate understanding of syntactic theory as it applies in the lexical, morphological, or syntactic areas
A2	Show an informed understanding of some of the main theories concerning the broader human	a2	Recognize the historical background of the mainstream syntactic theories

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	language faculty, its nature, acquisition, production and use in various contexts.		
A6	Demonstrate a sound knowledge of contemporary approaches to the study of language, its literature, culture and teaching.	a3	Recognize notions and terminology used by recent syntactic approaches such as “tree diagrams”, “brackets”, “constituency”, “phrase structure rules”, “adjuncts” “movement”, “deep structure”...etc.

### Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:			
Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies/ methods to be used	Methods of assessment
<b>After completing this course, students will be able to:</b>			
a1	Demonstrate understanding of syntactic theory as it applies in the lexical, morphological, or syntactic areas	<ul style="list-style-type: none"> <li>▪ Lectures and seminars</li> <li>▪ Independent reading and writing</li> <li>▪ Classroom discussion</li> <li>▪ Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sitting for quizzes, mid-term and final exams</li> <li>▪ Written assignments</li> </ul>
a2	Recognize the historical background of the mainstream syntactic theories		
a3	Recognize notions and terminology used by recent syntactic approaches such as “tree diagrams”, “brackets”, “constituency”, “phrase structure rules”, “adjuncts” “movement”, “deep structure”...etc.		

### (B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills			
Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
<b>After completing this program, students will be able to:</b>			
B3	Explain critical thinking and problem solving skills within the subject paradigm, encompassing close reading of texts.	b1	Develop strong problem-solving skills in syntax and syntactic analyses
B5	Compare and contrast competing theories and explanations in the field of English language and linguistics.	b2	Identify the difference between traditional grammar, structural linguistics and generative grammar

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### Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/ methods to be used	Methods of assessment
<b>After completing this course, students will be able to:</b>		
<b>b1</b> Develop strong problem-solving skills in syntax and syntactic analyses	<ul style="list-style-type: none"> <li>▪ Lectures and seminars</li> <li>▪ Classroom discussion</li> <li>▪ Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sitting for quizzes, mid-term and final exams</li> <li>▪ Written assignments</li> </ul>
<b>b2</b> Identify the difference between traditional grammar, structural linguistics and generative grammar		

### (C) Professional and Practical Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills		
Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills	Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
<b>After completing this program, students will be able to:</b>		
<b>C1</b> Apply their understanding of linguistic concepts, methods and approaches to the construction and analysis of meanings in different literary and nonliterary texts and various modes of communication	<b>c1</b>	Use types of lexical, morphological and syntactic expressions in communicative situations.
<b>C4</b> Apply a range of conceptual tools and communication skills in handling language-based tasks in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently	<b>c2</b>	Report on the analysis of linguistic/syntactic data using appropriate language and argue in favor of the proposed analyses providing empirical evidence

### Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	Teaching strategies/ methods to be used	Methods of assessment
<b>After completing this course, students will be able to:</b>		
<b>c1</b> Use types of lexical, morphological and syntactic expressions in communicative situations.	<ul style="list-style-type: none"> <li>▪ Lectures and seminars</li> <li>▪ Classroom discussion</li> <li>▪ Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sitting for quizzes, mid-term and final exams</li> <li>▪ Written assignments</li> </ul>
<b>c2</b> Report on the analysis of linguistic/syntactic data using appropriate language and argue in favor of the proposed analyses providing empirical evidence		

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### (D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
<b>D4</b>	Work effectively within a team or individually to accomplish a common goal	<b>d1</b>	Present a perfect structure analysis of simple and complex English to a group of specialists in a seminar.

### Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/ methods to be used	Methods of assessment
After completing this course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Classroom discussion</li> <li>▪ Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sitting for quizzes, mid-term and final exams</li> <li>▪ Written assignments</li> </ul>
<b>d1</b>	Present a perfect structure analysis of simple and complex English to a group of specialists in a seminar.		

