



## Course Specification of Grammar (2)

I. Course Identification and General Information:						
1	Course Title:	Grammar 2				
2	Course Number & Code:	DR 21				
3	Credit hours:				C.H	Total
		Theoretical	Practical	Training	Seminar	
		3	-	-	-	3
4	Study level/ semester at which this course is offered:	Level 1, Semester 2				
5	Pre –requisite (if any):	DR 11				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	English				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages				
10	Prepared by:	Naseem Al-Naqeeb				
11	Date of approval:					

## II. Course description:

This is an upper-intermediate course, which elaborates on basic English grammar structures, such as verb tenses and subject-verb agreement. It presents upper- intermediate grammar training concerning structures such as noun clauses, adjective clauses, adverb clauses and coordinating conjunctions. This course focuses on the usage and practice of grammar during class time and off-class. Grammar (1) is a Pre –requisites for this course.

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

### (A) Knowledge and Understanding:

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	a1-	Show an understanding to key grammatical structures such as verb tenses, and their usage and form.

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	Language, Linguistics and Literature.		
A3-	Reflect an awareness of the basic structures, levels and discourse functions of the English language and the ways in which words and sentences are related to each other and how they combine to create texts of different types.	a2-	Identify the functions of different constituents in noun, adjective, and adverb clauses.

### 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
After completing this course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Interactive Lectures</li> <li>▪ Presentations</li> <li>▪ Group activities to build knowledge of various topics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quizzes</li> <li>▪ Exams</li> <li>▪ Evaluative Presentations</li> <li>▪ Home assignments</li> </ul>
a1-	Show an understanding to key grammatical structures such as verb tenses, and their usage and form.		
a2-	Identify the functions of different constituents in noun, adjective, and adverb clauses.		

### (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	
After completing this program, students will be able to:		After completing this course, students will be able to:	
B5-	Compare and contrast competing theories and explanations in the field of English language and linguistics.	b1-	Differentiate between aspects related to a clause and a phrase, gerunds and infinitives, cause and effect, and while and whereas.

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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
After completing this course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Classroom discussions</li> <li>▪ Group and pair work</li> <li>▪ Exercises</li> <li>▪ Problem solving</li> <li>▪ Brainstorming</li> <li>▪ Role play</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written examinations</li> <li>▪ Assignments</li> <li>▪ Presentations</li> <li>▪ Quizzes</li> <li>▪ Oral assessment and feedback.</li> <li>▪ Report writing/ projects/ classroom practical session.</li> </ul>
<b>b1-</b>	Differentiate between aspects related to a clause and a phrase, gerunds and infinitives, cause and effect, and while and whereas.		

### (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	
After completing this program, students will be able to:		After completing this course, students will be able to:	
<b>C2-</b>	Use appropriate linguistic aspects in speaking or writing for specific audiences, purposes, contexts and cultures.	<b>c1-</b>	Use connectives that express cause and effect, contrast, and condition appropriately in speaking or writing.
<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>	Employ authentic grammar linking structures, such as coordinating conjunctions, appropriately and correctly, in written and spoken discourse.

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### 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
After completing this course, students will be able to:		<ul style="list-style-type: none"> <li>▪ Classroom discussions</li> <li>▪ Group and pair work</li> <li>▪ Exercises</li> <li>▪ Problem solving</li> <li>▪ Brainstorming</li> <li>▪ Role play</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written examinations</li> <li>▪ Assignments</li> <li>▪ Presentations</li> <li>▪ Quizzes</li> <li>▪ Oral assessment and feedback</li> <li>▪ Report writing/ projects/ classroom practical session</li> </ul>
c1-	Use connectives that express cause and effect, contrast, and condition appropriately in speaking or writing.		
c2-	Employ authentic grammar linking structures, such as coordinating conjunctions, appropriately and correctly, in written and spoken discourse.		

### (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:	
D6-	Communicate effectively and fluently in English in different academic, professional and social settings.	d1-	Communicate effectively; taking an advantage of the grammatical structures learned during the course, in in- and off-class life.

### 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>▪ Role play</li> <li>▪ Group and pair work</li> <li>▪ Exercises</li> <li>▪ Problem solving</li> <li>▪ Presentations by students</li> <li>▪ Learning in groups and teams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written assignments</li> <li>▪ Quizzes</li> <li>▪ Coursework activities</li> <li>▪ Oral assessment and open presentations</li> <li>▪ Team work</li> </ul>
d1-	Communicate effectively; taking an advantage of the grammatical structures learned during the course, in in- and off-class life.		

