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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

قواعد (۲) <u>قواعد</u>

<u>Grammar II Course Specification</u>

I. Information about Course Lecturer						
Name	Dr. Fawwaz An-Nashe		shef	Office Hours: 3/weekly		
Place and phone number		Dep	artment of	English (774847787)
E-mail:		faw	anashef@g	mail.com		
I. Course Identification and	General Info	rmati	ion:			
Course Title:	Gr	amma	ar II			
Course Code and Number:						
Credit Hours:	the	eory	seminar	practice	training	Total
or care frouts.						42 hrs
Level & Semester:		Level One – Second Semester				
Pre-requisites (if any):		Grammar I				
Co-requisites (if any):		None				
Program in which this course	e is BA	BA in English Language and Literature				
offered:						
Language of teaching the course:		English				
Location of teaching the cour		English Department- Faculty of Arts and		d		
		Humanities – Sana'a University				
Prepared by:	eu by:		Dr. Fawwaz An-Nashef			
Date of Approval:	20	2020-2021				

II.	Cour	se D	escr	'in	tion	
11.	Cour	JC D	CSCI	ъ		

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This course provides an intense overview of the basic elements of modern English usage. The course is offered to meet the need for a foundation in grammar and sentence structure. This course starts with a quick review of the different tenses of English. It focuses on the different functions of Modal Auxiliaries, the different ways of connecting ideas with different conjunctions. It also introduces the comparative and superlative forms of adjectives and adverbs.

Moreover, the course explains how passive voice of different tenses and structures is formed. Count and non-count nouns receive great attention in this course along with the articles.

The course prepares the student for the subsequent course, Advanced English Grammar. This explicit knowledge of the rules of language use will develop the students' fluency and enable them to analyze and improve their own writing style in English.

IV. Alignment of Course Intended Learning Outcomes (CILOs)toProgram Intended			
Learning Outcomes (PILOs)			
PILOs	CILOs		
Upon the completion of the BA program, students are expected to:	Upon the completion of this course, students are expected to:		
(A) Knowledge	& Understanding:		
A1: showknowledge and understanding of	a1-Demonstrate knowledge and		
different linguistic and literary theories	understanding of the key concepts in standard		
and schools of thought and English and	English grammar including different types of		
American linguistics/literature;	tenses, the modals with their different		
	meanings and functions.		
A2: express a knowledge of social values and	a2- Demonstrate a profound knowledge of		
traditions common in other cultures;	the, the different conjunctions that connect ideas		
	together and the different meanings they convey.		
A3: show a solid background of various	a3- Show a clear understanding of the		

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	writings grammatically.		
(D) Transferrable Skills			
D1 : make use of the linguistic and cultural	d1- Connect the grammatical knowledge		
knowledge acquired in order to interact	acquired to their use of the language in their		
efficiently and appropriately with people	communication with people of different		
from different cultures;	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 and		
	skills in English language.		
D4 : involve creatively in social and academic	d4- Connect the grammatical knowledge		
activities.	acquired to their use of the language in their		
	communication activities, be it written or		
	spoken.		

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
Upon the completion of this course, students are expected to:		
a1- Demonstrate knowledge and understanding of the key concepts in standard English grammar including different	✓ Lecture ✓ Class discussion	Class ParticipationAssignmentExams
types of tenses, the modals		

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with their different meanings and functions.		
a2-Demonstratea profound knowledge of the, the different conjunctions that connect ideas together and the different meanings they	 ✓ Lecture ✓ Eliciting oral examples from the students ✓ Class discussing ✓ Group work ✓ Pair work ✓ Role-play 	In- class exercisesQuizzesMidterm Exam
a3-Show a clear understanding of the count/non-count nouns, use of articles, passive voice of the different tenses, and the different ways of making comparisons.	 ✓ Lecture ✓ In-class activities ✓ Group work ✓ Communicative drills ✓ Simulation of real situations 	 Assignment In-class exercises Individual tasks Oral questions Exercises Midterm Exam

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

CILOs	Teaching Strategies	Assessment Strategies
b1-Explain the different uses,	✓ Lecture	- Assignment
forms and rules of the	✓ In-class activities ✓ Communicative drills	- Exercises
different tenses as well as	✓ Pair- work	
their passive counterparts.		
b2-Recognize the difference	✓ Lecture	- Quizzes
between count and non-	Describing a list of action and non-	- Assignment - Exams
count nouns and the different	action verbs in class ✓ Self-learning	- In-class exercise
rules of using comparative		
and superlative.		