## IV. Course topics

### a. Theoretical Aspect

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Course Overview	a1; a2;a3; b1; b2; c1; c2	<ul style="list-style-type: none"> <li>- What is syntax?</li> <li>- How course is organized?</li> </ul>	1	3
2	Traditional grammar	a1; a2;a3; b1; b2; c1; c2	<ul style="list-style-type: none"> <li>- The parts of speech</li> <li>- Agreement</li> <li>- Grammatical categories (gender, number, tense, aspect, voice, etc.)</li> <li>- Traditional analysis</li> </ul>	1	3
3	The prescriptive approach	a1; a2;a3; b1; b2; c1; c2; d1	<ul style="list-style-type: none"> <li>- Prescriptive grammar</li> <li>- Prescriptive rules</li> </ul>	1	3
4	Word Classes in English	a1; a2;a3; b1; b2; c1; c2; d1	<ul style="list-style-type: none"> <li>- Nouns, Verbs, Adjectives, adverbs, and other classes</li> </ul>	1	3
5	Phrases in English	a1; a2;a3; b1; b2; c1; c2; d1	<ul style="list-style-type: none"> <li>- Noun phrase, Verb phrase, Adjective phrase, adverb phrase, and Prepositional phrase</li> </ul>	1	3
6	Clauses in English	a1; a2;a3; b1; b2; c1; c2; d1	<ul style="list-style-type: none"> <li>- Independent and dependent clauses</li> <li>- Relative clauses</li> <li>- Noun clauses, etc.</li> </ul>	1	3
7	The descriptive	a1; a2;a3; b1;	<ul style="list-style-type: none"> <li>- Structural analysis</li> </ul>	1	3

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	approach	b2; c1; c2; d1	- Immediate constituent analysis - Labeled and bracketed sentences		
9	Generative grammar	a1; a2;a3; b1; b2; c1; c2; d1	- Syntactic structures - Deep and surface structure - Structural ambiguity - Recursion	1	3
10	Syntactic description	a1; a2;a3; b1; b2; c1; c2; d1	- Symbols used in syntactic description - Tree diagrams	1	3
11	Phrase structure rules	a1; a2;a3; b1; b2; c1; c2; d1	- Phrase structure rules - Lexical rules	1	3
12	Complement phrases	a1; a2;a3; b1; b2; c1; c2; d1	- Complement phrases	1	3
13	Transformational rules	a1; a2;a3; b1; b2; c1; c2; d1	- Adverbial movement - Particle movement - Active-passive movement - Other movements	1	3
14	Recent development	b1; b2; c1; c2; d1	- X-bar theory - X-bar theory structural analysis	1	3
15	Conclusion	a1; a2;a3; b1; b2; c1; c2; d1	- Revision - Final exam overview	1	3
<b>Number of Weeks /and Units Per Semester</b>				<b>14</b>	<b>42</b>

### b. Training Aspect:

Order	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
<b>Number of Weeks /and Units Per Semester</b>				

### V. Teaching strategies of the course:

Teaching strategies of the course are included in lectures, student active seminars and independent study. The course is given in the form of lecture slides that demand active participation from the students. The students' participation demands reading and digesting of the literature, preparation for participation in a seminar discussion and written reports of seminar discussions.

#### The Learner's role is activated through a set of strategies:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Lectures</li> <li>- seminars</li> <li>- Small group discussion</li> <li>- Open presentations</li> </ul> | <ul style="list-style-type: none"> <li>- Guided self-study</li> <li>- Presentations</li> <li>- Group activities to build knowledge</li> <li>- group projects</li> </ul> |
|--|---|

#### Assessment Methods:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- Written examinations</li> <li>- Assignments</li> </ul> | <ul style="list-style-type: none"> <li>- Oral assessment and feedback</li> <li>- Report writing/</li> </ul> |
|---|---|

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- Presentations	- projects/ classroom practical session
- Quizzes	- Team work

## VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Participation and quizzes	1-12	10	10%	a1; a2;a3; b1; b2; c1; c2; d1
2	Assignments	4-12	10	10%	a1; a2;a3; b1; b2; c1; c2; d1
3	Mid-semester exam	8	20	20%	a1; a2;a3; b1; b2; c1; c2; d1
4	Final Exam	15	60	60%	a1; a2;a3; b1; b2; c1; c2; d1
	<b>Total</b>		<b>100</b>	<b>100%</b>	

## VII. Students' Support:

Office Hours/week	Other Procedures (if any)
3 hours/week	E-mail and Whats-Up contact

## VIII. Learning Resources (MLA style or APA style):

### 1. Textbooks- (not more than 2)

Andrew Carnie (2006). *Syntax: A Generative Introduction*, Blackwell Publishing.  
Wekker, H., & Haegeman, L. M. (1985). *A modern course in English syntax*. Croom Helm.

