



**Department of English**

**College of Education**

**University of Salahaddin**

**Subject: Grammar in Use**

**Course Book – (year 1)**

**Lecturer's name: Haitham Hussein Bapeer**

**Academic Year: 2021-2022**

## Course Book

<b>1. Course name</b>	<b>Grammar in Use</b>
<b>2. Lecturer in charge</b>	<b>Haitham Hussein Bapeer</b>
<b>3. Department/ College</b>	<b>English/Education</b>
<b>4. Contact</b>	<b>e-mail:</b> haitham.bapeer@su.edu.krd <b>Tel: (optional):</b>
<b>5. Time (in hours) per week</b>	<b>Theory: 4</b>
<b>6. Office hours</b>	<b>8 hours at least</b>
<b>7. Course code</b>	
<b>8. Teacher's academic profile</b>	When considering my current ideas concerning appropriate approaches to teaching grammar, I find it perhaps most helpful to take a glance at where I began on this quest of self-discovery—

	<p>which coincidentally only began in January, when I sat down for an 8:00 a.m. class titled “The Teaching of Grammar,” thinking that I already knew all there was to know about the matter. Right was right, wrong was wrong. Despite the fact that I find myself disturbed by the mere idea binary constructs such as right and wrong, I didn’t apply this abhorrence to the concept of grammar. In my mind, there were clearly defined rules that mandated users of the English language to subject to those regulations at all times—regardless of audience or purpose. It was an extremely difficult mindset to remove myself from, as in my entire educational career I had been instructed with these rules and informed of their supposed rigidity.</p>
<p><b>9. Keywords</b></p>	<p><b>Grammar, gerund, adjectives, relative clause</b></p>
<p><b>10. Course overview:</b>                  What follows are the most important points he course overview must cover:</p> <p>Grammar is the backbone of any language. It is the womb that gives birth to sentences. These sentences are fertilized using grammar to form correct and appropriate speech. Teaching grammar requires numerous skills and different activities. Grammar teaching can either consist of the presentation and practice of grammatical items or might consist of presentation by itself without any practice. Further, grammar teaching can be conducted simply by exposing learners to input contrived to provide multiple exemplars of the target structure. Additionally, grammar teaching can be conducted by means of feedback on learners’ errors when these arise in the context of performing some communicative tasks. Let’s say that grammar teaching involves instructions, techniques, skills and activities that can help learners to understand process and produce grammatical sentences and utterances. So, should grammar be taught? If so, what grammar, how and when?</p> <p>Teaching grammar has provoked heated debates concerning educational pedagogy. Some points of view claim that teaching grammar is useless and has no role. They claim that learners appear to follow a natural order and sequence of acquisition. Better phrased, learners master different grammatical structures in a universal order and they follow a sequence of stages of acquisition. In the same vein, Krashen (1981) argues that grammar instruction played no role in acquisition as long as learners will naturally and automatically acquire grammatical structures. .</p>	
<p><b>11. Course objective:</b>                  Students are expected to carry out the following objectives throughout the course:</p> <ul style="list-style-type: none"> <li>- Identify most useful language points to study</li> <li>- Differentiate English tenses</li> <li>- Be familiar with various types of auxiliaries and their role in making negation as well as questions</li> <li>- Being able to use the articles, prepositions and various grammatical categories</li> <li>- Participate what they have learned in respect of complicated structures like reported speech and relative clauses</li> <li>- Overcome grammatical difficulties for instance what is the difference between I did and I have</li> </ul>	

<p>done</p> <ul style="list-style-type: none"><li>- Conduct practical participation in-class.</li></ul>	
<p><b>12. Student's obligation:</b></p> <ul style="list-style-type: none"><li>- Attendance is a required course component. Students are responsible for attending and participating in every class unless an appropriate excuse is presented prior to the missed class. More than two absences will negatively affect a student's grade. The students are responsible for all assignments whether they are present or not. Attendance and class participation, depending on quality of participation, will be worth 10% of their final grade.</li></ul>	
<p><b>13. Forms of teaching:</b></p> <p>In-class Group work Pair-group Question-answering method Individual assignments and presentations Using data show to evaluate grammatical topics.</p>	
<p><b>14. Assessment scheme:</b></p> <ol style="list-style-type: none"><li>1. Classroom participation and activity: 10%</li><li>2. The course grade will be based on two exams (usually December and April) plus assignments and activities (40 % degrees) and a final exam in May or June (60 %).</li></ol>	
<p><b>15. Student learning outcome:</b></p> <p>Every student will graduate with the ability to communicate comfortably and effectively in both spoken and written Standard English, with awareness of when use of Standard English is appropriate. Every student will complete college with the ability to analyze the grammatical structure of sentences within English texts, using grammatical terminology correctly and demonstrated knowledge of how sentence-level-grammatical structure contributes to the coherence of paragraphs and texts. Students will begin to transfer their knowledge of structure into effective, concise and grammatically correct longer types of writing such as formal academic essays and personal journals.</p>	
<p><b>16. Course Reading List and References:</b></p> <p>Key references and course text book:</p> <p>Raymond Murphy-English Grammar in Use (2019) (5<sup>th</sup> edition)</p> <p>Useful references:</p> <p>A-Z of English Grammar &amp; Usage- Leech, Cruickshank and Ivanic. Longman English Grammar- L. G. Alexander University Grammar of English- Greenbaum and Quirk A Students Grammar of the English Language- Greenbaum and Quirk Practical English Usage- Michael Swan The Grammar Book- Murcia and Freeman Longman Grammar of Spoken &amp; Written Languages- Biber et al.</p>	
<p><b>17. The Topics:</b></p>	<p><b>Lecturer's name</b></p>

Week 1	4 units	<b>Haitham Hussein Bapeer</b> ex: (4 hrs)	
Week 2-3	4 units		
Week 4-5	4 units		
Week 6-7	4 units		
Week 8	4 units		
Week 9	4 units		
Week 10	4 units		
<b>18. Practical Topics (If there is any)</b>			
No practical part			
<b>19. Examinations:</b>			
<b>1. Compositional:</b>			
This type of question is also allowed particularly when grammatical structures are compared but it is rare because the topics are rules and regulations: What are the differences between (I did) and (I have done)?			
<b>2. True or false type of exams:</b>			
There is a possibility of giving one of the questions to the students to let them differentiate true and false statements from each other and then correct the false ones, for instance:			
<ul style="list-style-type: none"> <li>- The sun are a star. False</li> <li>- The sun is a star.</li> </ul>			
<b>3. Multiple choices:</b>			
This type of exam could be the basic part of the exams since there are a lot of questions			

like:

- They ..... playing football tonight.  
a.) is b.) are c.) am d.) was

**20. Extra notes:**

Some items of this template are in need of further illustration.

**21. Peer review**

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