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b3-Compare the different	✓ Lecture	- Quizzes
conjunctions for connecting	✓ Class discussion✓ Collaborative	- Assignment and oral discussion
ideas, the different	learning/team work ✓ Encouraging	- Exams
punctuation marks used with	students to think	
the different conjunctions;	independently and engage in group	
and explore the different	discussion.	
meanings expressed by		
modal verbs.		

(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-Prepare a well-formed	✓ Lecture	- Quizzes
and grammatical sentences	✓ In-class activities ✓ Class discussion	- Exams
and small paragraphs	- Group- work and discussion	- Assignment
applying the grammar rules	discussion	
studied.		
c2- Differentiate between the	✓ Lecture	✓ Assignment
different types of the	✓ Class discussion ✓ Group work	✓ Midterm exam ✓ In-class exercises
grammatical tenses, their		
forms, rules and uses;		
express their ideas		
grammatically using the		
appropriate modal verb,		
correct conjunction, or the		
correct form of		
comparative/ superlative.		

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assignments using Microsoft office applications, and make use of other applications that evaluate and correct their writings grammatically. ✓ Communicative drills ✓ Encouraging students' speaking skills. ✓ Competitive tasks	office applications, and make use of other applications that evaluate and correct their	✓ Encouraging students' speaking skills.	✓ Verbal quiz
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(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
d1- Connect the grammatical	✓ Class discussion✓ Competitive tasks	✓ In-class challenging exercises ✓ Assignment
knowledge acquired to their	✓ Pair work	Assignment
use of the language in their	✓ Group work	
communication with people		
of different cultures, be it		
written or spoken.		
d2-Reflect their confidence in	✓ Competitive tasks ✓ Pair work	✓ Assignments with due-date ✓ Group assignment
the ability to communicate	✓ Group work	✓ Midterm exam
effectively through English,		✓ Final exam
and in managing their		
assignments and submitting		
them on time.		
d3-Make use of some	✓ Lecture ✓ Class discussion	✓ Assignment ✓ Midterm exam
educational websites and	✓ Role play	✓ In-class tasks
tools that improve their		
knowledge and skills in		
English language.		

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d4- Connect the grammatical
knowledge acquired to their
use of the language in their
communication activities, be
it written or spoken.

- ✓ Group work
 ✓ Encouraging
 students to
 speakconfidently
- ✓ Engaging students in group discussions.
- ✓ Class participation
- ✓ Group discussion
- ✓ Assignments

V. Course Content:

1-Theoretical Aspect:

Or	Units/Topics	Sub-Topics	Number of	Cont	Learning			
de			Weeks	act	Outcomes			
r				Hou				
				rs				
1	- Chapter 1: Overview of Verb Tenses	 Introduction to the course. Syllabus and Policies of the course. The simple tenses The progressive tenses The perfect tenses The perfect progressive tenses Summary chart of verb tenses Spelling of -ing and -ed forms 	first	3	a1, a3, b1, b2, c2, d1,d4			
2	- Chapter 2: Modal Auxiliaries	 The form of modal auxiliaries Expressing ability: can and could Expressing possibility: may and might Expressing permission: may and can Using could to express possibility Polite questions: may I, could I, can I Polite questions: would you, could you, will you, can you Expressing advice: should and ought to Expressing advice: had better Expressing necessity: have to, have got to, must Expressing lack of necessity: do not have to Expressing prohibition: must not Making logical conclusions: must 	Second & Third	6	a1, a2, b3, b3, c2,d3,d4			