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			▪ Authentic assessment
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#### IV. Course Content:

##### 1 – Course Topics/Items:

##### a – Theoretical Aspect

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Introduction	a1; d1	Overview of the course: review of verb tenses.	1	3
2	Adverb Clauses of Time and Review of Verb Tenses	a2; b1; d1	Adverb clauses of time: from; using adverb clauses to show time relationships.	1	3
3	Subject-verb Agreement	a1; d1	Final <i>-s/-es</i> : use, pronunciation and spelling; basic subject-verb agreement; using expressions of quantity; using there + be; some irregularities.	1	3
4	Noun Clauses	a2; b1; d1	Introduction' noun-clauses beginning with a question word and <i>whether</i> or <i>if</i> ; question words followed by infinitives; noun clauses beginning with <i>that</i> ; quoted speech; reported speech; using the subjunctive in noun clauses; using <i>-ever</i> words.	2	6
5	Adjective Clauses	a2; b1; d1	Introduction; adjective clauses pronouns used as the subject; adjective clauses pronouns used as the object of a verb; adjective clauses pronouns used as the object of a preposition; usual patterns of adjective clauses; using <i>whose</i> , <i>where</i> , and <i>when</i> ; using adjective clauses to modify pronouns; punctuating adjective clauses; using expressions of quantity in adjective clauses; using nouns + <i>of which</i> ; using <i>which</i> , reducing and changing adjective clause to adjective phrase.	2	6
6	Gerunds and Infinitives	b1; d1	introduction; using gerunds as the objects of prepositions; common preposition and verbs followed by gerunds; <i>go</i> + gerund; special expressions followed by <i>-ing</i> ; common verbs followed by infinitives or wither infinitives or	2	6

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			gerunds; lists of verbs followed by gerunds or the infinitives; <i>it</i> + infinitive; <i>in order to</i> ; adjectives followed by infinitives; using infinitives with <i>too</i> and <i>enough</i> ; passive and past forms of infinitives and gerunds; using infinitives and gerunds following <i>need</i> ; using a possessive to modify a gerund; using verbs of perception; using the simple form after <i>let</i> and <i>help</i> ; using <i>make</i> , <i>have</i> , and <i>get</i> .		
7	Coordinating Conjunctions	c2; d1	Parallel structure; using <i>both...and</i> ; <i>not only...; but also</i> ; <i>either...or</i> ; <i>neither...nor</i> ; combining independent clauses with coordinating conjunctions.	1	3
8	Adverb Clause	a2; b1; c1; d1	introduction; using adverb clauses to show cause and effect; expressing contrast using <i>even though</i> ; <i>while</i> and <i>whereas</i> ; <i>if</i> -clauses; using <i>whether or not</i> and <i>even if</i> ; using <i>in case</i> and <i>in the event that</i> ; using <i>unless</i> ; using <i>only if</i> .	1	3
	Reduction of Adverb Clauses to Modifying Adverbial Clauses	a2; b1; d1	introduction; changing time clauses to modifying adverbial clauses; expressing the idea of "during the same time" in modifying adverbial phrases; expressing cause and effect in modifying adverbial phrases; using <i>upon</i> + <i>-ing</i> in modifying adverbial phrases.	1	3
	Connectives That Express Cause And Effect, Contrast, And Condition + Final overview	a1; d1	Using <i>because of</i> and <i>due to</i> ; <i>therefore</i> and <i>consequently</i> ; <i>such... that</i> and <i>so ...that</i> ; using <i>so that</i> ; showing contrast (unexpected result); showing direct contrast; using <i>otherwise</i> and <i>or (else)</i> ; summary of connectives: cause and effect, contrast, condition	2	6
Number of Weeks /and Units Per Semester				14	42

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b- Training Aspect:				
No	Training Tasks	CILOs (symbols)	Number of weeks	Contact hours
1				
Number of Weeks /and Units Per Semester				

I. Teaching strategies of the course:	
The instructor shall assign students a number of tasks to enable them to assimilate the grammatical concepts and practice them in their daily conversations.	
<ul style="list-style-type: none"> <li>Role play</li> <li>Group and pair work</li> <li>Exercises</li> <li>Problem solving</li> <li>Presentations by students</li> <li>learning in groups and teams</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Brainstorming</li> <li>Interactive Lectures</li> <li>Presentations</li> <li>Group activities to build knowledge</li> <li>Group projects</li> </ul>
3-Assessment Methods:	
<ul style="list-style-type: none"> <li>Written examinations</li> <li>Assignments</li> <li>Presentations</li> <li>Quizzes</li> <li>Oral assessment and feedback</li> <li>Report writing/</li> <li>Projects/ classroom practical session</li> </ul>	<ul style="list-style-type: none"> <li>Coursework activities</li> <li>Team work</li> <li>Focus groups</li> <li>Interviews</li> <li>Authentic assessment</li> <li>Exams</li> </ul>

