**19. Description of Courses**

**Course 1**

1. **Course Code**: GED 0231-01
2. **Course Title**: Basic Grammar and Writing
3. **Course Type:** GED
4. **Year/Semester/Level/Term:** 1st Year/1st Semester (Level 1/Term 1)
5. **Academic Session:** 40
6. **Course Teacher/Instructor:** (to be assigned by the department)
7. **Pre-requisite (if any):** Nil
8. **Credit Value**: 4
9. **Contact Hours:** 60
10. **Total Marks**: 100
11. **Rationale of the Course**:

This course focuses on basic grammar and writing. The study of grammar doesn't stand on its own. The students undertaking the course are young adults in their first year first semester at university. The purpose of studying grammar is to improve students’ writing skills (as well as speaking skills). After completing this course, students will be able to attain control over basic grammatical forms, sentence structures and usage of English. As it combines writing with grammar teaching, the course emphasizes on writing paragraphs and short essays without making glaring grammatical errors. The teaching is conducted in a learner-cantered approach with active student participation through group and pair work as well as individual presentations.

1. **Course Objectives**:
* To enable the learners to reinforce their basic English grammar and conceptual knowledge in the English language
* To train them to write English with confidence and without committing errors.
* To develop their abilities to construction coherent and well-organized paragraphs and essays.
1. **Course Learning Outcomes (CLOs)**:

At the end of the course, students will be able to:

|  |  |
| --- | --- |
| CLO1 | Have a good understanding of basic English structures and construct correct English sentences |
| CLO2 | Recognize mistakes in sentences and correct them |
| CLO3 | Write coherent paragraphs with appropriate topic sentence, supporting details and concluding sentence |
| CLO4 | Develop short academic essays with effective thesis statements and appropriate formats. |

**Mapping Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)**:[Correlation: 1=weak, 2=medium, 3=strong]

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PLO****CLO** | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** | **PLO9**  | **PLO10** | **PLO11** | **PLO12** |
| CLO1 | 3 | 2 |  |  | 2 |  |  |  |  |  | 3 | 2 |
| CLO2 | 3 |  2 |  |  | 2 |  |  |  |  |  | 3 | 2 |
| CLO3 |  |   |  | 2 | 2 |  |  | 3 | 2 | 2 | 3 | 3 |
| CLO4 |   |  |  | 3 | 2 |  | 3 | 3 | 2 | 2 | 3 | 3 |

**Mapping Course Learning Outcomes (CLOs) with Teaching-Learning Strategy and Assessment Strategy:**

|  |  |  |
| --- | --- | --- |
| **CLO** | **Teaching Learning Strategy** | **Assessment Strategy** |
| CLO1 | Lecture**,** Discussion**,** Learning from web resources | Class Tests/Quizzes**,** Test of Grammatical Knowledge |
| CLO2 | Lecture**,** Discussion**,** Learning from web resources | Class Tests/Quizzes**,** Test of Grammatical Knowledge |
| CLO3 | Lecture**,** Discussion**,** Learning from web resources, Task-based cooperative learning, Problem solving and discovery learning, | Class Tests/Quizzes |
| CLO4 | Lecture**,** Discussion**,** Learning from web resources, Problem solving and discovery learning, Task-based cooperative learning | Written Examination (Broad Questions, Short Questions, Explanations & Short Notes)**,** Class Tests/Quizzes |

