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| --- | --- | --- |
| **Approval date:**  |  | **Philadelphia University** |
| **Issue:** | **Faculty of Arts** |
| **Credit hours: 3** | **English Department** |
| **Bachelor**  | **Course Syllabus** | **Academic year 2022 /2023** |

**Course information**

|  |  |  |
| --- | --- | --- |
| **Prerequisite**  | **Course title** | **Course#** |
|  | Grammar | 0120227 |
| **Room #** | **Class time** | **Course type** |
| **409** |  | [ ]  University Requirement [ ]  Faculty Requirement [ ]  Major Requirement [ ]  Elective [x]  Compulsory |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail Address** | **Office Hours** | **Office Number**  | **Rank** | **Name** |
| mjayyousi@philadelphia.edu.jo | TBD | **401** | **Assistant Professor** | **Dr. Mohammad Aljayyousi** |

**Course Delivery Method**

|  |
| --- |
| **Course Delivery Method** |
| [x]  **Physical** [ ]  **Online** [ ]  **Blended** |
| **Learning Model** |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage**  |
| **100%** |  |  |

**Course Description**

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| --- |
| “To err is human, to forgive, divine” by Alexander Pope.Committing mistakes is one of human beings’ characteristics. Do not feel frightened or panicked if you commit some grammatical mistakes when you write. It is normal. The most important thing is to learn from these mistakes, and try to avoid them the next time when you write.  The course aims at introducing basic grammatical concepts and categories. A comprehensive discussion and review of the English tenses will be introduced: simple present, simple past, present continuous, past continuous, present perfect, past perfect, present perfect continuous, past perfect continuous, and future, etc. In addition to that, modals, if clauses, passive voice, reported speech, questions, and auxiliary verbs will be discussed. Moreover, students will learn when to use the infinitive and when to use the ING. Articles, countable and uncountable nouns, pronouns, determiners will be studied as well. Furthermore, relative clauses, adjectives and adverbs, conjunctions and prepositions, and phrasal verbs will be covered and studied in detail. Grammar will be taught in an unconventional way using what is called “Mind Mapping”, which is an innovative and interesting way to learn and teach grammar, which was developed by the British Professor Tony Buzan. Students will be encouraged to create their own mind maps about the subjects which be discussed about different topics of the English grammar. In addition to that, there will be a library visit during which students will learn how to search and find books in the library. Moreover you will learn how to search online databases such as EBSCO, Science Direct, etc. Students will be asked to write reports about that visit and find relevant research papers related to grammar from the online databases.  |

**Course Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **Corresponding Program outcomes**  | **Outcomes** | **Number** |
| **Knowledge**  |
|  | التعرف على الأساليب الحديثة في تدريس اللغة الإنجليزية كلغة أجنبية | **Kp3** |
| **Skills** |
|  | استخدام اللغة الإنجليزية للتواصل بطلاقة، واتقان المهارات الأساسية الأربع: القراءة والكتابة والاستماع والمحادثة. | **Sp1** |
|  | تمييز وتحليل التركيبة القواعدية للغة الإنجليزية، واكتساب المعرفة والمهارات المرتبطة بفروع علم اللغة مثل: اللسانيات) اللغويات وتحليل الخطاب، والبراغماتية، وعلم الدلالة، وغيرها. | **Sp3** |
| **Competencies** |
|  | الالتزام بالمعايير الأخلاقية المهنية والأكاديمية. | **Cp2** |
|  | تنمية العمل الجماعي والشخصية المهنية البناءة. | Cp3 |

