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علم بناء الجملة Syntax Course Specification

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

II. Course Identification and General Information:					
Course Title:	Syntax				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
dicare from 5.	3				42 hrs
Level & Semester:	Level Th	ree – Seco	nd Semest	ter	
Pre-requisites (if any):	Introduction to Linguistics				
Co-requisites (if any):	None				
Program in which this course is	BA in English Language and Literature				
offered:					
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				

V. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended				
Learning Outcomes (PILOs)				
PILOs CILOs				
(A) Knowledge & Understanding:				

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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:
A1: show knowledge and understanding of	a1- Demonstrate the ability to define the
different linguistic and literary theories	basic concepts , terminologies and a brief
and schools of thought and English and	historical development of syntax, and to
American linguistics/literature;	explain the relation between syntax and
	morphology.
A2: express a knowledge of social values and	a2- Show a clear awareness of the different
traditions common in other cultures;	English language phrases, elements of these
	phrases and structures, and the syntactic
	reasoning for them.
A3: show a solid background of various	a3- Display a clear understanding of the
communication skills, be it reading,	different structures of phrases, clauses,
writing, speaking, or translation skills;	sentences and questions of English and
	their formal representation via the
	syntactic tree or the labelled bracketing
	analysis.
(B) Intelle	ctual Skills
B1: distinguish different literary forms and	b1- Formally differentiate between subject
currents as well as their distinct	and predicate, phrase and constituent,
characteristics;	heads and modifiers, finite and non-finite
	clauses as well as categories and functions.
B2: evaluate linguistic and cultural	b2- Recognize the immediate constituents
phenomena and suggest explanations for	of a phrase/sentence as well as their
them;	different meanings and analyses, if
	ambiguous.
B3 : compare different literary, linguistic and	b3- Compare the analysis of the different
translation theories and strategies;	phrases and, sentences with v-adverbials

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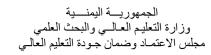
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	and s-adverbials, complementizers and
	questions, and lexical and auxiliary verbs.
B4 : distinguish different language skills in	b4- Distinguish between the different verb
terms of reading, writing, and speaking	sub-categories and realize this difference
and listening;	while communicating with others.
(C) Professional	& Practical Skills
C1: employ theories, terms and concepts	c1- Show practical skills in the analysis of
common in literature, linguistics and	different language data.
translation studies;	
C2: employ different language skills in order	c2- Apply the different types of English
to read and write different texts in English	phrase and sentence structures in their writing
and translate them from English into	and speaking skills and while translating texts
Arabic and vice versa;	from English into Arabic and vice-versa.
C3: make use of basic technological	c3- Employ internet facilities in self-learning
applications to facilitate learning and	and improving themselves in different
research process;	linguistic fields including syntax.
(D) Transfe	rrable Skills
D1: make use of the linguistic and cultural	d1- Connect the linguistic/syntactic
knowledge acquired in order to interact	knowledge acquired to their use of the
efficiently and appropriately with people	language in their communication with
from different cultures;	people of different cultures, be it written or
	spoken
D2: manage time, work under pressure, and	d2-Reflect their confidence in the ability to
involve in team activities;	communicate effectively through English,
	and in managing their assignments and
	submitting them on time.
D3 : pursue knowledge to improve self-	d3- Make use of some educational websites
learning;	and tools that improve their knowledge

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and skills in English language.

VI. Alignment of Course Intended Learning Outcomes (CILOs)

(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:

	<u> </u>			
CILOs	Teaching	Assessment		
	Strategies	Strategies		
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	✓ Lecture ✓ Class discussion ✓ Class participation ✓ Lecture ✓ Class discussion	 Class Participation Oral questions Assignments Midterm exam Timed quiz Assignments 		
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.	✓ Lecture ✓ Practical sessions ✓ Pair work ✓ Phrase, clause and sentence analyzing ✓ Collaborative learning/team work	 In- class activities Quizzes Midterm exam Assignments Asking volunteers to analyze words on the board. 		

