

<b>Identification</b>	<b>Subject(code, title, credits)</b>	<b>ENGL 110 Grammar in English for Elementary Education 3KU/6ECTS</b>
	<b>Department</b>	English Language and Literature Department
	<b>Program(undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring 2023
	<b>Instructor</b>	Ulkar Gahramanli
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	<b>Classroom/hours</b>	4 academic hours
	<b>Office hours</b>	as scheduled
<b>Prerequisites</b>	None	
<b>Language</b>	English	
<b>Compulsory/ Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	<ul style="list-style-type: none"> <li>• Understanding and Using English Grammar Workbook, Betty Azar</li> <li>• Mark Nettle and Diana Hopkins, Developing Grammar in Context, Cambridge University Press</li> <li>• New Round-up 5, Virginia Evans, Jenny Dooley, Pearson Longman, 2011</li> <li>• English Grammar in Use, Murphy, Raymond, 2012</li> <li>• John Eastwood (2019), <i>Oxford Practice Grammar Intermediate tests</i>, Oxford University Press</li> <li>• Handouts</li> </ul>	
<b>Course outline</b>	<p>Grammar is an important element of communication, but research shows that explicit teaching of grammar has little effect on people's language acquisition, comprehension, or writing abilities. Many methods do not require students to understand meaning in an authentic context, i.e., how grammar is actually used in communication. Thinking of grammar in terms of concepts, that is, what is the purpose of this course, what is the meaning expressed through that form, will broaden learners' understanding and use of the target language. Besides, during this course students will achieve basic principles on how to teach Grammar and proof editing for the students by acquiring necessary data and skills.</p>	
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• To increase knowledge of the form, context and usage of target grammatical structures</li> <li>• To enable students to see grammatical structures within different academic and social contexts</li> <li>• To get students to integrate grammar knowledge into effective communication</li> <li>• To help students control their own and other's language use</li> <li>• To help students acquire basic principles for extended writing</li> </ul>	
<b>Learning outcomes</b>	<p>Upon successful completion of the course the students will be able to:</p> <ul style="list-style-type: none"> <li>• To examine the meaning they want to express when they use language</li> <li>• Interpret, paraphrase and make transitions from knowledge of grammatical structures to the ability to use them in speaking and writing</li> <li>• To recognize and correct the errors in their own or other's writing</li> <li>• To recognize and understand the meaning of complex structures</li> <li>• To prepare well-organized writing</li> </ul>	

Teaching methods	Mini lectures		+
	Group discussion		+
	Individual presentations		+
	Simulation		
	Role plays		
	Case Analysis		
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	April	30
	Micro Lesson	During the term	10
	Progress test 1	A week before Midterm exam	5
	Progress test 2	A week before Final exam	5
	Proof reading	The first week of May	5
	Quick check tests	During the term	5
	Participation	During the term	5
	Final Exam	June	35
	Total		100
Policy	<p><b>Assessment</b></p> <p>The course participants are expected to understand that the assessment system of this program is made up of both <i>formative</i> and <i>summative</i> components. This means that the overall score you will get at the end of this program would not be based upon your performance in exams perse (mid-term and final). The quality of your classroom participation, the way you will deal with your weekly assignments (including summaries, presentations, group work, etc.) will also make 25 percent of your overall score. Hence, it is expected that all participants pay due attention to each component of the assessment fairly and do their best in fulfilment of the expectations. If you feel that any of these requirements sounds vague and you are not sure of what you are expected to do, do not hesitate to ask for clarification from the course instructor as soon as possible.</p> <p><b>COURSE POLICIES</b></p> <p>* <b>Attendance (Lateness):</b> It is important absences can be detrimental to one's grade due to the number of class activities (presentations, and class participation) and complexity of the subject. In case the students are late for more than 10 minutes after the beginnings of lessons, he/she will be marked as absent.</p> <p>* <b>Missed exams or assignments:</b> A notification should be given in advance if the student is unable to attend the scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p>* <b>Academic Dishonesty:</b> Any plagiarism while studying will be severely penalized (by a non-pass for the course). Reference should be given to the sources used in the work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either. Cheating during the tests will be penalized likewise.</p> <p>* <b>In class regulations:</b> With exception of plain drinking water, no food or beverages (including chewing gums) are allowed during the classes. Students are not allowed to use their mobile phones for making phone calls, texting and surfing internet (unless the instructor has given specific assignment).</p> <p>* <b>Teacher evaluation:</b> In the end of the course (possibly even twice during the whole semester) the students will be requested to evaluate their teacher's work and encouraged to take it seriously as their evaluation can help with further developments</p>		