II. 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	1-14	10	10%	a1; a2; b1; c1; c2; d1
2	Assignments	2-14	10	10%	a1; a2; b1; c1; c2; d1
3	Mid-semester exam	7	20	20%	a1; a2; b1; c1; c2; d1
4	Final Exam	16	60	60%	a1; a2; b1; c1; c2; d1
Total			100	100%	

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III. Learning Resource (MLA style or APA style)s:	
<b>1- Required Textbook(s) ( maximum two )</b>	
	Azar, B. (2002). <i>Understanding and Using English Grammar, 3rd ed.</i> Pearson Education: New York.
<b>2- Recommended Readings and Reference Materials</b>	
<b>3- Essential References</b>	
	Podward, S. (1997). <i>Fun with Grammar: Communicative Activities for the Azar Grammar Series.</i> Prentice Hall Regents: New Jersey.
<b>4- Electronic Materials and Web Sites etc.</b>	
	<a href="https://www.perfect-english-grammar.com/">https://www.perfect-english-grammar.com/</a> <a href="https://www.grammar.com/">https://www.grammar.com/</a> <a href="http://www.azargrammar.com/">http://www.azargrammar.com/</a>
<b>5- Other Learning Material.</b>	
	- Extra worksheets provided by the instructor

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 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.
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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 Grammar (2)

I. - Information about Faculty Member Responsible for the Course:						
Name of Faculty Member						
Location & Telephone No.	<b>Office Hours</b>					
	SAT	SUN	MON	TUE	WED	THU
E-mail						
<b>II. Course Identification and General Information:</b>						
1-	Course Title:	Grammar 2				
2-	Course Number & Code:	DR 21				
3-	Credit hours:	<b>C.H</b>				<b>Total</b>
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		3
4-	Study level/year at which this course is offered:	Level 1, Semester 2				
5-	Pre –requisite (if any):	DR 11				
6-	Co –requisite (if any):	None				
7-	Program (s) in which the course is offered	English				
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				
<b>III. Course Description:</b>						
This is an upper-intermediate course, which elaborates on basic English grammar structures, such as verb tenses and subject-verb agreement. It presents upper- intermediate grammar training concerning structures such as noun clauses, adjective clauses, adverb clauses and coordinating conjunctions. This course focuses on the usage and practice of grammar during class time and off-class. Grammar (1) is a Pre –requisites for this course.						
<b>IV. Intended learning outcomes (ILOs) of the course:</b>						
<b>After completing this course, students will be able to:</b>						
<ol style="list-style-type: none"> <li>Show an understanding to key grammatical structures such as verb tenses, and their usage and form.</li> <li>Identify the functions of different constituents in noun, adjective, and adverb clauses.</li> <li>Differentiate between aspects related to a clause and a phrase, gerunds and infinitives, cause and effect, and while and whereas.</li> <li>Use connectives that express cause and effect, contrast, and condition appropriately in speaking or writing.</li> </ol>						

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5. Employ authentic grammar linking structures, such as coordinating conjunctions, appropriately and correctly, in written and spoken discourse.
6. Communicate effectively; taking an advantage of the grammatical structures learned during the course, in in- and off-class life.

## V. Course Content:

### A – Theoretical Aspect:

Nr.	Topics List	Week Due	Contact Hours
1	Overview of the course: review of verb tenses.	1 <sup>st</sup>	3
2	Adverb Clauses of Time and Review of Verb Tenses: Adverb clauses of time: from; using adverb clauses to show time relationships.	2 <sup>nd</sup>	3
3	Subject-verb Agreement: Final <i>-s/-es</i> : use, pronunciation and spelling; basic subject-verb agreement; using expressions of quantity; using <i>there + be</i> ; some irregularities.	3 <sup>rd</sup>	3
4	Noun Clauses (1): introduction' noun-clauses beginning with a question word and whether or if; question words followed by infinitives; noun clauses beginning with <i>that</i> ; quoted speech.	4 <sup>th</sup>	3
5	Noun Clauses (2): reported speech; using the subjunctive in noun clauses; using <i>-ever</i> words.	5 <sup>th</sup>	3
6	Adjective Clauses (1): Introduction; adjective clauses pronouns used as the subject; adjective clauses pronouns used as the object of a verb; adjective clauses pronouns used as the object of a preposition; usual patterns of adjective clauses; using <i>whose</i> , <i>where</i> , and <i>when</i> ; using adjective clauses to modify pronouns.	6 <sup>th</sup>	3
7	Mid-Term Test	7 <sup>th</sup>	3
8	Adjective Clauses (2): punctuating adjective clauses; using expressions of quantity in adjective clauses; using nouns + <i>of which</i> ; using <i>which</i> , reducing and changing adjective clause to adjective phrase.	8 <sup>th</sup>	3
9	Gerunds and Infinitives (1): introduction; using gerunds as the objects of prepositions; common preposition and verbs followed by gerunds; <i>go + gerund</i> ; special expressions followed by <i>-ing</i> ; common verbs followed by infinitives or wither infinitives or gerunds; lists of verbs followed by gerunds or the infinitives;	9 <sup>th</sup>	3
10	Gerunds and Infinitives (2): <i>it+ infinitive</i> ; <i>in order to</i> ; adjectives	10 <sup>th</sup>	3

