



## Course Specification of Communicative Grammar

I. Course Identification and General Information:						
1	<b>Course Title:</b>	<i>Communicative Grammar</i>				
2	<b>Course Number &amp; Code:</b>	DR 34				
3	<b>Credit hours:</b>	<b>C.H</b>				<b>Total</b>
		<b>Theoretical</b>	<b>Practical</b>	<b>Training</b>	<b>Seminar</b>	
		3	-	-	-	3
4	<b>Study level/ semester at which this course is offered:</b>	Level 2, Semester 3				
5	<b>Pre –requisite (if any):</b>	DR 11, DR 21				
6	<b>Co –requisite (if any):</b>	None				
7	<b>Program (s) in which the course is offered:</b>	BA Translation				
8	<b>Language of teaching the course:</b>	English				
9	<b>Location of teaching the course:</b>	Faculty of Languages				
10	<b>Prepared by:</b>	Naseem Al-Naqeeb				
11	<b>Date of approval:</b>					
II. Course description:						
This advanced course employs a communicative rather than a structural approach to grammar. It aims at teaching students that grammatical structures are systematically related to meanings, uses and situations, such as those involving time, duration and frequency. Grammar I and Grammar II are 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			
<b>After completing this program, students will be able to:</b>			<b>After completing this course, students will be able to:</b>			
A3-	Show an awareness of the basic structures, levels and discourse functions of English and Arabic and the ways in which words and sentences are related to each other and how they combine to create texts of different types.		a1-	Recognize concepts related to varieties of English, such as written and spoken English, formal and informal English and impersonal style.		
			a2-	Identify English intonation, stress, and tone patterns.		

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**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>		<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-	Recognize concepts related to varieties of English, such as written and spoken English, formal and informal English and impersonal style.		
a2-	Identify English intonation, stress, and tone patterns.		

**(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>	<b>After completing this course, students will be able to:</b>
<b>B1-</b> Critically examine and evaluate evidence in relation to communication and language use in a variety of modes, genres and contexts, in different technical and non-technical texts in both English and Arabic.	<b>b1-</b> Differentiate between written and spoken English, formal and informal English, definite and indefinite meaning, and restrictive and non-restrictive meaning.
<b>B6-</b> Examine the ways in which English and Arabic encode identity, social relationships and attitudes in view of translation theories and approaches.	<b>b2-</b> Inspect grammar-related social and attitudinal applications, such as describing emotions, influencing people and friendly communications.

**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>	<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> </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> </ul>
<b>b1-</b> Differentiate between written and spoken English, formal and informal English, definite and indefinite meaning, and restrictive and non-restrictive meaning.		
<b>B2</b> Inspect grammar-related social and attitudinal applications, such as		

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describing emotions, influencing people and friendly communications.	▪ Role play	▪ Report writing/ projects/ classroom practical session
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### (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>After completing this course, students will be able to:</b>
<b>C4-</b> Effectively discuss the relationship between sound, image and language in multimedia texts and apply a range of electronic tools to handle written and oral Arabic and English texts clearly and coherently.	<b>c1-</b> Effectively write and utter discourse applying rules of reported statements and questions, denial and affirmation, and/or agreement and disagreement.

### 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> Effectively write and utter discourse applying rules of reported statements and questions, denial and affirmation, and/or agreement and disagreement.	<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>

### (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
<b>After completing this program, students will be able to:</b>	<b>After completing this course, students will be able to:</b>
<b>D6-</b> Communicate effectively and fluently in speech and writing.	<b>d1-</b> Use the grammatical structures they learned during the course to communicate in real life situations.

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### 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> <li>▪ Authentic assessment</li> </ul>
<b>d1-</b> Use the grammatical structures they learned during the course to communicate in real life situations.		

### 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	Overview of the course: review of basic grammar rules.	1	3
2	Varieties of English	a1; b1; d1	Variety labels; the 'common core'; geographical and national varieties; written and spoken English; formal and informal English; impersonal style; polite and familiar language; tactful and tentative language; literary; elevated or rhetorical language; levels of usage; selective list of variety references.	2	6
3	Intonation	b1; d1	Stress; nucleus; tone unit; tones; the meaning of tones.	1	3
4	Grammar in Use Section A: Concepts	b1; d1	<ul style="list-style-type: none"> <li>• Referring to objects, substances, and materials; abstractions; amount or quantity; definite and indefinite meaning; relations between ideas expressed by nouns; restrictive and non-restrictive meaning; time, tense and aspect; time-when; duration; frequency; place, direction and distance; manner, means and instrument; cause; reason; and purpose; condition and contrast; degree; role, standard and viewpoint; comparison; addition, exception and restriction; subject matter: about and on</li> </ul>	3	9

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5	Grammar in Use Section B: Information, reality and belief	c1; d1	Statements, questions and responses; omission of information; reported statements and questions; denial and affirmation; agreement and disagreement; fact, hypothesis and neutrality; degrees of likelihood; attitudes to truth.	2	6
6	Grammar in Use Section C: Mood, emotion and attitude	b2; d1	• Emotive emphasis in speech; describing emotions; volition; permission and obligation; influencing people; friendly communications; vocatives.	2	6
7	Grammar in Use Section D: Meaning in connected discourse	b2; d1	• Linking signals; linking constructions; 'general purpose' links; substitution and omission; presenting and focusing information; order and emphasis.	2	6
8	Final 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:

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

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|---|--|
| <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> |
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#### 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> |
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## 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	1-14	10	10%	a1; a2; b1; b2; c1; d1
2	Assignments	2-14	10	10%	a1; a2; b1; b2; c1; d1
3	Mid-semester exam	7	20	20%	a1; a2; b1; c1
5	Final Exam	16	60	60%	a1; a2; b1; b2; c1;
	<b>Total</b>		<b>100</b>	<b>100%</b>	

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

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

Leech, G. & Svartik, J (2013). *A Communicative Grammar Of English*, 3<sup>rd</sup> ed. Routledge: New York.

