**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/AssessmentIce breaker (Speaking Skills)Introduction of Course OutlineParts of Speech* Introducing all its components
* Briefly explaining subject, verb and object

Tenses | Diagnostic Test Peer InterviewQ/A session regarding course outlineDiscussion 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 sentencesSimple, Compound, Complex and Compound-Complex Sentence error correctionVocabulary list of everyday useReading 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 mapBasic Paragraph PatternsDefining the Controlling IdeaWriting 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 SentencesWrite Topic Sentence on the same topic you brainstormed. Mark the subject & treatment partsWrite a basic paragraphParagraphs: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 studentsExercise: 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 comprehensionTenses (Revision)Direct & Indirect SpeechNarrative paragraph writingReading | Writing worksheets for narrative writing Describe garden near your house/in your house.Peer critiqueReader 1 ( Essay 1) |
| Week 5 | Descriptive paragraph Using Descriptive Language ( precise noun, action verbs, vivid adjectives/adverbs, sensory words)Listening ActivitySpeaking (how to speak effectively)Reading | Reader 1 ( Play 1) |
| Week 6 | Quiz 2: Narrative and Descriptive writingReading comprehension Guideline for preparing effective presentationsReading, Discussion  | Worksheet for arousing critical thinkingInformal presentations on narrative and descriptive writingReader 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 writingTenses 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 EditorEmail and Application WritingReading | Handout and power point presentationReader 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 contrastGrammar: Adjectives for similarities and differences Exercise: Comparing and contrast Speaking on comparing the peopleTenses | 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, 2011Classroom 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 ComprehensionTenses | 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 PoemsPresentation (Role Play Improvisation) | Presentation on the Novel “ The Old Man and The Sea”  |
| Week 15 | Review & RevisionFinal Examination |  |