











and skills in English language.

#### IV. Alignment of Course Intended Learning Outcomes (CILOs)

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

CILOs	Teaching Strategies	Assessment Strategies
<b>Upon the completion of this course, students are expected to:</b>		
a1-Demonstrate knowledge and understanding of the key concepts in standard English grammar.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Class Participation</li> <li>- Assignment</li> <li>- Exams</li> </ul>
a2-Demonstrate clear understanding of the different ways of introducing noun, adjective and adverb clauses of English, as well as their functions in a sentence.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Eliciting oral examples from the students</li> <li>✓ Class discussing</li> <li>✓ Group work</li> <li>✓ Pair work</li> <li>✓ Role-play</li> </ul>	<ul style="list-style-type: none"> <li>- In-class exercises</li> <li>- Quizzes</li> <li>- Midterm Exam</li> </ul>
a3-Show a clear understanding of the gerunds and infinitives and the conjunctions that show parallel structure and the paired conjunctions; and display a considerable knowledge of the connectives that express cause and effect, contrast, and condition; as well as to show an understanding of the use of the different conditional sentences.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ In-class activities</li> <li>✓ Group work</li> <li>✓ Simulation of real situations</li> <li>✓ Class participation</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment</li> <li>- In-class exercises</li> <li>- Individual tasks</li> <li>- In-class exercises</li> <li>- Midterm Exam</li> </ul>
a4-Demonstrate knowledge of and familiarity with different research tools including some grammar website that help them to get a clear-cut explanation about	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ In-class discussion</li> <li>✓ Group work</li> <li>✓ Communicative drills</li> </ul>	<ul style="list-style-type: none"> <li>- Quick and short quiz</li> <li>- Oral questions</li> <li>- Exercises</li> <li>- Assignment</li> </ul>

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any grammar topic.		
<b>(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:</b>		
CILOs	Teaching Strategies	Assessment Strategies
b1-Explain the different positions and functions of the noun, adjective and adverb clauses.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ In-class activities</li> <li>✓ Communicative drills</li> <li>✓ Pair- work</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment</li> <li>- Exercises</li> <li>- Exams</li> </ul>
b2-Recognize the difference between a noun clause starting with wh- word and the normal wh-question, and between the quoted and reported speech.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Describing a list of action and non-action verbs in class</li> <li>✓ Self-learning</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Assignment</li> <li>- Exams</li> <li>- In-class exercise</li> </ul>
b3- Compare the gerund and infinitive structures and the difference in meaning between the two structures.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Class discussion</li> <li>✓ Collaborative learning/team work</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Assignment and oral discussion</li> <li>- Exams</li> </ul>
b4-Recognize the different conjunctions and distinguish the connectives that express cause and effect, contrast, and condition; and recognize the different situations expressed by conditional sentences and the verb forms following 'wish'.	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ Class discussion</li> <li>✓ In-class activities</li> <li>✓ Encouraging students to think independently and engage in group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Assignment</li> <li>- In-class exercise</li> <li>- Pair- work</li> <li>- Final exam</li> </ul>
<b>(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:</b>		
CILOs	Teaching Strategies	Assessment Strategies
c1-Prepare a well-formed and grammatical	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>✓ In-class activities</li> <li>✓ Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Exams</li> </ul>

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#### B: Essential References:

1. Fuchs, M. & Bonner, M. (2000) *Focus on Grammar: A high intermediate course for reference and practice*. Longman
2. Murphy, R. (2015) *English Grammar in use*. Cambridge.

