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Department of English

College of Basic Education

Salahaddin University-Erbil

Subject: Grammar in Context

Course-guide: 2nd Graders

Jwan Ahmed Mustafa

Academic Year: 2022-2023

**Course Guide**

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| **1. Course name** | Grammar in Context |
| **2. Lecturer in charge** | Jwan Ahmed Mustafa |
| **3. Department/ College** | English Language – College of Basic Education |
| **4. Contact** | e-mail : [jwan.mustafa@su.edu.krd](mailto:jwan.mustafa@su.edu.krd) |
| **5. Time (in hours) per week** | Theory: 3 |
| **6. Office hours** | Sunday- Wednesday |
| **7. Course code** | / |
| **8. Teacher's academic profile** | Degrees:  I have got MA degree in English Language and Linguistics since 2007 at Salahaddin University/ College of Languages.  Accordingly, I have been teaching for fifteen years. I have taught Syntax, basic grammar, composition, comprehension, phonetics and phonology, linguistics and morphosyntax at College of Basic Education since then. |
| **9. Course overview**  It is essential that students who have basic proficiency in English language to focus on several recurrent grammatical points in their conversations and in their writings. For this purpose, this course guide utilizes available teaching resources and applicable techniques and activities to enhance students build on their communication abilities orally and in written. Furthermore, it tries to integrate bare rules of grammar with actual situations in real life and bring about practical use of these grammar instructions. | |
| **10. Course objectives**  This course aims at building students’ background knowledge about several recurrent grammatical topics and improve them. Another important aim is that it acquaints students to recognize wrong usages related to the topics under study in wrong situations. It also helps students avoid prolixity and redundancy through using new forms of expression. Most basically it tries to enable students to speak and write more appropriately and attempts at improving students’ knowledge of differences between their mother tongue and English language. It foremost tries to bring about students’ abilities to express and communicate more fluently and accurately. | |
| **11. Student's obligation**  Students are required to attend 13-15 weeks according to the department’s annual system time table set by the department, 3 hours per week. They are required and given chance to participate in the class otherwise there will be no progress in their level and the teacher is going to consider students’ participation and give marks. They must also take notes and give feedback if questions arise. In addition to that, students are required to participate in the exams for their final marks. If a student is in urgent permission, he/ she should ask the department at least two hours ahead of the class and not in the classroom. Students are expected to be seated in their positions before the instructor enters the class. Only for the classes which start on 8.30 a.m. students may enter the class up to 8.45 or else they will be deprived from the lecture.  \* Absentees affects students’ marks.  Students should do their homework that is assigned for them in any lecture. They also should bring a neat and organized copy books to take their notes. Students are asked to be prepared to discuss the homework and take quizzes related to the subjects appointed to them. | |
| **12. Forms of teaching**  Teaching methodology in this course is based on lecture presentation, asking questions, and cooperative learning. Every lecture involves a brief review of the previous lecture, presenting the new topic, summarizing the present lecture in several main points, and ends with assigning homework. Moreover, the teaching aids used in the classroom include whiteboard, computer (power point presentation), data show and other types of teaching aids which will support teaching and facilitate learning.  Learning environment will be created where the students are responsible for learning. Pair work, role-play, group activities, interviews, and other communicative activities will be utilized in teaching.  The lessons will start with easily comprehensible examples and gradually the grammatical point in question will be introduced through a bulk of examples. Every expression in the classroom will be taught through brainstorming, critical thinking, and discussion. presenting mere grammar rules will be avoided. Examples presented with reference to the context, environment and background of the learners.  Handouts containing the material for the lesson and the activities will be given to students at least one week ahead of the due lecture. | |
| **13. Assessment scheme**  Grading scheme will be out of 40 marks. The first and second exams will be announced according to the new university annual calendar. Quizzes, students’ daily participations, absentees and other activities are out of 10 marks. The final exam will be out of 60. | |
| **14. Students’ learning outcome:**  It is hoped that students have learned and practiced the proposed items in the coursebook by the end of the academic year. By the end of this course students should be able to form well-formed sentences and use different types of conditionals correctly and differentiate them semantically. They are supposed to construct grammatical sentences with appropriate relative clauses and reduce them easily. They are acquainted to different passive structures and recognize them in suitable contexts. Students are also supposed to have taken different adjectival forms formed by ***-ed*** or ***-ing.*** | |
| **15. Course Reading List and References‌**  For self-study, the following books are recommended. The instructor has depended on some of these books for collecting the material for the course.  **Main course text books:**   1. Murphy, R. (2019) *English Grammar in Use, 5th ed, Cambridge University Press: Malaysia.* 2. Michael Vince *(2007) Macmillan English Grammar in Context: Intermediate.*   **Secondary sources**   1. Swan, M (2005). *Practical English Usage*, 3rd Ed, New York: Oxford 2. Alexander, L.G. (1990). *Longman English Grammar Practice, For Intermediate Students,* Essex: Longman 3. Eastwood, John, (1994). Oxford Guide to English Grammar. 4. Eastwood, John, (1999). Oxford Practice Grammar. 5. Nelson, Gerald (2001). English: an essential Grammar 6. Simon Clark *(2008) Macmillan English Grammar in Context: Essential*   **16. The Topics:**  Week 1 (4th Sept, …..): Forms of Conditional sentences  Week 2 (11th Sept, …. ): Types of Conditional sentences with ***IF*** and their Uses  Week 3 (18th Sept, …..): Types of Conditional sentences with ***IF*** and their Uses  Week 4 (25th Sept, ….): Wish  Week 5 (2nd Oct, …): Used to  Week 6 (9th Oct, …): Passive and its Forms  Week 7 (16th Oct, …): Passive and its Forms  Week 8 (23rd Oct, …): Passive and its Forms  Week 9 (30th Oct, …): Reported Speech  Week 10 (6th Nov, …): Reported Speech  Week 11 (13th Nov, …): Reported Speech  Week 12 (20th Nov, …): Relative Clause  Week 13 (27th Nov, …): Relative Clause  Week 14 (4th Dec, …): Relative Clause  19. Examinations:  The subject of this course is ‘Syntax’ which deals with studying the internal structure of English sentences. For the examination, different sorts of questions are given such as:  Q/ Exemplify for the following requirements:   1. Second unreal condition 2. Relative clause with ***whom*** 3. wish   Q/ What is meant by a condition sentence; and what are the possible forms that can be used to construct a condition sentence?      Q/Passivize the following sentences:  1-  2-  20. Extra notes  21. Peer review | |