**Learning Resources**

|  |  |
| --- | --- |
| Murphy, R. (2009). *Grammar in use: Intermediate*. [Cambridge](file:///%5C%5CCambridge): [Cambridge](file:///%5C%5CCambridge) University Press. Murphy, R. (2009). *Grammar in use: Intermediate*. [Cambridge](file:///%5C%5CCambridge): [Cambridge](file:///%5C%5CCambridge) University Press. Greenbaum, S. & Quirk, R. (1997). *A student’s grammar of the English language*. London: Longman. | Course textbook |
| Azar, B. (1989). *Understanding and using English grammar*. New Jersey: Prentice Hall Regents.Horrocks, G. (1987). *Generative grammar, government--binding theory: Generalised phrase structure grammar lexical--function grammar*. London: Longman, Al-Milkawi, H. Nahar, A. (2000). *The Comprehensive grammar of English language for intermediate and advanced levels.* Amman: Al-Milkawi.  | Supporting References |
|  | Supporting websites  |
| [ ] **Classroom** [x]  **laboratory** [ ] **Learning platform** [ ] **Other**  | Teaching Environment  |

**Meetings and subjects timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material**  | **Tasks**  | **Learning Methods** | **Topic** | **Week** |
|  |  |  | The Present tenses: Simple present, Present continuous, present perfect, present perfect continuous | 1. **1**
 |
|  |  | collaborative learning  | The past tenses: Past simple, past continuous, past perfect continuous  | 1. **2**
 |
|  |  | Flipped learning | The Future: Present tenses, (Be+ going to), will & shall | 1. **3**
 |
|  |  | Listening to a conversation onCollege Majors | Modals: can & could, may & might, shall & should etc… | 1. **4**
2. **5**
 |
|  |  |  |
|  |  |  | Passive voiceReported speec | 1. **6**
2. **7**
 |
|  |  |  |
|  |  |  | Questions & auxiliary verbs | 1. **8**
 |
|  |  |  | Gerund & infinitive | 1. **9**
 |
|  |  | collaborative learning  | Articles and nouns Adjectives & adverbs | 1. **10**
 |
|  |  |  | Pronouns & determiners | 1. **11**
 |
|  |  | flipped Class | Phrasal verbs | 1. **12**
2. **13**
3. **14**
 |
|  |  | problem solving based learning |
|  |  | problem solving based learning |
|  |  |  | Revision | 1. **15**
 |
|  |  |  | Final Exam | 1. **16**
 |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| --- |
| Using Technology  |
| Using the Moodle, YouTube, Different websites |
| Communication skills  |
| Presentations about different topics and having discussions about varied subjectsStudents are highly encouraged to express their points of views, attitudes, and ideas  |
| Application of concepts learnt |
| Using new concepts in discussions, debates, and speaking  |

**Assessment Methods and Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time****(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  | **8** | **30 %** | **Mid Term Exam** |
|  |  | **30 %** | **Various Assessments \*** |
|  | **16** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method\*\***  | **Learning Method\*** | **Learning Outcomes** | **Number**  |
|  **Knowledge** |
| **presentation** | Audio-lingual | التعرف على الأساليب الحديثة في تدريس اللغة الإنجليزية كلغة أجنبية | **Kp3** |
|  **Skills**  |
| select a picture or actually perform a task based on oral instruction.  |  | استخدام اللغة الإنجليزية للتواصل بطلاقة، واتقان المهارات الأساسية الأربع: القراءة والكتابة والاستماع والمحادثة. | **Sp1** |
|  | Collaborative learning | تمييز وتحليل التركيبة القواعدية للغة الإنجليزية، واكتساب المعرفة والمهارات المرتبطة بفروع علم اللغة مثل: اللسانيات) اللغويات وتحليل الخطاب، والبراغماتية، وعلم الدلالة، وغيرها. | **Sp3** |
|  **Competencies** |
|  |  | **Competencies** |  |
| observational approach | Problem solving | الالتزام بالمعايير الأخلاقية المهنية والأكاديمية. | **Cp2** |
| observational approach | project- based lear | تنمية العمل الجماعي والشخصية المهنية البناءة. | Cp3 |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

|  |  |
| --- | --- |
|  **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.
* A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date.
* A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.
 | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance**  |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty**  |

**Program Learning Outcomes to be Assessed in this Course**