#### C. Electronic Materials and Websites:

1. <http://www.azagrammar.com/>
2. <https://www.grammaraquarium.co.uk/>
3. <https://www.grammar.com/>

#### X. Course Policies:

1.	<b>Class Attendance:</b> It is determined according to the regulations and the general policy of the college/university. - According to Article (21) of the regulations of Students Affairs, the system of study is 'Regular', hence; the student is denied entry to the final exam if his attendance is less than (75%).
2.	<b>Tardy:</b> Tardy students are treated according to the regulations and the general policy of the college/university.
3.	<b>Exam Attendance/Punctuality:</b> It follows the general policy of the College/university which states that: During exams, the following rules will be followed: <b>a.</b> In case the student comes at least half an hour late for an exam, the Article (45) of the Student Affairs Regulations states that he/she won't be allowed to take the exam. <b>b.</b> The student is not allowed to leave the examination room/hall until half of the time has passed.
4.	<b>Assignments/Projects:</b> Assignments/projects should be submitted to the instructor of the course on time. In case of late- submission of assignments, the general policy of the department will be in effect.
5.	<b>Cheating:</b> It is subject to the general rules, procedures and regulations of the university which state that, according to Article (72) of the Student Affairs Regulations, the student shall be punished with one of the following: <b>a.</b> Canceling the student's exam in the course. <b>b.</b> Depriving the students from one or more coming exams (as determined by the college's penal committee).
6.	<b>Plagiarism:</b> All types of plagiarism are unacceptable and are considered dishonest practices. If some cases are found, the student will be punished with the final dismissal from the college based on the Article (79) of the Student Affairs Regulations.

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### III. Course Description:

Advanced English Grammar is a course that is meant for students who have already taken basic courses in grammar (Grammar I & II). The course will focus on adjective clauses, noun clauses, adverb clauses and adverbial phrases, gerunds and infinitives, conditional sentences and sentence connectors.

The students will also be introduced to the quoted and reported speech as well as the conditionals and their usage. The course will help students improve their abilities in interpreting what they read and expressing themselves accurately orally and/or in writing. Students will learn to recognize and correct grammatical errors in their writing and in everyday examples. This course will enhance the students' ability to justify why something is grammatically correct or incorrect; hence, it helps them master the grammar of the English language.

### V. Learning Outcomes

- a1- Demonstrate knowledge and understanding of the key concepts in standard English grammar.
- a2- Demonstrate a clear understanding of the different ways of introducing noun, adjective and adverb clauses of English, as well as their functions in a sentence.
- a3- Show a clear understanding of the gerunds and infinitives and the conjunctions that show parallel structure and the paired conjunctions; and display a considerable knowledge of the connectives that express cause and effect, contrast, and condition; as well as to show an understanding of the use of the different conditional sentences.
- a4-Demonstrate knowledge of and familiarity with different research tools including some grammar website that help them to get a clear-cut explanation about any grammar topic.
- b1- Explain the different positions and functions of the noun, adjective and adverb clauses.
- b2- Recognize the difference between a noun clause starting with wh- word and the

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		b3, b4, c1, c2, c3, d1, d2, d3		
2	In-class individual presentations	-	-	-
3	Group presentations	-	-	-
4	In-class peer and teacher's evaluation			

#### IX. Schedule of Assessment Task for Students During the Semester:

No .	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Assignments	Weekly	10	10%	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
2	Attendance and Participation	Weekly	10	10%	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
3	Midterm	Week 8	10	10%	a1, a2, a3, b2, b3, c1, c2, c3, d2, d3, d4
4	written final exam	Week 14	70	70%	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
<b>Total Mark</b>			<b>100</b>	<b>100%</b>	

#### X. Learning Resources:

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

1. Azar, Betty S. & Hagen, Stacy A. (1991) *Understanding and using English Grammar*, Fourth Edition. Allyn & Bacon. (Chapters 12, 13, 14, 16, 17, 19, 20)

##### B: Essential References:

1. Fuchs, M. & Bonner, M. (2000) *Focus on Grammar: A high intermediate course for reference and practice*. Longman
2. Murphy, R. (2015) *English Grammar in use*. Cambridge.

##### C. Electronic Materials and Websites:

4. <http://www.azargrammar.com/>
5. <https://www.grammaraquarium.co.uk/>
6. <https://www.grammar.com/>

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