### 2. Essential References- (not less than 4)

Radford, A. (2009). *Analyzing English sentences: a minimalist approach*: Cambridge University Press  
Cambridge. (Chapters 1& 2)  
Tallerman, M. (1998). *Understanding syntax*. London: Arnold.  
Tallerman, Maggie (2011). *Understanding syntax*. New York: Taylor & Francis. Ch. 4  
Wekker, H. & Haegeman, L.M. (1985). *A modern course in English syntax*. Croom Helm.

### 3. Recommended Books and Reference Materials.

Carnie, A. 20133. *Syntax: A Generative Introduction*. Oxford: Blackwell.  
Chomsky, N. (1957) *Syntactic Structures*, The Hague: Mouton.  
Chomsky, N. (1965) *Aspects of the Theory of Syntax*, Cambridge, Massachusetts: MIT Press.  
Swan, Michael and Walter, Catherine (2011). *Oxford English Grammar Course*, Oxford University Press.

### 4. Electronic Materials and Web Sites etc.

<http://esl.fis.edu/learners/advice/syntax.htm>  
<https://en.wikipedia.org/wiki/Syntax>

### 5. Other Learning Material.

## IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	Class Attendance:
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	Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	<b>Cheating:</b> Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	<b>Forgery and Impersonation:</b> Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	التوقيع
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشؤون الأكاديمية	

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## Course Plan of English Syntax

### I. - Information about Faculty Member Responsible for the Course:

Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

### II. Course Identification and General Information:

1	Course Title:	English Syntax				
2	Course Number & Code:	DR 64				
3	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		3
4	Study level/year at which this course is offered:	Level III, Semester VI				
5	Pre –requisite (if any):	Successful completion of LING --- Introduction to Linguistics				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered	BA in English Language Studies				
8	Language of teaching the course:	English				
9	System of Study:	Regular				
10	Mode of delivery:	Interactive lectures				
11	Location of teaching the course:	Faculty of Languages				

### III. Course Description:

This course is an introduction to Syntax. It introduces the study of syntactic theory, using English data. The first part of the course will introduce the earlier approaches to the analysis of syntax, which attempted to produce an accurate description of the arrangement of elements in the linear structure of the sentence. The second part will introduce more recent work in syntax that is represented by the syntactic phenomena that have been the concern of theoretical syntax from the 1960s to the present.

### IV. Intended learning outcomes (ILOs) of the course:

Upon completion of this course, students will be able to:

- Demonstrate understanding of syntactic theory as it applies in the lexical, morphological, or syntactic areas.
- Recognize the historical background of the mainstream syntactic theories;
- Recognize notions and terminology used by recent syntactic approaches such as “tree diagrams”, “brackets”, “constituency”, “phrase structure rules”, “adjuncts” “movement”, “deep structure”...etc;
- Develop strong problem-solving skills in syntax and syntactic analyses

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- e) Identify the difference between traditional grammar, structural linguistics and generative grammar  
f) Use types of lexical, morphological and syntactic expressions in communicative situations.  
g) Report on the analysis of linguistic/syntactic data using appropriate language and argue in favor of the proposed analyses providing empirical evidence;  
h) Present a perfect structure analysis of simple and complex English to a group of specialists in a seminar.

## V. Course Content:

### a. Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	Course Overview - What is syntax? - How course is organized?	1 <sup>st</sup>	3
2	Traditional grammar - The parts of speech - Agreement - Grammatical categories (gender, number, tense, aspect, voice, etc.) - Traditional analysis	2 <sup>nd</sup>	3
3	The prescriptive approach - Prescriptive grammar - Prescriptive rules	3 <sup>rd</sup>	3
4	Word Classes in English - Nouns, Verbs, Adjectives, adverbs, and other classes	4 <sup>th</sup>	3
5	Phrases in English - Noun phrase, Verb phrase, Adjective phrase, adverb phrase, and Prepositional phrase	5 <sup>th</sup>	3
6	Clauses in English - Independent and dependent clauses - Relative clauses - Noun clauses, etc.	6 <sup>th</sup>	3
7	The descriptive approach - Structural analysis - Immediate constituent analysis - Labeled and bracketed sentences	7 <sup>th</sup>	3
8	<b>Mid-Term Test</b>	8 <sup>th</sup>	3
9	Generative grammar - Syntactic structures - Deep and surface structure - Structural ambiguity - Recursion	9 <sup>th</sup>	3
10	Syntactic description - Symbols used in syntactic description - Tree diagrams	10 <sup>th</sup>	3
11	Phrase structure rules - Phrase structure rules - Lexical rules	11 <sup>th</sup>	3