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

CILOs	Teaching	Assessment
	Strategies	Strategies
b1- Formally differentiate between subject and predicate, phrase and constituent,	✓ Lecture ✓ Phrase and sentence analyzing	AssignmentsMidterm examIn-class activities

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heads and modifiers, finite and non-finite clauses as well as categories and functions.	✓ Problem solving activities
b2- Recognize the immediate constituents of a phrase/sentence as well as their different meanings and analyses, if ambiguous.	 ✓ Class discussion ✓ Encouraging students to think independently and engage in group discussion – Quizzes – Group- work discussion – Midterm exam – Assignments
b3- Compare the analysis of the different phrases and, sentences with v-adverbials and s-adverbials, complementizers and questions, and lexical and auxiliary verbs.	 ✓ Lecture ✓ Practical exercises ✓ Critical- thinking discussion - Quizzes - In-class exercises - Assignment
b4- Distinguish between the different verb sub-categories and realize this difference while communicating with others.	 ✓ Lecturing ✓ Problem solving activities ✓ Pair work activities ✓ Class discussion – Assignments – Exercises on challenging word structures – Midterm exam

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

CILOs	Teaching Strategies	Assessment Strategies
c1- Show practical skills in the analysis of different language data.	✓ Lecture ✓ Collaborative learning/team work	Exercises and group discussionAssignment
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.	✓ Lecture ✓ Encouraging students to think independently and engage in group discussion ✓ Communicative drills	 Quizzes Group- work activity Assignments Midterm exam
c3- Employ internet facilities in self-learning	✓ Lecture	- Practical short quiz

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and improving themselves in different linguistic fields including syntax.	 ✓ Analyzing structural data from English and Arabic ✓ Encouraging students to think independently 	 Assignment Analyzing some sentences on the board
(D) Alignment of Course Intended Learnin Teaching Strategies and Assessment St		ferable Skills to
CILOs	Teaching	Assessment
	Strategies	Strategies
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	✓ Individual counselling ✓ Encouraging students to think independently	Class participationQuizzesAssignmentsFinal exam
d2-Reflect their confidence in the ability to communicate effectively through English, and in managing their assignments and submitting them on time.	✓ Communicative drills ✓ Timed-activities ✓ Group work ✓ Individual counselling	Timed-assignmentsQuizzesIn-class activitiesAssignmentsMidterm exam
d3- Make use of some educational websites and tools that improve their knowledge and skills in English language.	✓ Competitive tasks ✓ Group work ✓ Encouraging students to think independently	AssignmentsQuizzesMidterm examFinal exam

VII. Course Content:						
1-	1-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Cont act Hou rs	Learning Outcomes	
1	Sentence structure: constituents	- Introduction to the course Syllabus and	first	3	a1,b1, b2, c2,d1, d2	

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		Policies of the course. - Introduction to Syntax - What is Syntax? - How is syntax different from morphology - Constituents and constituency tests			
2	Sentence structure: Functions	 Subject and predicate Noun Phrase and Verb Phrase Dependency and function The modifier-head relation and the head-complement relation. 	Second	3	a2,a3,b1, b2, b3, ,c2, d2
3	Sentence structure: categories	 Lexical and phrasal categories (noun and Noun Phrase) Adjectives and adverbs Adjective Phrases and Adverb Phrases Prepositions and Prepositional Phrases Co-ordinate Phrases 	Third	3	a2, a3, b1, b3, ,c1, c2,d1
4	The basic Verb Phrase	- The complements of lexical verbs - Transitive verbs - Intransitive verbs - Ditransitive verbs - Intensive verbs - Complex transitive verbs - Prepositional verbs	fourth	3	a2, a3, b3, b4, c2, c3, d2, d3
5	More on verbs: auxiliary VPs	- Part I: Lexical and auxiliary verbs - Part II: Constructions that depend on auxiliary	Fifth	3	a2, a3, b3, b4, c2, c3, d2, d4

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6	The structure of Noun Phrases	- Determiners - Pre-determiners - Pre-modifiers in noun phrases - Quantifying adjectives - Participle phrases - Nouns - More on the structure of Nouns - Post-modifiers	Sixth	3	a1, a2, a3, b2, c1, c2, c3, d1, d2
7	Midterm Exam	- Midterm Exam	Seventh	3	a1, a3, b1, b2, b4, c2, d2
8	Adverbials and other matters	 Adjunct adverbials (VP adverbials) Levels of Verb Phrase The mobility of adverbials Phrasal verbs Ellipsis Sentence adverbials (S adverbials) 	eighth	3	a1,a3, b3, c1, c2, d1, d3, d4
9	Sentences within sentences	 Complementizers: that and whether The functions of 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 	Ninth	3	a1,a2, a3, b3, c1, c2, d1, d2
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	Eleventh	3	a1, a3,b1, c1, c2, d1, d3