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	followed by infinitives; using infinitives with <i>too</i> and <i>enough</i> ; passive and past forms of infinitives and gerunds; using infinitives and gerunds following <i>need</i> ; using a possessive to modify a gerund; using verbs of perception; using the simple form after <i>let</i> and <i>help</i> ; using <i>make</i> , <i>have</i> , and <i>get</i> .		
11	Coordinating Conjunctions: Parallel structure; using <i>both...and</i> ; <i>not only...; but also</i> ; <i>either...or</i> ; <i>neither...nor</i> ; combining independent clauses with coordinating conjunctions.	11 <sup>th</sup>	3
12	Adverb Clause: Introduction; using adverb clauses to show cause and effect; expressing contrast using <i>even though</i> ; <i>while</i> and <i>whereas</i> ; <i>if</i> -clauses; using <i>whether or not</i> and <i>even if</i> ; using <i>in case</i> and <i>in the event that</i> ; using <i>unless</i> ; using <i>only if</i> .	12 <sup>th</sup>	3
13	Reduction of Adverb Clauses to Modifying Adverbial Clauses : Introduction; changing time clauses to modifying adverbial clauses; expressing the idea of "during the same time" in modifying adverbial phrases; expressing cause and effect in modifying adverbial phrases; using <i>upon</i> + <i>-ing</i> in modifying adverbial phrases.	13 <sup>th</sup>	3
14	Connectives that Express Cause and Effect, Contrast, and Condition: Using <i>because of</i> and <i>due to</i> ; <i>therefore</i> and <i>consequently</i> ; <i>such... that</i> and <i>so ...that</i> ; using <i>so that</i> ; showing contrast (unexpected result); showing direct contrast; using <i>otherwise</i> and <i>or (else)</i> ; summary of connectives: cause and effect, contrast, condition.	14 <sup>th</sup>	3
15	Final overview	15 <sup>th</sup>	3
16	Final Exam	16 <sup>th</sup>	3
<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:

The instructor shall assign students a number of tasks to enable them to assimilate the grammatical concepts and practice them in their daily conversations.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Role play</li> <li>▪ Group and pair work</li> <li>▪ Exercises</li> <li>▪ Problem solving</li> <li>▪ Presentations by students</li> </ul> | <ul style="list-style-type: none"> <li>▪ Classroom discussions</li> <li>▪ Brainstorming</li> <li>▪ Interactive Lectures</li> <li>▪ Presentations</li> </ul> |
|---|---|

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عميد الكلية  
د/ محمد الناصر

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

رئيس القسم  
أ.م.د/ عدنان الشعبي



<ul style="list-style-type: none"> <li>learning in groups and teams</li> </ul>	<ul style="list-style-type: none"> <li>Group activities to build knowledge</li> <li>group projects</li> </ul>
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## VII. Assessment Methods:

<ul style="list-style-type: none"> <li>Written examinations</li> <li>Assignments</li> <li>Presentations</li> <li>Quizzes</li> <li>Oral assessment and feedback</li> <li>Report writing/</li> <li>projects/ classroom practical session</li> </ul>	<ul style="list-style-type: none"> <li>Coursework activities</li> <li>Team work</li> <li>Focus groups</li> <li>Interviews</li> <li>Authentic assessment</li> <li>Exams</li> </ul>
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No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Participation and quizzes	1-14	10	10%
2	Assignments	2-14	10	10%
3	Mid-semester exam	7	20	20%
4	Final Exam	16	60	60%
5	Total		100	100%

## IV. Learning Resource (MLA style or APA style)s:

### 1- Required Textbook(s) ( maximum two )

Azar, B. (2002). *Understanding and Using English Grammar, 3rd ed.* Pearson Education: New York.

### 2- Recommended Readings and Reference Materials

Quirk, R. & Greenbaum, S. (1973). *A University grammar of English.* Longman: London.

### 3- Essential References

Woodward, S. (1997). *Fun with Grammar: Communicative Activities for the Azar Grammar Series.* Prentice Hall Regents: New Jersey.

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

<https://www.perfect-english-grammar.com/>  
<https://www.grammar.com/>  
<http://www.azargrammar.com/>

### 5- Other Learning Material.

- Extra worksheets provided by the instructor

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

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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 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.