	in the given subject.
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Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1	Week 1	<b>Introduction</b> <b>Nouns</b> Plural nouns Forms of nouns, possessive, as adjective Countable and uncountable nouns Common nouns Quantity words, <i>a few, few, little, a little, one, each, every</i> Articles, adjectives	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
2	Week 2	<b>Pronouns</b> Pronouns and Possessive adjectives Agreement with generic and indefinite pronouns Reflexive pronouns Using <i>one, you, they</i> as impersonal pronouns Forms of <i>other</i>	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
3	Week 3	<b>Verbs: Present and Past , Simple and Progressive</b> Question forms Stative verbs Unfulfilled Intentions, was/ were going to	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
4	Week 4	<b>Perfect and Perfect Progressive Tenses</b> Regular and Irregular verbs Since and for, unspecified time, repeated events Have and had in spoken English Past Perfect Progressive	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
5	Week 5	<b>Future Time</b> Forms of will and be going to Expressing the Future in time clauses Future progressive Future perfect and future perfect progressive Present progressive and the simple present to express future time	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
6	Week 6	<b>Subject-verb agreement</b> Final -s/es Collective nouns There +be Some irregularities <i>Adverbs</i>	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context

<b>7</b>	<b>Week 7</b>	<b>Gerunds and infinitives</b> Verbs followed by gerunds / infinitives Infinitives with object Go+gerund, it+ infinitive In order to/ too enough/ need/ let/ help/ make/ have	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
<b>8</b>	<b>Week 8</b>	<b>Modals</b> Expressing necessities, lack of necessity Advisability, suggestions Expectations Ability, possibility, request and responses, polite request Suggestions	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
<b>9</b>	<b>Week 9</b>	<b>Modals part 2</b> Would for repeated action in the past Expressing the past: necessity, advisability, expectation Degrees of certainty: Present, Past, Future Time and negative forms Combining Modals with phrasal modals Would rather	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
<b>10</b>	<b>Week 10</b>	<b>Passive</b> Tense forms of the Passive The passive forms of Modals and Phrasal Modals Common stative passive verbs+prepositions The passive with get, Causative forms	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
<b>11</b>	<b>Week 11</b>	<b>Noun clauses and types of questions</b> Noun clauses with question words Whether or if Reported speech Modal verbs in Noun clauses The subjunctive in noun clauses	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
<b>12</b>	<b>Week 12</b>	<b>Adjective clauses and adverb clauses</b> Adjective clauses as the subject, object of a verb, object of a preposition Using whose, where, when Reducing adjective clauses Adverb clauses to show time relationships Using adverb clauses to show cause and effect Even though, while, if clauses, in case, only if, while	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context

<b>13</b>	<b>Week 13</b>	<b>Coordinating conjunctions</b> Parallel structure, using commas, FANBOYS Not only... but also, either or, neither nor	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
<b>14</b>	<b>Week 14</b>	<b>Connectives that express cause and effect, contrast and condition</b> Because of , due to Cause and effect Expressing purpose Showing contrast Using otherwise and or /else	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
<b>15</b>	<b>Week 15</b>	<b>Conditional sentences and wishes</b> Unreal in the Present and Future Unreal in the past Using progressive verbs in conditional sentences Omitting if Implied conditions I wish, +would	Understanding and Using English Grammar, New Round-up 5, Developing Grammar in Context
<b>16</b>	<b>Week 16</b>	<b>Revision</b>  <b>Final Exam</b>	