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

قواعد متقدمة

Advanced Grammar Course	\mathbf{S}	pecification
Havaneea Grammar Course	<u> </u>	pecification

I. Information about Course Lecturer									
Name	Dr. Fawwaz An-Nashef			shef	Office Hours: 3/weekly				
Place and phone number	ce and phone number			Department of English (774847787)					
E-mail:				fawanashef@gmail.com					
I. Course Identification and General Information:									
Course Title:		Adv	ance	ed English (Grammar				
Course Code and Number:									
Credit Hours:		the	ory	Seminar	practice	training	Total		
Credit nours:		3					42 hrs		
Level & Semester:			Level Two – First Semester						
Pre-requisites (if any):			mma	ır I & Gram	ımar II.				
Co-requisites (if any):		Nor	ne						
Program in which this course is			BA in English Language and Literature						
offered:									
Language of teaching the course:			English						
Location of teaching the coun	rse:	English Department- Faculty of Arts and Humanities – Sana'a University			d				
Prepared by:		Dr. Fawwaz An-Nashef							
Date of Approval:		2020-2021							

II. Course Description:

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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.

IV. Alignment of Course Intended Learning Outcomes (CILOs)to Program 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: show knowledge and understanding of	a1-Demonstrate knowledge and			
different linguistic and literary theories	understanding of the key concepts in			
and schools of thought and English and	standard English grammar.			
American linguistics/literature;				
A2: express a knowledge of social values and	a2-Demonstrate a clear understanding of			
traditions common in other cultures;	the different ways of introducing noun,			
	adjective and adverb clauses of English, as			

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	well as their functions in a sentence.
A3: show a solid background of various	a3-Show a clear understanding of the
communication skills, be it reading,	gerunds and infinitives and the
writing, speaking, or translation skills;	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: show knowledge and understanding of	a4-Demonstrate knowledge of and
modern research tools and methods,	familiarity with different research tools
including the employment of technology;	including some grammar websites that
	help them to get a clear-cut explanation
	about any grammar topic.
(B) Intelle	ctual Skills
B1: distinguish different literary forms and	b1-Explain the different positions and
currents as well as their distinct	functions of the noun, adjective and adverb
currents as well as their distinct characteristics;	functions of the noun, adjective and adverb clauses.
	·
characteristics;	clauses.
characteristics; B2 : evaluate linguistic and cultural	clauses. b2-Recognize the difference between a
characteristics; B2 : evaluate linguistic and cultural phenomena and suggest explanations for	clauses. b2-Recognize the difference between a noun clause starting with wh- word and
characteristics; B2 : evaluate linguistic and cultural phenomena and suggest explanations for	clauses. b2-Recognize the difference between a noun clause starting with wh- word and the normal wh-question, and between the
characteristics; B2 : evaluate linguistic and cultural phenomena and suggest explanations for them;	clauses. b2-Recognize the difference between a noun clause starting with wh- word and the normal wh-question, and between the quoted and reported speech.
characteristics; B2: evaluate linguistic and cultural phenomena and suggest explanations for them; B3: compare different literary, linguistic and	clauses. b2-Recognize the difference between a noun clause starting with wh- word and the normal wh-question, and between the quoted and reported speech. b3- Compare the gerund and infinitive
characteristics; B2: evaluate linguistic and cultural phenomena and suggest explanations for them; B3: compare different literary, linguistic and	clauses. b2-Recognize the difference between a noun clause starting with wh- word and the normal wh-question, and between the quoted and reported speech. b3- Compare the gerund and infinitive structures and the difference in meaning

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and listening;	express cause and effect, contrast, and
	condition; and recognize the different
	situations expressed by conditional
	sentences and the verb forms following
	'wish'.
(C) Professional	&Practical Skills
C1: employ theories, terms and concepts	c1-Prepare a well-formed and grammatical
common in literature, linguistics and	sentences and small paragraphs applying
translation studies;	the grammar rules studied.
C2: employ different language skills in order	c2- Make use of the different grammatical
to read and write different texts in English	structures and find out their equivalent
and translate them from English into	structures in Arabic, if possible.
Arabic and vice versa;	
C3: make use of basic technological	c3-Prepare their assignments using
applications to facilitate learning and	Microsoft office applications, and make use
research process;	of other applications that evaluate and
	correct their writings grammatically.
(D) Transfe	rrable 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
efficiently and appropriately with people	their communication with people of
from different cultures;	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.

