

Course Title:	English Grammar and Composition	Credit:	3
Course Code:	CSIT 111	Number of periods per week:	3
Nature of Course:	Theory	Total Hours:	48
Year:	First	Semester:	First

1. Course Introduction

The course exposes the students to the basic grammar that they require in their day-to-day academic settings at the undergraduate level. The grammar is introduced in context through the texts and further practice is provisioned through exercises. The course also helps students sharpen their reading and writing skills through various texts and composition exercises. Additionally, the course will also introduce critical thinking skills and they will be given opportunities to practice those skills in class through a variety of texts and tasks.

2. Objectives

The general objectives of the course are to:

- help students produce grammatically correct English
- develop writing skills for the academic work at undergraduate level.
- expose them to the variety of reading texts
- give them practice in writing exercises
- introduce them to the academic vocabulary items used in academic settings
- develop in students the ability to think critically

3. Specific Objectives and Contents

Unit 1: Grammar (10 LH)

Specific Objectives	Contents
<ul style="list-style-type: none"> • Make sentences using appropriate tenses in speech and writing • Use modals in the correct syntagmatic patterns • Supply correct prepositions, adjectives and adverbs • Use the right verbs in the given contexts • Use conditionals, clauses, questions in the given contexts 	<ul style="list-style-type: none"> 1.1. Tenses 1.2. Modals 1.3. Determiners pronouns and noun phrases 1.4. Prepositions, adjectives and adverbs 1.5. Verb structures 1.6. Word formation 1.7. Conditionals, clauses, questions, indirect speech 1.8. Sentences and varieties of English

Unit 2: Reading (10 LH)

Specific Objectives	Contents
<ul style="list-style-type: none"> • Predict and preview texts using a variety of strategies • Read for main ideas • Read and comprehend different text types • Read for details • Locate specific information in texts • Use graphic organizer to comprehend the texts • Identify source of information 	<ul style="list-style-type: none"> 2.1. Prediction and previewing skill 2.2. Skimming skills 2.3. Reading for comprehension 2.4. Reading for details 2.5. Scanning skill 2.6. Reading strategies 2.7. Reading sources

Unit 3: Writing (10 LH)

Specific Objectives	Contents
<ul style="list-style-type: none"> • Develop and analyze paragraphs of different genres • Plan and make outline for writing 	<ul style="list-style-type: none"> 3.1. Paragraph writing 3.2. Preparing outlines 3.3. Process writing: plan, draft, revise, edit 3.4. Summary writing

<ul style="list-style-type: none"> • Revise, edit and rewrite • Write summaries • Write personal response to the texts • Write different letters • Write different types of essays 	<ul style="list-style-type: none"> 3.5. Responding to texts 3.6. Writing letters 3.7. Writing essays
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Unit 4: Vocabulary (8 LH)

Specific Objectives	Contents
<ul style="list-style-type: none"> • Use dictionary to find meaning • Identify different types of information in the dictionary • Use academic words in their writing • Find appropriate meaning of new vocabulary in different contexts • Use phrasal verbs in the given contexts • Analyze the composition of words 	<ul style="list-style-type: none"> 4.1. Using a mono-lingual dictionary 4.2. Differentiate literal meaning and idiomatic meaning 4.3. Learning selected words from the Academic Word List (AWL) 4.4. Guessing meaning in contexts 4.5. Learning phrasal verbs 4.6. Understanding the composition of words and phrases

Unit 5: Critical Thinking (10 LH)

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain ideas to demonstrate comprehension • Reflect on the ideas in the texts • Connect ideas across texts or readings • Relate personal experience to the topic • Synthesize information from texts and personal experience • Evaluate experiences and events • Consider social responsibility on various levels 	<ul style="list-style-type: none"> 5.1. Classifying Comprehension skills 5.2. Reflection on the ideas in the texts 5.3. Connecting ideas across texts or readings 5.4. Relating personal experience to the topic 5.5. Synthesizing skills 5.6. Evaluating experiences and events 5.7. Considering social responsibility on various levels

4. Evaluation System

Undergraduate Program				
External Evaluation	Marks	Internal Evaluation	Weightage	Marks
Semester End Examination	60	Assignments	10%	40
		Quizzes	10%	
		Attendance	10%	
		Presentation	10%	
		Term Papers	10%	
		Mid-Term Examination	40%	
Total External	60	Group Work	10%	
Total Internal				40
Full Mark: 60 + 40				100

5. External Evaluation

End semester examination: It is a written examination at the end of the semester. The questions will be asked covering all the units of the course. The question model, full marks, time and others will be as per the following grid.

Nature of Question	Total Questions to be asked	Total Questions to be Answered	Total Marks	Weight
Group A: Very Short Questions	8	8	$8 \times 3 = 24$	24%
Group B: Short answer type questions	6	5	$5 \times 8 = 40$	40%
Group C: Long answer type questions/case studies	4	3	$3 \times 12 = 36$	36%
			100	100%

Each student must secure at least 50% marks in internal evaluation in order to appear in the end semester examination. Failing to get such score will be given NOT QUALIFIED (NQ) and the student will not be eligible to appear in the end semester examinations.

Practical examination: Practical examination will be taken at the end of the semester. Students must demonstrate the knowledge of the subject matter.

Internal evaluation:

Assignment:

Each student must submit the assignment individually. The stipulated time for submission of the assignment will be seriously taken.

Quizzes:

Unannounced and announced quizzes/tests will be taken by the respective subject teachers. Such quizzes/tests will be conducted twice per semester. The students will be evaluated accordingly.

Attendance in class:

Students should regularly attend and participate in class discussion. Eighty percent class attendance is mandatory for the students to enable them to appear in the end semester examination. Below 80% attendance in the class will signify NOT QUALIFIED (NQ) to attend the end semester examination.

Presentation:

Students will be divided into groups and each group will be provided with a topic for presentation. It will be evaluated individually as well as group-wise. Individual students have to make presentations on the given topics.

Term paper:

Term paper must be prepared by using computer in a standard format of technical writing and must contain the required number of pages. It should be prepared and submitted individually. The stipulated time for submission of the paper will be seriously taken as one of the major criteria of the evaluation.

Mid-term examination:

It is a written examination and the questions will be asked covering all the topics in the session of the course.

Discussion and participation:

Students will be evaluated on the basis of their active participation in the classroom discussions.

Instructional Techniques:

All topics are discussed with emphasis on real-world application. List of instructional techniques is as follows:

- Lecture and Discussion
- Group work and Individual work
- Self-study
- Assignments
- Presentation by Students
- Term Paper writing

Quizzes

Guest Lecture

Students are advised to attend all the classes and complete all the assignments within the specified time period. If a student does not attend the class(es), it is his/her sole responsibility to cover the topic(s) taught during that period. If a student fails to attend a formal exam/quiz/test, there won't be any provision for re-exam. Unless and until the student clears one semester he/she will not be allowed to study in the following semesters.

Prescribed Text

- Gramer, M.F. and Ward, C. S. (2011). *Q: Skills for Success (Reading and Writing)* – 3. New York. Oxford University Press. (All Units)
- Lloyd, M. and Day, J. (2011). *Active Grammar, Level 3*. Cambridge. Cambridge University Press. (Unit I)

Reference

- Hornby. A.S. (2010). *Eighth Edition. Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press