**Course Outline**

Course Code: **…HM103…**

**Course Title: …English Grammar & Comprehension…**

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| Program | English Grammar and Comprehension (English I) |
| Credit Hours | 2 |
| Duration | 1 Semester |
| Prerequisites | None |
| Resource Person | Naheed Ashfaq |
| Counseling Timing | Thursday 12:45-2:00,  Friday 10:45-12:00 |
| Contact | naheed.qureshiS@umt.edu.pk |

**Chairman signature………………. Dean’s signature………………………….**

**Date ………………………….**

**Learning Objective**

**WRITING**

* Develop English grammar and vocabulary
* Articulate ideas in written English coherently and cohesively
* Compose sentences effectively into paragraphs and paragraphs into essays by using correct parts of speech and tenses Exhibit a range of vocabulary in descriptive and narrative expressions
* Exhibit a range of vocabulary related to everyday life
* Understand the patterns of narrative and descriptive writing styles with attention to grammar, syntax, content and organizational structure
* Comprehending correct punctuation techniques for better display of their ideas
* Write short essays, formal/informal letter, application, email and five paragraph essays

**READING**

* Understand reading comprehension using Visual Strategies for developing Cognitive/critical thinking
* Learning the techniques of reading for reading effectively
* Critically read and analyze a text
* Locate, extract and synthesize the required information from different types of the written discourse
* Skim and scan the text of short stories, news papers and magazines

**SPEAKING**

* Accelerate in good communication and presentation skills by actively participating in class discussion, formal/informal presentations and role play
* Respond to written and visual information by answering questions
* Engage in topic relevant discussions with peers
* Role play activity to enhance communication

**LISTENING**

* Comprehend visuals/listening material and drawing meaning
* Development of listening comprehension skills
* To understand the elements of comparison and contrast/ cause and effect via audio/visual comprehension.

**Long Term Objectives**

* Demonstrate proficiency in English grammar and comprehension skills
* Proficiency in producing correct and error free piece of writing
* Active learning through audio/visual comprehensions (listening skills enhancement)
* Gain confidence and speak freely

**Learning Methodology**

Communicative and Eclectic approaches

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Assessment Criteria for Engineering Students**

**Passing Percentage 50%**

Quizzes 05%

Assignments 10%

Presentation 10%

Mid Term 25%

Final Exam 50%

**Recommended Text Books**

**Resource Material**

* Reader I
* Student’s Workbook compiled by ICCS
* Mifflin’s Grammar Book
* Novels (The Pearl, Old Man & the Sea)
* Moodle
* Articles from the internet and other sources
* Power point presentations
* Movies/videos

**Reference Books**

* Wilson, K., & Wauson, J. (2010). *The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting*. New York: AMACOM/American Management Association.
* Howe, D., Kirkpatrick, T., & Kirkpatrick, D. (2006). *English for Undergraduates*. Karachi, Pakistan: Oxford University Press.
* Filed, M. (2000). *Improving Your Written English*. Kuala Lumpur: Golden Books Centre SDN.BHD..
* Brown, A. C., Nilson, J., Shaw, F. W., & Weldon, R. A. (1984). *Houghton Mifflin English, Grammar and Composition*. Boston: Houghton Mifflin.
* Ehrlich, E. (1992). *Theory and Problems of Punctuation, Capitalization and Spelling* (2nd ed.). Singapore: McGRAW-HILL, INC.
* Cunningham, S., & Moor, P. (1999). *Cutting edge*. Harlow: Longman