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:

onderstanding to reaching strategies	and Assessment Strat	icgics.
CILOs	Teaching	Assessment
Upon the completion of this course,	Strategies	Strategies
students are expected to:		
a1-Demonstrate knowledge and	✓ Lecture ✓ Class discussion	- Class Participation
understanding of the key concepts in standard	Class discussion	- Assignment
English grammar.		- Exams
a2-Demonstratea clear understanding of	✓ Lecture ✓ Eliciting oral	- In- class exercises
the different ways of introducing noun,	examples from the	- Quizzes
adjective and adverb clauses of English, as	students ✓ Class discussing	- Midterm Exam
well as their functions in a sentence.	✓ Group work ✓ Pair work	
	✓ Role-play	
a3-Show a clear understanding of the	✓ Lecture	- Assignment
gerunds and infinitives and the	✓ In-class activities ✓ Group work	In-class exercisesIndividual tasks
conjunctions that show parallel structure	✓ Simulation of real situations	In- class exercisesMidterm Exam
and the paired conjunctions; and display a	✓ Class	
considerable knowledge of the connectives	participation	
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	✓ Lecture ✓ In-class discussion	- Quick and short quiz
familiarity with different research tools	✓ Group work	Oral questionsExercises
including some grammar website that help	✓ Communicative drills	- Assignment
them to get a clear-cut explanation about		
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any grammar topic.						
(B) Alignment of Course Intended Learnin	ng Outcomes of Intell	ectual Skills to				
Teaching Strategies and Assessment Strategies:						
CILOs	Teaching	Assessment				
	Strategies	Strategies				
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 normal wh-question, and between the quoted and reported speech.	 ✓ Lecture ✓ In-class activities ✓ Communicative drills ✓ Pair- work ✓ Lecture ✓ Describing a list of action and non-action verbs in class ✓ Self-learning 	 Assignment Exercises Exams Quizzes Assignment Exams In-class exercise 				
b3- Compare the gerund and infinitive structures and the difference in meaning between the two structures. 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'.	✓ Lecture ✓ Class discussion ✓ Collaborative learning/team work ✓ Lecture ✓ Class discussion ✓ In-class activities ✓ Encouraging students to think independently and engage in group discussion.	 Quizzes Assignment and oral discussion Exams Quizzes Assignment In-class exercise Pair- work Final exam 				
(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:						
CILOs	Teaching	Assessment				
GINOS	Strategies	Strategies				
c1-Prepare a well-formed and grammatical	✓ Lecture ✓ In-class activities ✓ Class discussion	- Quizzes - Exams				

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✓ Class discussion

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عميد الكلية

أ.م.د. عبدالملك محمد عيسى

عميد مركز التطوير الأكاديمي وضمن الجودة أ.م.د. هدى العماد

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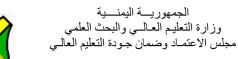
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sentences and small paragraphs.	- Group- work and - Assignment discussion
c2- Make use of the different grammatical structures and find out their equivalent structures in Arabic, if possible.	✓ Lecture ✓ Class discussion ✓ Group work ✓ Pair- work ✓ Communicative drills ✓ Assignment ✓ In-class exercises ✓ Verbal quiz
c3- Prepare their assignments using Microsoft office applications, and make use of other applications that evaluate and correct their writings grammatically.	 ✓ Class discussion ✓ Communicative drills ✓ Competitive tasks ✓ Assignment and oral discussion ✓ In-class exercise