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		functions of n	ion-				
12	Languages, sentences and grammars	- Languages - Describing languages - Grammars and sentence analysis		two	elfth	3	a1, a2, b1, b2, c1, c2, c3, d1, d3
13	Revision			Thir	teenth	3	a1, a2,a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3
14	Final Exams	ams Final Exams		Fou	irteent h	3	a1, a2,a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3
Numbe	r of Weeks and Cont	act Hours per				42	
Semest	er:			14		hou	
				weeks		rs	
2.	Practical Aspect (if	any):					
Order	Tasks/Exper	iments	Num	ber Con		itact	Learning
		of		eeks	eks Hou		Outcomes
1							
	Number of Weeks and Contact Hours per Semester:						

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

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IX. A	IX. Activities/Assignments						
No.	Activities/Assignments	Aligned CILOs	Week	Mark			
			Due				
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. So	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	
	Total Mark		100	100%		

XI. Learning Resources:

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

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C. Electronic Materials and Websites (if any):

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

XII. Course Policies:

- **1. Class Attendance**: It is determined according to the regulations and the general policy of the college/university.
 - According to Article (21) of the 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%).
- **2. Tardy**: Tardy students are treated according to the regulations and the general policy of the college /university.
- **3. Exam Attendance/Punctuality**: It follows the general policy of the College/university which states that:

During exams, the following rules will be followed:

- **a**. In case the student comes at least half an hour late for an exam, the Article (45) of the Student Affairs Regulations states that he/she won't be allowed to take the exam.
- **b**. The student is not allowed to leave the examination room/hall until half of the time has passed.
- **4. Assignments/Projects**: Assignments/projects should be submitted to the instructor of the course on time. In case of late- submission of assignments, the general policy of the department will be in effect.
- **5. Cheating**: It is subject to the general rules, procedures and regulations of the university which state that, according to Article (72) of the Student Affairs Regulations, the student shall be punished with one of the following:
 - a. Canceling the student's exam in the course.
 - b. Depriving the students from one or more coming exams (as determined by the college's penal committee).
- 6. **Plagiarism**: All types of plagiarism are unacceptable and are considered dishonest practices. If some cases are found, the student will be punished with the final dismissal from the college based on the Article (79) of the Student Affairs Regulations.
- 7. Other Policies: Students are expected to be punctual, and, as always, to conduct themselves professionally and courteously.
 Using electronic devices or speaking with each other is not allowed; the student involved shall be expelled out of the class and shall be considered to be absent.

Template for Course Plan

I. Information about Course Lecturer

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Name:	Dr. Fawwaz An-Nashef		Office Hours: 3/weekly	
Place and phone nu	mber	Dept. of English (774847787)		
E-mail:		fawanashef@gmail.com		

II. Course Identification and General Information:						
Course Title:			Syntax			
Course Code and Number:						
	Theory	Seminar	Practice	training	Total	
Credit Hours:	3				42	
Level & Semester:		Level Thr	ee – Secon	d Semester	•	
Pre-requisites (if any):		Introdu	ction to Li	nguistics		
Co-requisites (if any):			None			
Program in which this course is	B	A in English	n Language	and Literat	ture	
offered:						
Language of teaching the course:	English					
Study system:	Regular / by semester					
Prepared by:		Dr. Fa	awwaz An-	Nashef		
Date of Approval:			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
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- **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 sadverbials, 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	Numbe	Contact	Learning
			r of	Hours	Outcomes
			Weeks		
1	Sentence structure: constituents	 Introduction to the course. Syllabus and Policies of the course. Introduction to Syntax What is Syntax? How is syntax different 	first	3	a1,b1, b2, c2,d1, d2
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		from morphology - Constituents and constituency tests			
2	Sentence structure: Functions	 Subject and predicate Noun Phrase and Verb Phrase Dependency and function The modifier-head relation and the head- complement relation. 	Second	3	a2,a3,b1, b2, b3,,c2, d2
3	Sentence structure: categories	 Lexical and phrasal categories (noun and Noun Phrase) Adjectives and adverbs Adjective Phrases and Adverb Phrases Prepositions and Prepositional Phrases Co-ordinate Phrases 	Third	3	a2, a3, b1, b3, ,c1, c2,d1
4	The basic Verb Phrase	 The complements of lexical verbs Transitive verbs Intransitive verbs Ditransitive verbs Intensive verbs Complex transitive verbs Prepositional verbs 	fourth	3	a2, a3, b3, b4, c2, c3, d2, d3
5	More on verbs: auxiliary VPs	Part I: Lexical and auxiliary verbsPart II: Constructions that depend on auxiliary	Fifth	3	a2, a3, b3, b4, c2, c3, d2, d4
6	The structure of Noun Phrases	 Determiners Pre-determiners Pre-modifiers in noun phrases Quantifying adjectives Participle phrases Nouns More on the structure of Nouns Post-modifiers 	Sixth	3	a1, a2, a3, b2, c1, c2, c3, d1 , d2
7	Midterm Exam	- Midterm Exam	Seventh	3	a1, a3, b1,