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sentences - Making suggestions: let's and why don't - Stating preferences: prefer, like better, would rather - Connecting ideas with 'and' - Connecting ideas with 'but' and 'or' - Connecting ideas with 'so' - Using auxiliary verbs after 'but' and' and' and' - Using and too, so, either, neither - Connecting ideas with because - Connecting ideas with 'so' - Using auxiliary verbs after 'but' and' and' - Using auxiliary verbs after 'but' and' and ' - Using auxiliary verbs after 'but' and' and ' - Using auxiliary verbs after 'but' and' and ' - Using auxiliary verbs after 'but' and' and ' - Using auxiliary verbs after 'but' and' and ' - Using auxiliary verbs after 'but' and' and ' - Using auxiliary verbs after 'but' and' and ' - Using auxiliary verbs after 'but' and' and ' - Using auxiliary verbs after 'but' and' and' and' - Using auxiliary verbs after 'but' and' and' and' - Using auxiliary verbs after 'but' and' an	
- Stating preferences: prefer, like better, would rather - Connecting ideas with 'and' - Connecting ideas with 'but' and 'or' - Connecting ideas with 'so' - Using auxiliary verbs after 'but' and"and' - Using and too, so, either, neither - Connecting ideas with because - Connecting ideas with because - Connecting ideas with eventhough/although - Making comparisons with as as - Comparative and superlative - Comparative and superlative - Comparative and adverbs - Comparisons with lessthan and not as as - Unclear comparisons - Using more with nouns - Repeating a comparative - Using double comparatives	
better, would rather - Connecting ideas with 'and' - Connecting ideas with 'but' and 'or' - Connecting ideas with 'so' - Using auxiliary verbs after 'but' and"and' - Using and too, so, either, neither - Connecting ideas with because - Connecting ideas with eventhough/although - Making comparisons with as as - Comparative and superlative - Comparative and superlative forms of adjectives and adverbs - Comparisons with lessthan and not as as - Unclear comparisons - Using more with nouns - Repeating a comparative - Using double comparatives - Using double comparatives - Connecting ideas with 'or' - Connecting ideas with 'or' - Connecting ideas with 'but' and 'or' - Connecting ideas with 'so' - Using auxiliary verbs after 'but' and"and' - Connecting ideas with because - Comparison swith as as - Comparison s	
- Chapter 3: Connecting ideas with 'but' and 'or' - Connecting ideas with 'so' - Using auxiliary verbs after 'but' and' and' - Using and too, so, either, neither - Connecting ideas with because - Connecting ideas with outher in the properties of alpean in the properties of all all all all all all all all all al	
- Comparative and superlative - Comparative and superlative forms of adjectives and adverbs - Comparisons with lessthan and not as as - Unclear comparisons - Using more with nouns - Repeating a comparative - Using double comparatives	
- Using the same, similar, different, like, alike	
5 - Midterm Exam eighth 3 a1, a2, a3, b3, c1, c2, d2, d3, d	, c3,
- Active sentences and passive sentences - Form of the passive - Transitive and intransitive verbs - Using the by-phrase - The passive forms of the present and past progressive - Passive modal auxiliaries - Participial adjectives: -ed vsing - Get adjective; get past participle - Using be used/ accustomed to - Used to vs. be used to - Using be supposed to	
7 - Chapter 6: - A vs. an Eleventh & 6 a1, a3, b	

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د. حسين أحمد الورد

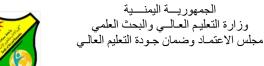
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			14 weeks	hrs	
Nu	mber of Weeks	and Contact Hours per Semester:		42	
9	- Final Exams	Final Exams	Fourteenth	3	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
8	- General Revision	- Reviewing main topics in class	Thirteenth	3	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4
	Count/ Noncount Nouns and Articles	 Count and noncount nouns Noncount nouns Using several, a lot of, many/much, and a few/a little Nouns that can be count or noncount Using units of measure with noncount nouns Guidelines for article usage Using the or Ø with names Capitalization 	twelfth		c1,d1, d2, d4

2. Practical Aspect (if any):

Ord	Tasks/Experim	Number of Weeks	Learning Outcomes
er	ents		
1			
Num	ber of Weeks		
and (Contact Hours		
per S	Semester:		

VI. Teaching Strategies of the Course

- ✓ Lectures
- ✓ Class discussion
- ✓ In class competitive tasks
- ✓ Pair work
- ✓ Group work
- ✓ Encouraging students to speak confidently
- ✓ Encouraging students to think independently and engage in group discussion
- ✓ Engaging students in group discussions.
- ✓ Class discussion
- ✓ Competitive tasks

*		
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- ✓ Communicative drills
- ✓ Individual counselling
- ✓ Encouraging prediction skills.
- ✓ Collaborative learning/team work
- ✓ Problem-solving strategies

VII. Activities/Assignments

No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4	Weekly	10
2	Assignments	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4	Weekly	10

VIII. 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, b2, b3,
					c1, c2, c3, d1, d2, d3,
					d4
2	Attendance and	Weekly	10	10%	a1, a2, a3, b1, b2, b3,
	 Participation				c1, c2, c3, d1, d2, d3,
	i ai deipadon				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
	Total Mark		100	100%	
1					

IX. Learning Resources:

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

1.Azar, Betty S.&Hagen, Stacy A.(1991) *Fundamentals of English Grammar*, Third Edition. Allyn & Bacon. (Chapters 1, 7, 8, 9, 10, 11)

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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.azargrammar.com/
- 2. https://www.grammaraquarium.co.uk/
- 3. https://www.grammar.com/

X. 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 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. 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.