1. **Course Plan** (specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs)**:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Teaching Learning Strategy** | **Assessment Strategy (AS)** | **Corresponding CLOs** |
| **Week-1**Lesson 1 & 2 [ 3 Hours] | **Lesson 1:** Introduction to the course, course approach, course methodology, marks distribution, assessment and evaluation, Grammar diagnosis test | Ice-Breaking sessions Online/Onsite, Discussion Using PPT, Video | AS2, AS5 | -  |
| **Lesson 2:** Words: a) Noun: types, number, gender, (exercises)b) Verb: auxiliaries (variations in terms of person, number & time), main/lexical verbs | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2  |
| **Week-2**Lesson 1 & 2 [ 3 Hours] | **Lesson 1:** More about Verbs: finite and non-finite, transitive and intransitive | Online/Onsite, Discussion Using PPT, Video , Group/pair Work  | AS2, AS5 | CLO1 CLO2 |
| **Lesson 2:** Subject-verb agreement | Online/Onsite, Discussion Using PPT, Video, Group/pair Work  | AS2, AS5 | CLO1CLO2 |
| **Week-3**Lesson 1 & 2 [ 3 Hours] | **Lesson 1:** Tenses A: Simple (Present, Past & Future Time), Structures (V/Vs/Ves, Ved,Shall/Will V) | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2 |
| **Lesson 2:** Tenses B: Continuous (Present, Past & Future Time) Structures (to be Ving) | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2 |
| Class Test# 1: Either online or onsite based on Wk1-Wk2 discussion.Achieve CLO1 and CLO2AS2[Assignment 1: Based on the discussion of Wk-3 & 4; Due: Week-6]AS4, AS5 |
| **Week-4**Lesson 1 & 2 [ 3 Hours] | **Lesson 1:** Tenses C: Perfect (Present, Past & Future Time) Structures (hv V-past participle) | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2 |
| **Lesson 2:** Tenses D: Perfect Continuous (Present, Past, Future Time) Structures (hv been Ving) | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2 |
| **Week-5**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Use of modal verbs | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2 |
| **Lesson 2:** Phrases andClauses - basic idea | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2 |
| **Week-6**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Sentences – declarative, interrogative, imperative, exclamatory | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2 |
| **Lesson 2:** Sentences – simple, complex and compound | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO3 |
| Presentation 1: Topics will be provided as Individual or GroupAS3 |
| **Week-7**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Paragraph: topic sentence, supporting details and concluding sentenceIntroducing types of paragraphs | Online/Onsite, Discussion Using PPT, Video, Group work/pair work | AS2 | CLO3 |
| **Lesson 2:** Process writing: brainstorming, outlining, drafting, editing, final (drafting) | Online/Onsite, Discussion Using PPT, Video, Group/pair work  | AS2 | CLO3 |
| **Week-8**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Writing paragraphs: descriptive | Online/Onsite, Discussion Using PPT, Video  | AS1, AS2 | CLO3 |
| **Lesson 2:** Writing paragraphs: narrative | Online/Onsite, Discussion Using PPT, Video  | AS1, AS2 | CLO3 |
| Class Test# 2: Either online or onsite based on Wk4-Wk8 discussion.Achieve CLO1, CLO2 and CLO3AS2, AS5 |
| **Week-9**Lesson 1 & 2 [ 3 Hours] | **Lesson 1:** Writing paragraphs: class practice | Online/Onsite, Discussion Using PPT, Video  | AS1, AS2 | CLO3 |
| **Lesson 2:** Writing paragraphs: class practice | Online/Onsite, Discussion Using PPT, Video  | AS2 |  CLO1CLO2CLO3 |
| **Week – 10**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Use of articles | Online/Onsite, Discussion Using PPT, Video | AS1, AS5 | CLO1CLO2 |
| **Lesson 2:** Review of the midterm syllabus | Online/Onsite, Open Discussion, Q/A by using Interactive content e.g., PPT, Video, etc. | AS1, AS5 | CLO1CLO2 |
|  **Week-11**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Infinitives, gerunds and participles | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2 |
| **Lesson 2:** Change of Voice - Active and Passive forms | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1 CLO2 |
| [Assignment 2: Designing speech; Due: Week-14]AS4 |
| **Week-12**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Right forms of verbs and their usage | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1 CLO2 |
| **Lesson 2:** Prepositions | Online/Onsite, Discussion Using PPT, Video, Song  | AS2, AS5 | CLO1 CLO2 |
| **Week-13**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Conjunctions | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1 CLO2 |
| **Lesson 2:** Usages of various cohesive devices | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1 CLO2 |
| **Week-14**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Transformation of sentences (affirmative to negative) | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1 CLO2 |
| **Lesson 2:** Sentence combination-1 (two or more simple sentences into a complex sentence) | Online/Onsite, Discussion Using PPT, Video, Recitation  | AS2, AS5 | CLO1 CLO2 |
| **Week-15**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Sentence combination-2 (two or more simple sentences into a compound sentence) | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1 CLO2 |
| **Lesson 2:** Sentence combination-3 (using words/phrases: although, in spite of, despite, unless, until, in case, as long as, as, as if, like, during/for/while, etc.) | Online/Onsite, Discussion Using PPT, Video, Group Recitation  | AS2, AS5 | CLO1 CLO2 |
| Class Test# 3: Either online or onsite based on Wk9-Wk15 discussion.Achieve CLO1 and CLO2AS2 |
| **Week-16**Lesson 1 & 2 [ 3 Hours] | **Lesson 1:** Punctuation: Comma, colon, semi-colon, hyphen, full-stop, parenthesis, exclamation mark, slash, apostrophe etc. | Online/Onsite, Discussion Using PPT, Video , Recitation | AS2, AS5 | CLO1CLO2 |
| **Lesson 2:** Structure of an essay: introductory paragraph (including the thesis statement), body paragraphs, concluding paragraph  | Online/Onsite, Discussion Using PPT, Video  | AS2 | CLO3CLO4  |
| **Week-17**Lesson 1 & 2 [ 3 Hours] | **Lesson 1:** Writing introductory paragraph (including the thesis statement) for descriptive/ narrative essays | Online/Onsite, Discussion Using PPT, Video  | AS1, AS2 | CLO3CLO4  |
| **Lesson 2:** Writing body paragraphs and concluding paragraph | Online/Onsite, Discussion Using PPT, Video  | AS1, AS2 | CLO3CLO4  |
| Presentation 2: Topics will be provided as Individual or GroupAS3 |
| **Week-18**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Writing essays: descriptive/narrative essays | Online/Onsite, Discussion Using PPT, Video  | AS1, AS2 | CLO3 CLO4  |
| **Lesson 2:** Writing essays: peer work on sample analysis | Online/Onsite, Discussion Using PPT, Video  | AS1, AS2 | CLO3CLO4 |
| **Week-19**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Writing essays: classroom peer feedback on student’s writing homework | Online/Onsite, Discussion Using PPT, Video  | AS1, AS2 | CLO3CLO4  |
| **Lesson 2:** Writing essays: class practice | Online/Onsite, Discussion Using PPT, Video  | AS2 | CLO1CLO2CLO3CLO4 |
| **Week – 20**Lesson 1 & 2[ 3 Hours] | **Lesson 1:** Review class on final term syllabus | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2 |
| **Lesson 2:** Students Teaching Students (STS) | Online/Onsite, Discussion Using PPT, Video  | AS2, AS5 | CLO1CLO2 |