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					b2, b4, c2, d2
8	Adverbials and other matters	 Adjunct adverbials (VP adverbials) Levels of Verb Phrase The mobility of adverbials Phrasal verbs Ellipsis Sentence adverbials (S adverbials) 	eighth	3	a1,a3, b3, c1, c2, d1, d3, d4
9	Sentences within sentences	 Complementizers: that and whether The functions of thatand 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 	Ninth	3	a1,a2, a3, b3, c1, c2, d1, d2
10	Wh-clauses	Wh-questions and interrogativesRelative clauses: Restrictive vs. non-restrictive	Tenth	3	a3, b3, c2, c3, d1, d4
11	Non-finite clauses	Part I: The form of non-finite clausesPart II: The functions of non-finite clauses	Elevent h	3	a1, a3,b1, c1, c2, d1, d3
12	Languages, sentences and grammars	LanguagesDescribing languagesGrammars and sentence analysis	twelfth	3	a1, a2, b1, b2, c1, c2, c3, d1, d3
13	Revision		Thirtee nth	3	a1, a2,a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3
14	Final Exams	Final Exams	Fourtee nth	3	a1, a2,a3, b1, b, b3, b4, c1, c2, c3, d1, d2, d3

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Number of Weeks and Contact Hours per Semester:			14 weeks	42 hr	rs		
2.	2. Practical Aspect (if any):						
Order	Tasks/Experiments	Numbe	r Con	tact	Learning		
		of Week	s Ho	urs	Outcomes		
Numbe	r of Weeks and Contact Hours						
per Sen	nester:						

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	VIII. Activities/Assignments						
No.	Activities/Assignments	Aligned	Week	Mark			
		CILOs	Due				
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						

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evaluation		

IX. Schedule of Assessment Task for Students During the Semester:							
No	Assessment	Week	Mark	Proportion of Final	Aligned CILOs		
	Method	Due		Assessment			
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		
Total Mark			100	100%			

X. Learning Resources:

- A. Required Textbook(s) (*maximum two*):
- 1. Burton-Roberts, N. (2011). *Analyzing Sentences: An Introduction to English Syntax*
- Third Edition, Routledge)

B: Essential References:

- 2. Kim, J. & Sells, P. (2008). *English Syntax: An Introduction*. CSLI Publication.
- 4. Ouhalla, J. (1994). Introducing Transformational Grammar: From Rules to Principles and Parameters. Edward Arnold
- 5. Tallerman, M., (1998). Understanding Syntax. Arnold, Sydney.

C. Electronic Materials and Websites (if any):

https://www.khanacademy.org/humanities/grammar/syntax-conventions-of-standardenglish

XI. Course Policies:

- Class Attendance: It is determined according to the regulations and the 1. 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

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نائب العميد لشئون الجودة

رئيس القسم

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	attendance is less than (75%).					
2.	Tardy : Tardy students are treated according to the regulations and the general					
	policy of the college/university.					
3.	Exam Attendance/Punctuality: It follows the general policy of the					
	College/university which states that:					
	During exams, the following rules will be followed:					
	a . In case the student comes at least half an hour late for an exam, the Article					
	(45) of the Student Affairs Regulations states that he/she won't be allowed to					
	take the exam.					
	b . The student is not allowed to leave the examination room/hall until half of					
	the time has passed.					
4.	Assignments/Projects: Assignments/projects should be submitted to the					
	instructor of the course on time. In case of late- submission of assignments, the					
	general policy of the department will be in effect.					
5.	Cheating : It is subject to the general rules, procedures and regulations of the					
	university which state that, according to Article (72) of the Student Affairs					
	Regulations, the student shall be punished with one of the following:					
	c. Canceling the student's exam in the course.					
	d. Depriving the students from one or more coming exams (as determined by the					
-	college's penal committee).					
6.	Plagiarism : All types of plagiarism are unacceptable and are considered					
	dishonest practices. If some cases are found, the student will be punished with					
	the final dismissal from the college based on the Article (79) of the Student Affairs Regulations.					
7.						
/.	Other Policies : Students are expected to be punctual, and, as always, to					
	conduct themselves professionally and courteously. Using electronic devices or speaking with each other is not allowed; the student					
	involved shall be expelled out of the class and shall be considered to be absent.					
	involved shall be expensed out of the class and shall be considered to be absent.					

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