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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.

(END)

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Template for 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:	Grammar II					
Course Code and Number:						
	Theory	Seminar	practice	training	Total	
Credit Hours:	3				42	
Level & Semester:	Level On	ne – First So	emester			
Pre-requisites (if any):			Grammar	I		
Co-requisites (if any):	None					
Program in which this course is	BA in English Language and Literature					
offered:						
Language of teaching the course:	English					
Study system:	Regular / by semester					
Prepared by:	Dr. Fawwaz An-Nashef					
Date of Approval:		_	2020/2021			

III. Course Description:

This course provides an intense overview of the basic elements of modern English usage. The course is offered to meet the need for a foundation in grammar and sentence structure. This course starts with a quick review of the different tenses of English. It focuses on the different functions of Modal Auxiliaries, the different ways of connecting ideas with different conjunctions. It also introduces the comparative and superlative

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forms of adjectives and adverbs.

Moreover, the course explains how passive voice of different tenses and structures is formed. Count and non-count nouns receive great attention in this course along with the articles.

The course prepares the student for the subsequent course, Advanced English Grammar. This explicit knowledge of the rules of language use will develop the students' fluency and enable them to analyze and improve their own writing style in English.

V. Learning Outcomes

- a1- Demonstrate knowledge and understanding of the key concepts in standard English grammar including different types of tenses, the modals with their different meanings and functions.
- a2- Demonstrate a profound knowledge of the, the different conjunctions that connect ideas together and the different meanings they convey.
- a3- Show a clear understanding of the count/non-count nouns, use of articles, passive voice of the different tenses, and the different ways of making comparisons.
- b1- Explain the different uses, forms and rules of the different tenses as well as their passive counterparts.
- b2- Recognize the difference between count and non-count nouns and the different rules of using comparative and superlative.
- b3- Compare the different conjunctions for connecting ideas, the different punctuation marks used with the different conjunctions; and explore the different meanings expressed by modal verbs.
- c1. Prepare a well-formed and grammatical sentences and small paragraphs applying the grammar rules studied.
- c2- Differentiate between the different types of the grammatical tenses, their forms, rules and uses; express their ideas grammatically using the appropriate modal verb, correct conjunction, or the correct form of comparative/ superlative.
- c3- Prepare their assignments using Microsoft office applications, and make use of other applications that evaluate and correct their writings grammatically.
- d1- Connect the grammatical 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.
- d4- Connect the grammatical knowledge acquired to their use of the language in their communication activities, be it written or spoken.

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VI. Course Content:								
1-Theoretical Aspect:								
Order	Units/Topics	Sub-Topics	Number of Weeks	Contac t Hours	Learning Outcomes			
1	- Chapter 1: Overview of Verb Tenses	 Introduction to the course. Syllabus and Policies of the course. The simple tenses The progressive tenses The perfect tenses The perfect progressive tenses Summary chart of verb tenses Spelling of -ing and -ed forms 	first	3	a1, a3, b1, b2, c2, d1,d4			
2	- Chapter 2: Modal Auxiliaries	- The form of modal auxiliaries - Expressing ability: can and could - Expressing possibility: may and might - Expressing permission: may and can - Using could to express possibility - Polite questions: may I, could I, can I - Polite questions: would you, could you, will you, can you - Expressing advice: should and ought to - Expressing advice: had better - Expressing	Second & Third	6	a1, a2, b3, b3, c2,d3,d4			