**15. Assessment and Evaluation:**

 **1. Assessment Strategy (AS):**

|  |  |
| --- | --- |
| AS1 | Written Examination (Broad Questions, Short Questions, Explanations & Short Notes) |
| AS2 | Class Tests/Quizzes  |
| AS3 | Presentation |
| AS4 | Assignment  |
| AS5 | Test of Grammatical Knowledge  |

**2. Marks Distribution:**

**a. Continuous Assessment [60 marks breakup]:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Bloom’s Criteria** | **Attendance(07)** | **Class Test(15)** | **Assignment(05)** | **Presentation(08)** | **Mid Exam(25)** |
| Remember |  |  |  |  | 03 |
| Understand |  | 03 | 01 | 02 | 03 |
| Apply |  | 05 | 02 | 02 | 06 |
| Analyze |  | 03 |  | 02 | 03 |
| Evaluate |  | 02 |  | 02 | 06 |
| Create |  | 02 | 02 |  | 04 |

**b. Summative Assessment/Final Examination [40 marks breakup]:**

|  |  |
| --- | --- |
| **Bloom’s Criteria** | **Score for the Test** |
| Remember | 03 |
| Understand | 05 |
| Apply | 08 |
| Analyze | 08 |
| Evaluate | 08 |
| Create | 08 |

**3. Make-up/Improvement Procedures:**

 If any student scores 55 (B-) or below and/or misses the Final examination, he/she can appear in a make-up/improvement examination in the beginning of the following semester within the schedule announced by the department. The student will apply to the examination committee that will collect question paper from the course teacher and arrange the examination.

**16. Learning Materials:**

**1) Recommended Readings:**

* Raymond Murphy (2019), *English Grammar in Use*
* Alice Savage & Masoud Mayer (2007), *Effective Academic Writing 1: The Paragraph*
* Dorothy E Zemach & Lisa A Rumisek (2005), *Academic Writing: From Paragraph to Essay*
* June Casagrande (2014) *The best punctuation book: Period*
* Compilation of web-based materials by Course Teacher

 **2) Supplementary Readings:**

1. John Eastwood (2002), *Oxford Practice Grammar*
2. Barker, Alan. How to Write an Essay. Bookboon.com, 2013.
3. Imhoof, Maurice. From Paragraph to Essay: Developing Composition Writing. Longman, 1975.
4. Martinet, Agnes V. and Audrey Jean Thomson. A Practical English Grammar. 4th ed., Oxford, 1986.