(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:

reaching 5th ategies and Assessment 5th ategies:					
CILOs	Teaching	Assessment			
	Strategies	Strategies			
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	 ✓ Class discussion ✓ Competitive tasks ✓ Pair work ✓ Group work ✓ Encouraging students to speak confidently ✓ Engaging students in group discussions. 	✓ In-class challenging exercises ✓ Assignment ✓ Group discussion ✓			
d2-Reflect their confidence in the ability to communicate effectively through English, and in managing their assignments and submitting them on time.	 ✓ Competitive tasks ✓ Pair work ✓ Group work ✓ Engaging students in group discussions. 	 ✓ Assignments with due-date ✓ Group assignment ✓ Midterm exam ✓ Final exam 			
d3- Make use of some educational websites and tools that improve their knowledge	✓ Lecture ✓ Class discussion ✓ Role play ✓ Competitive tasks	✓ Assignment ✓ In-class tasks			

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V. Cour	se Content:				
1-	Theoretical Aspect:				
Order	Units/Topics	Sub-Topics	Number of Weeks	Contac t Hours	Learning Outcomes
1	- Chapter 1: Noun Clauses	 Introduction to the course. Syllabus and Policies of the course. Noun clauses beginning with a question word Noun clauses beginning with whether or if Noun clauses beginning with that Quoted speech Reported speech: verb forms in noun clauses Using -ever words 	first	3	a1, a2, a4, b1, c1, c2, c3, d1, d3
2	- Chapter 2: Adjective Clauses	- Adjective clause pronouns used as the subject - Adjective clause pronouns used as the object of a verb - Adjective clause pronouns used as the object of a preposition - Using whose - Using where in adjective clauses - Using when in adjective clauses - Using adjective clauses to modify	Second	3	a1, a2, a4, b1, c1, c2,c3, d1, d2, d3

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	l .	T.			I .
		pronouns			
		- Punctuating			
		adjective clauses			
		- Using expressions of			
		quantity in adjective			
		clauses			
		- Using which to			
		modify a whole			
		- Reducing adjective			
		clauses to adjective			
		phrases			
		- Using gerunds as the			
		objects of			
		prepositions			
		- Common verbs			
		followed by gerunds			
		- Go + gerund			
		- Special expressions			
		followed by –ing			
		- Common verbs			
		followed by			
		infinitives			
		- Common verbs			
		followed by either			
		infinitives or			
		gerunds			
		- It + infinitive;			a1, a3, b3, c1,
3	- Chapter 3: Gerunds	gerunds and	Third &		
	and Infinitives	infinitives as		6	c2, c3, d1, d2,
		subjects	Fourth		d3
		- Adjectives followed			
		by infinitives			
		- Using infinitives with			
		too and enough			
		- Passive infinitives			
		and gerunds			
		- Using gerunds or			
		passive infinitives			
		following need			
		- Using verbs of			
		perception			
		- Using the simple			
		form after let and			
		help			
		- Using causative			

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	T				1
		verbs: make, have, get			
4	- Chapter 5: Coordinating Conjunctions	- Parallel structure - Parallel structure: using commas - Paired conjunctions: both and; not only but also; either or; neither nor - Separating independent clauses with periods; connecting with andandbut	Fifth	3	a1, a3, b1, c3, d2, d3
5	- Chapter 4: Connectives that express cause and effect, contrast, and condition	- Using because of and due to - Cause and effect: using therefore, consequently, and so - Summary of patterns and punctuation - Other ways of expressing cause and effect: such that and so that - Expressing purpose: using so that - Showing contrast (unexpected result) - Showing direct contrast - Expressing conditions: using otherwise and or (else) - Summary of connectives: cause and effect, contrast, and condition	& Sixth Sevent h	6	a1, a3,a4, b4, c2, c3, d1, d2
6	- Midterm Exam	- Midterm Exam	eighth	3	a1, a2, a3, b1, b2, b3, b4, c1, d1, d2