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		nogogaitre have to			
		necessity: have to, have got to, must			
		- Expressing lack of			
		necessity: do not			
		have to			
		- Expressing			
		prohibition: must			
		not Malving lagical			
		- Making logical conclusions: must			
		- Giving instructions:			
		imperative			
		sentences			
		- Making suggestions:			
		let's and why don't			
		- Stating preferences:			
		prefer, like better,			
		would rather			
		- Connecting ideas			
	- Chapter 3: Connecting Ideas	with 'and'			
		- Connecting ideas with 'but' and 'or'			
		- Connecting ideas			
		with 'so'	Fourth &	6	a2, a3, b3, d2, d4
		- Using auxiliary			
		verbs after 'but'			
3		and"and'			
		- Using and too, so,	Fifth		u i
		either, neither			
		- Connecting ideas with <i>because</i>			
		- Connecting ideas			
		with			
		eventhough/althou			
		gh			
		- Making			
	- Chapter 4: Comparisons	comparisons with			
		asas		6	
		- Comparative and			
		superlative - Comparative and	Sixth &		a1, a3, b2, c1,
4		superlative forms	Sevent		d3, d4
		of adjectives and	h		45, 41
		adverbs			
		- Comparisons with			
		lessthan and not			
		as as			

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		 - Unclear comparisons - Using more with nouns - Repeating a comparative - Using double comparatives - Using - Using the same, similar, different, like, alike 			
5	- Midterm Exam	- Midterm Exam	eighth	3	a1, a2, a3, b2, b3, c1, c2, c3, d2, d3, d4
6	- Chapter 5: The Passive	- Active sentences and passive sentences - Form of the passive - Transitive and intransitive verbs - Using the by-phrase - The passive forms of the present and past progressive - Passive modal auxiliaries - Participial adjectives: -ed vs ing - Get adjective; get past participle - Using be used/ accustomed to and get used/ accustomed to - Used to vs. be used to - Using be supposed to	Ninth & Tenth	6	a1, a3, b1,c2, c3, d2, d3, d4
7	- Chapter 6: Count/ Noncount Nouns and Articles	 - A vs. an - Count and noncount nouns - Noncount nouns - Using several, a lot of, many/much, 	Eleventh & twelfth	6	a1, a3, b2, c1,d1, d2, d4

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		and a few/a li	ttla					
		- Nouns that can						
		- Using units of						
		measure with						
		noncount nou						
		- Guidelines for						
		article usage						
		- Using the or Ø	with					
		names	*******					
		- Capitalization						
		- Reviewing ma	in				a1, a2, a3, b1,	
0	- General Revision	topics in class		Thirteent		3	b2, b3, c1, c2,	
8							c3, d1, d2, d3,	
				11			d4	
		Final Exams		Fourteen th		3	a1, a2, a3, b1,	
	- Final Exams						b2, b3, c1, c2,	
9							c3, d1, d2, d3,	
					L		d4	
Numbo	n of Woolse and Cont	east Houns non					u4	
Number of Weeks and Contact Hours per				14		42 hrs		
Semester:				weeks		42 1113		
				""				
2. Practical Aspect (if any):								
Order	r Tasks/Experiments		Num	iber Co		ntact	Learning	
		CYAL		l II			0	
			of We	eeks	Н	ours	Outcomes	
Number of Weeks and Contact Hours								
per Semester:								

VII. Teaching Strategies of the Course

- ✓ Lectures
- ✓ Class discussion
- ✓ In class competitive tasks
- ✓ Pair work
- ✓ Group work
- ✓ Encouraging students to speak confidently
- ✓ Encouraging students to think independently and engage in group discussion
- ✓ Engaging students in group discussions.
- ✓ Class discussion
- ✓ Competitive tasks
- ✓ Communicative drills
- ✓ Individual counselling
- ✓ Encouraging prediction skills.

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- ✓ Collaborative learning/team work
- ✓ Problem-solving strategies

VIII. Activities/Assignments							
No.	Activities/Assignments	Aligned	Week	Mark			
		CILOs	Due				
1	In-class Q & A sessions	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3, d4	Weekly	10			
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	Week	Mark	Proportion of Final	Aligned CILOs			
•	Method	Due		Assessment				
1	Assignments	Weekly	10	10%	a1, a2, a3, b1, b2, b3,			
					c1, c2, c3, d1, d2, d3,			
					d4			
2	Attendance and	Weekly	10	10%	a1, a2, a3, b1, b2, b3,			
	Participation				c1, c2, c3, d1, d2, d3,			
	T at despation				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			
	Total Mark			100%				

X. Learning Resources:

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

1.Azar, Betty S.&Hagen, Stacy A.(1991) Fundamentals of English Grammar, Third Edition. Allyn & Bacon. (Chapters 1, 7, 8, 9, 10, 11)

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XI. Course Policies:

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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- **1. Class Attendance**: 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. 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.
- 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.

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