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12	Complement phrases	- Complement phrases	12 <sup>th</sup>	3
13	Transformational rules	- Adverbial movement - Particle movement - Active-passive movement - Other movements	13 <sup>th</sup>	3
14	Recent development	- X-bar theory - X-bar theory structural analysis	14 <sup>th</sup>	3
15	Conclusion	- Revision - Final exam overview	15 <sup>th</sup>	3
<b>Final Exam</b>			<b>16<sup>th</sup></b>	
<b>Number of Weeks /and Units Per Semester</b>			<b>16</b>	<b>48</b>

### b. Training Aspect:

Order	Training Tasks	Week Due	Contact hours
1			
<b>Number of Weeks /and Units Per Semester</b>			

### VI. Teaching strategies of the course:

Teaching strategies of the course are included in lectures, student active seminars and independent study. The course is given in the form of lecture slides that demand active participation from the students. The students' participation demands reading and digesting of the literature, preparation for participation in a seminar discussion and written reports of seminar discussions.

#### The Learner's role is activated through a set of strategies:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Lectures</li> <li>- seminars</li> <li>- Small group discussion</li> <li>- Open presentations</li> </ul> | <ul style="list-style-type: none"> <li>- Guided self-study</li> <li>- Presentations</li> <li>- Group activities to build knowledge</li> <li>- group projects</li> </ul> |
|--|---|

#### Assessment Methods:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- Written examinations</li> <li>- Assignments</li> <li>- Presentations</li> <li>- Quizzes</li> </ul> | <ul style="list-style-type: none"> <li>- Oral assessment and feedback</li> <li>- Report writing/projects</li> <li>- Classroom practical session</li> <li>- Team work</li> </ul> |
|---|---|

### VII. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Proportion of Final Assessment
1	Participation and quizzes	1-12	10	10%	10%
2	Assignments	4-12	10	10%	10%

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3	Mid-semester exam	8	20	20%	20%
4	Final Exam	16	60	60%	60%
	<b>Total</b>		<b>100</b>	<b>100%</b>	

### VIII. Learning Resources (MLA style or APA style):

#### 1. Textbooks- (not more than 2)

Andrew Carnie (2006). *Syntax: A Generative Introduction*, Blackwell Publishing.  
Wekker, H., & Haegeman, L. M. (1985). *A modern course in English syntax*. Croom Helm.

#### 2. Essential References- (not less than 4)

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Tallerman, M. (1998). *Understanding syntax*. London: Arnold.  
Tallerman, Maggie (2011). *Understanding syntax*. New York: Taylor & Francis. Ch. 4  
Wekker, H. & Haegeman, L.M. (1985). *A modern course in English syntax*. Croom Helm.

#### 3. Recommended Books and Reference Materials.

Carnie, A. 20133. *Syntax: A Generative Introduction*. Oxford: Blackwell.  
Chomsky, N. (1957) *Syntactic Structures*, The Hague: Mouton.  
Chomsky, N. (1965) *Aspects of the Theory of Syntax*, Cambridge, Massachusetts: MIT Press.  
Swan, Michael and Walter, Catherine (2011). *Oxford English Grammar Course*, Oxford University Press.

#### 4. Electronic Materials and Web Sites etc.

<http://esl.fis.edu/learners/advice/syntax.htm>  
<https://en.wikipedia.org/wiki/Syntax>

#### 5. Other Learning Material.

### IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	<b>Class Attendance:</b> Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	<b>Tardiness:</b> A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	<b>Exam Attendance/Punctuality:</b> No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	<b>Assignments &amp; Projects:</b> Assignments and projects must be submitted on time. Students who delay their assignments

عميد مركز التطوير  
أ.م.د/ هدى العماد  
رئيس الجامعة  
أ.د/ القاسم عباس

عميد الكلية  
د/ محمد الناصر

نائب العميد لشؤون الجودة  
أ.م.د/ عبد الحميد الشجاع

رئيس القسم  
أ.م.د/ عدنان الشعيبي



	or projects shall lose the allocated mark.
5	<b>Cheating:</b> Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	<b>Forgery and Impersonation:</b> Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	<b>Other policies:</b> The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.