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7	- Chapter 6: Adverb Clauses	- Using adverb clauses to show time relationships - Using adverb clauses to show cause and effect - Expressing contrast (unexpected result): using even though - Showing direct contrast: while - Expressing conditions in adverb clauses: if-clauses - Shortened if-clauses - Adverb clauses of condition: using whether or not and even if - Adverb clauses of condition: using in case - Adverb clauses of condition: using unless - Adverb clauses of condition: using unless - Adverb clauses of condition: using unless	Ninth& Tenth	6	a1, a2, a4, b1, c1, c2, d1, d2
8	- Chapter 7:Conditional sentences and wishes	- Overview of basic verb forms used in conditional sentences - True in the present or future - Untrue (contrary to fact) in the present or future - Untrue (contrary to fact) in the past - Using progressive verb forms in conditional sentences - Using "mixed time" in conditional	Eleventh & twelfth	6	a1,a4,a3, b4, c1,c2, c3, d1,d3

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		sentences - Omitting if - Implied conditi - Verb forms foll wish - Using would to wishes about to future	owing make					
9	- General Revision	- Reviewing main topics in class			teent h	3	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3	
10	- Final Exams	Final Exams		Four th	rteen	3	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3	
Number of Weeks and Contact Hours per Semester:				_	4 eks	42 hrs		
2.	2. Practical Aspect (if any):							
Order	Tasks/Exper	riments Number of We				ntact ours	Learning Outcomes	
Numbe per Sen	r of Weeks and Cont nester:	act Hours						

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

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VII.	Activities/Assignments			
No.	Activities/Assignments	Aligned CILOs	Week	Mark
			Due	
1	Attendance and Participation	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3	Weekly	10
2	Assignments	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3	Weekly	10

VIII.	VIII. 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, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3				
2	Attendance and Participation	Weekly	10	10%	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3				
3	Midterm	Week 7	10	10%	a1, a2, a3, b1, b2, b3, b4, c1, d1, d2				
4	written final exam	Week 14	70	70%	a1, a2, a3, a4, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3				
	Total Mark		100	100%					

IX. 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)

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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.

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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.

{END}

Sana'a University
Faculty of Arts and Humanities
Department of English and Literature

Template for Course Specification:

I. Information about Course Lecturer							
Name:	Dr. Fawwaz An-Nashef	. Fawwaz An-Nashef					
Place and phone nu	mber	Dept. of English (774847787)					
E-mail:		fawanashef@	gmail.com				

II. Course Identification and General Information:						
Course Title:	Advanced Grammar					
Course Code and Number:						
	Theory	Seminar	practice	training	Total	
Credit Hours:	3				42	
Level & Semester:		Level T	wo – First	Semester		
Pre-requisites (if any):	Grammar I & Grammar II					
Co-requisites (if any):			None			
Program in which this course is	В	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			

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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
- b2-Recognize the difference between a noun clause starting with wh- word and the

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normal wh-question, and between the quoted and reported speech.

- b3- Compare the gerund and infinitive structures and the difference in meaning between the two structures.
- 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'.
- c1. c1-Prepare a well-formed and grammatical sentences and small paragraphs.
- c2- Make use of the different grammatical structures and find out their equivalent structures in Arabic, if possible.
- 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.

VI. Cou	rse Content:							
1-Theoretical Aspect:								
Order	Units/Topics	Sub-Topics	Numbe r of Weeks	Contact Hours	Learning Outcomes			
1	- Chapter 1: Noun Clauses	 Introduction to the course. Syllabus and Policies of the course. Noun clauses beginning with a question word Noun clauses beginning with whether or if Noun clauses beginning with that Quoted speech Reported speech: verb forms in noun clauses Using -ever words 	first	3	a1, a2, a4, b1, c1, c2, c3, d1, d3			
2	- Chapter 2: Adjective Clauses	 Adjective clause pronouns used as the subject Adjective clause pronouns used as the 	Second	3	a1, a2, a4, b1, c1, c2,c3, d1, d2, d3			