**Calendar of Course contents to be covered during semester**

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| --- | --- | --- | --- | --- |
| **week** | **Topics** | | **References** | |
| Week 1 | Evaluation/Assessment  Ice breaker (Speaking Skills)  Introduction of Course Outline  Parts of Speech   * Introducing all its components * Briefly explaining subject, verb and object   Tenses | | Diagnostic Test  Peer Interview  Q/A session regarding course outline  Discussion on Parts of speech  Parts of speech:  Brown, A. C., Nilson, J., Shaw, F. W., & Weldon, R. A. (1984). *Houghton Mifflin English, Grammar and Composition*. Boston: Houghton Mifflin | |
| Week 2 | Word formation (How to make verbs from nouns etc)  Type of sentences  Simple, Compound, Complex and Compound-Complex  Sentence error correction  Vocabulary list of everyday use  Reading Skills   * Skimming   Scanning | | Complex and Compound-Complex Sentences:  Brown, A. C., Nilson, J., Shaw, F. W., & Weldon, R. A. (1984). *Houghton Mifflin English, Grammar and Composition*. Boston: Houghton Mifflin.  Reader 1 ( Short Story 1) | |
| Week 3 | How to make a mind map  Basic Paragraph Patterns  Defining the Controlling Idea  Writing the Controlling Idea as a Topic Sentence  Writing a paragraph  Introduction to Listening Skills   * What is listening? * How can you listen better? * What to listen for? * How to extract information from the audio/visual? * Listening Activity   Tenses | | Brainstorming on any topic for example“ The ways you Use your Compute”  Exercises: Evaluating Topic Sentences  Write Topic Sentence on the same topic you brainstormed. Mark the subject & treatment parts  Write a basic paragraph  Paragraphs:  E-book: Wilson, K., & Wauson, J. (2010). *The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting*. New York: AMACOM/American Management Association.  Writing process worksheet will be given to the students  Exercise: Write a paragraph on the topic “An Event that was Important to You”  Introduction to Listening Skills:  Brown, A. C., Nilson, J., Shaw, F. W., & Weldon, R. A. (1984). *Houghton Mifflin English, Grammar and Composition*. Boston: Houghton Mifflin.  Reader 1 ( Poem 1) | |
|  | | | | |
| Week 4 | | Reading comprehension  Tenses (Revision)  Direct & Indirect Speech  Narrative paragraph writing  Reading | | Writing worksheets for narrative writing  Describe garden near your house/in your house.  Peer critique  Reader 1 ( Essay 1) |
| Week 5 | | Descriptive paragraph  Using Descriptive Language ( precise noun, action verbs, vivid adjectives/adverbs, sensory words)  Listening Activity  Speaking (how to speak effectively)  Reading | | Reader 1 ( Play 1) |
| Week 6 | | Quiz 2: Narrative and Descriptive writing  Reading comprehension  Guideline for preparing effective presentations  Reading, Discussion | | Worksheet for arousing critical thinking  Informal presentations on narrative and descriptive writing  Reader 1 ( Short Story 2), Discussion on Novel “ The Pearl” |
| Week 7 | | Grammar: Rules for Punctuation  Rules for using punctuation signs correctly  Formal and Informal Letter writing  Tenses practice | | Punctuation Practice sheet:  Ehrlich, E. (1992). *Theory and Problems of Punctuation, Capitalization and Spelling* (2nd ed.). Singapore: McGRAW-HILL, INC.  Letters: Filed, M. (2000). *Improving Your Written English*. Kuala Lumpur: Golden Books Centre SDN.BHD..  Reader 1 ( Poem 2) |
| Week 8 | | Quiz on Novel : “The Pearl”  Letter to the Editor  Email and Application Writing  Reading | | Handout and power point presentation  Reader 1 ( Essay 2) |
| Week 9 | | Revision and Midterm Examination | |  |
| Week 10 | | Listening activity: Capital Punishment (case study)  Follow-up activities for speaking:  Reading Comprehension | | Speaking:    The interviewer suggests that Timothy McVeigh's case may by special. What does he mean? Do you think the death penalty is a necessary and useful punishment for some violent criminals? Why or why not?   Do you think the death penalty is an effective deterrent (does it prevent others from committing crimes)?   Does your native country use the Death Penalty? If so, what is its effect on crime rates? If not, is there a higher crime rate because there is not Death Penalty? What, if anything, do you think is the effect of the death penalty on violent crime rates?  Short story extracts from:  Reader 1 ( Play 2) |
| Week 11 | | Comparison and contrast  Grammar: Adjectives for similarities and differences  Exercise: Comparing and contrast  Speaking on comparing the people  Tenses | | Article: [The narrative of the middle class — I](http://tribune.com.pk/story/150744/the-narrative-of-the-middle-class--i/)  By [Ayesha Siddiqa](http://tribune.com.pk/author/112/ayesha-siddiqa/)  Published: April 16, 2011  Classroom discussion: “They are viewed as drivers of the change”. How the writer has compared the two drivers of the two middle classes Pakistan and India.    Exercise worksheet: Joining sentences to show comparison and contrast  Handouts: Adjectives for similarities and differences  Teacher material: comparison and contrast essay  Reader 1 ( Short Story 3) |
| Week 12 | | (Composition)  Comparison and Contrast   * Pattern * Language * Tone * expression   Grammar: Adjectives for similarities and differences  Speaking: Formal & Informal Speaking | | Reader 1 ( Short Story 4, Poem 3) |
| Week 13 | | Visual comprehension  “Scare to leave, Afraid to stay”  Composition Writing: Cause and Effect technique.   * Structure * Grammar * Vocabulary   Reading Comprehension  Tenses | | Exercise and discussion.  Develop three to four paragraphs on causes and effects of domestic violence and how this evil can be diminished/ reduced.  Reader 1 ( Short Story 5, Poem 4) |
| Week 14 | | Comprehensive Quiz on Short Stories, Play and Poems  Presentation (Role Play Improvisation) | | Presentation on the Novel “ The Old Man and The Sea” |
| Week 15 | | Review & Revision  Final Examination | |  |