### 2- Recommended Readings and Reference Materials

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

### 3- Essential References

epraetere, I. & Langford, Ch. (2019) *Advanced English Grammar: A Linguistic Approach*. Bloomsbury Education: London

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

<https://www.englishpage.com/>  
<https://elt.oup.com/student/practicegrammar/advanced/?cc=ca&sellLanguage=en>

### 5- Other Learning Material.

- 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>

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	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 Communicative Grammar

I. - Information about Faculty Member Responsible for the Course:						
Name of Faculty Member			Office Hours			
Location & Telephone No.			SAT	SUN	MON	TUE
E-mail			-	-	-	-

II. Course Identification and General Information:						
1-	Course Title:	Communicative Grammar				
2-	Course Number & Code:	DR 34				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-	-	3
4-	Study level/year at which this course is offered:	Level 2, Semester 3				
5-	Pre –requisite (if any):	DR 11, DR 21				
6-	Co –requisite (if any):	None				
7-	Program (s) in which the course is offered	Translation				
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:
<p>This advanced course employs a communicative rather than a structural approach to grammar. It aims at teaching students that grammatical structures are systematically related to meanings, uses and situations, such as those involving time, duration and frequency. Grammar I and Grammar II are Pre –requisites for this course.</p>

IV. Intended learning outcomes (ILOs) of the course:
<b>After completing this course, students will be able to:</b>
<ol style="list-style-type: none"> <li>1. Recognize concepts related to varieties of English, such as written and spoken English, formal and informal English and impersonal style.</li> <li>2. Identify English intonation, stress, and tone patterns.</li> <li>3. Differentiate between written and spoken English, formal and informal English, definite and indefinite meaning, and restrictive and non-restrictive meaning.</li> <li>4. Inspect grammar-related social and attitudinal applications, such as describing emotions, influencing people and friendly communications.</li> <li>5. Effectively write and utter discourse applying rules of reported statements and questions, denial and affirmation, and/or agreement and disagreement.</li> <li>6. Use the grammatical structures they learned during the course to communicate in real life situations.</li> </ol>

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V. Course Content:			
A – Theoretical Aspect:			
No.	Topics List	Week Due	Contact Hours
1	Overview of the course: review of basic grammar rules.	1 <sup>st</sup>	3
2	Varsities of English (1): Variety labels; the 'common core'; geographical and national varieties; written and spoken English; formal and informal English; impersonal style; polite and familiar language; tactful and tentative language; literary; elevated or rhetorical language; levels of usage.	2 <sup>nd</sup>	3
3	Varsities of English (2): selective list of variety references.	3 <sup>rd</sup>	3
4	Intonation: Stress; nucleus; tone unit; tones; the meaning of tones.	4 <sup>th</sup>	3
5	Grammar in Use Section A: Concepts (1): Referring to objects, substances, and materials; abstractions; amount or quantity; definite and indefinite meaning; relations between ideas expressed by nouns; restrictive and non-restrictive meaning; time, tense and aspect.	5 <sup>th</sup>	3
6	Grammar in Use Section A: Concepts (2): time-when; duration; frequency; place, direction and distance; manner, means and instrument.	6 <sup>th</sup>	3
7	<b>Mid-Term Test</b>	7 <sup>th</sup>	3
8	Grammar in Use Section A: Concepts (2): cause; reason; and purpose; condition and contrast; degree; role, standard and viewpoint; comparison; addition, exception and restriction; subject matter: about and on.	8 <sup>th</sup>	3
9	Grammar in Use Section B: Information, reality and belief (1): Statements, questions and responses; omission of information; reported statements and questions; denial and affirmation.	9 <sup>th</sup>	3
10	Grammar in Use Section B: Information, reality and belief (2): agreement and disagreement; fact, hypothesis and neutrality; degrees of likelihood; attitudes to truth	10 <sup>th</sup>	3
11	Grammar in Use Section C: Mood, emotion and attitude (1): Emotive emphasis in speech; describing emotions; volition; permission and obligation.	11 <sup>th</sup>	3
12	Grammar in Use Section C: Mood, emotion and attitude (2): influencing people; friendly communications; vocatives.	12 <sup>th</sup>	3
13	Grammar in Use Section D: Meaning in connected discourse (1): Linking signals; linking constructions; 'general purpose' links; substitution and omission	13 <sup>th</sup>	3
14	Grammar in Use Section D: Meaning in connected discourse (2): presenting and focusing information; order and emphasis	14 <sup>th</sup>	3

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15	Final overview	15 <sup>th</sup>	3
16	Final Exam	16 <sup>th</sup>	3
Number of Weeks /and Units Per Semester		16	48

### b- Training Aspect:

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

### 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> <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> |
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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%

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

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

Leech, G. & Svartik, J (2013). *A Communicative Grammar Of English*, 3<sup>rd</sup> ed. Routledge: New York.

#### 2- Recommended Readings and Reference Materials

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	Quirk, R. & Greenbaum, S. (1973). <i>A University grammar of English</i> . Longman: London.
<b>3- Essential References</b>	
	Depraetere, I. & Langford, Ch. (2019). <i>Advanced English Grammar: A Linguistic Approach</i> . Bloomsbury Education: London
<b>4- Electronic Materials and Web Sites etc.</b>	
	<a href="https://www.englishpage.com/">https://www.englishpage.com/</a> <a href="https://elt.oup.com/student/practicegrammar/advanced/?cc=ca&amp;selLanguage=en">https://elt.oup.com/student/practicegrammar/advanced/?cc=ca&amp;selLanguage=en</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.