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	T		1	1	
		object of a verb - Adjective clause			
		pronouns used as the			
		object of a preposition			
		- Using whose			
		- Using where in adjective			
		clauses			
		- Using when in adjective			
		clauses			
		- Using adjective clauses			
		to modify pronouns			
		- Punctuating adjective			
		clauses			
		- Using expressions of			
		quantity in adjective			
		clauses			
		- Using which to modify a			
		whole			
		- Reducing adjective			
		clauses to adjective			
		phrases			
		- Using gerunds as the			
		objects of prepositions			
		- Common verbs followed			
		by gerunds			
		- Go + gerund			
		- Special expressions			
		followed by -ing			
		- Common verbs followed			
		by infinitives			
		- Common verbs followed			
		by either infinitives or	701 · 1		a1, a3, b3,
3	- Chapter 3: Gerunds	gerunds	Third		
	and Infinitives	- It + infinitive; gerunds	&	6	c1, c2, c3,
		and infinitives as	Fourt		d1, d2, d3
		subjects	h		
		- Adjectives followed by			
		infinitives			
		- Using infinitives with			
		too and enough			
		- Passive infinitives and			
		gerunds			
		- Using gerunds or			
		passive infinitives			
		following need			
	L	Tollowing need			

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		 Using verbs of perception Using the simple form after let and help Using causative verbs: make, have, get 			
4	- Chapter 5:Coordinating Conjunctions	 Parallel structure Parallel structure: using commas Paired conjunctions: both and; not only but also; either or; neither nor Separating independent clauses with periods; connecting with and and but 	Fifth	3	a1, a3, b1, c3, d2, d3
5	- Chapter 4: Connectives that express cause and effect, contrast, and condition	 Using because of and due to Cause and effect: using therefore, consequently, and so Summary of patterns and punctuation Other ways of expressing cause and effect: such that and so that Expressing purpose: using so that Showing contrast (unexpected result) Showing direct contrast Expressing conditions: using otherwise and or (else) Summary of connectives: cause and effect, contrast, and condition 	& Sixth Seven th	6	a1, a3,a4, b4, c2, c3, d1, d2
6	- Midterm Exam	- Midterm Exam	eighth	3	a1, a2, a3, b1, b2, b3, b4, c1, d1, d2

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7	- Chapter 6: Adverb Clauses	 Using adverb clauses to show time relationships Using adverb clauses to show cause and effect Expressing contrast (unexpected result): using even though Showing direct contrast: while Expressing conditions in adverb clauses: if-clauses Shortened if-clauses Adverb clauses of condition: using whether or not and even if Adverb clauses of condition: using in case Adverb clauses of condition: using unless Adverb clauses of 	Ninth& Tenth	6	a1, a2, a4, b1, c1, c2, d1, d2
8	- Chapter 7:Conditional sentences and wishes	condition: using only if Overview of basic verb forms used in conditional sentences True in the present or future Untrue (contrary to fact) in the present or future Untrue (contrary to fact) in the past Using progressive verb forms in conditional sentences Using "mixed time" in conditional sentences Using if Implied conditions Verb forms following wish Using would to make wishes about the future	Elevent h & twelft h	6	a1,a4,a3, b4, c1,c2, c3, d1,d3
9	- General Revision	- Reviewing main topics in class	Thirtee nth	3	a1, a2, a3, a4, b1, b2,

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Number of Weeks and Contact Hours per Semester: 2. Practical Aspect (if any):				14 weeks	42 hı	d2, d3
Order	Tasks/Exper	iments	Number of Week		ntact ours	Learning Outcomes
Numala	r of Weeks and Cont	act Hours				

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.
- ✓ 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, a4, b1, b2,	Weekly	10				

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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	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 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			
Total Mark			100	100%				

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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XI. Course Policies:

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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.
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