

CONTEXTUAL GRAMMAR I

1	Course Title:	CONTEXTUAL GRAMMAR I
2	Course Code:	ING1011
3	Type of Course:	Compulsory
4	Level of Course:	First Cycle
5	Year of Study:	1
6	Semester:	1
7	ECTS Credits Allocated:	4.00
8	Theoretical (hour/week):	3.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Dr. İŞİL YALÇIN
15	Course Lecturers:	Öğr. Gör. UĞUR RECEP ÇETİNAVCI
16	Contact information of the Course Coordinator:	cetinaavci@uludag.edu.tr
17	Website:	
18	Objective of the Course:	To have students grasp the way advanced grammar principles function in given contexts and apply them so that they can achieve correct, coherent and sophisticated sentence formation with versatility and effective control on punctuation.
19	Contribution of the Course to Professional Development:	
20	Learning Outcomes:	
	1	Students should be able to recognize and discriminate between the English Tenses for comprehension and production purposes.
	2	Students should be able to recognize and discriminate between the modals of necessity and certainty for comprehension and production purposes.
	3	Students should be able to identify non-count nouns with their categories, properly add the phrases to make them countable and recognize the cases when they are used in a countable sense.
	4	Students should be able to recognize and discriminate between the uses of definite, indefinite and zero articles and identify and use count nouns generically in the different ways possible.
	5	Students should be able to identify the ways to modify a noun, and when there is more than one determiner and/or modifier, produce them in a given fixed order.
	6	Students should be able to recognize and distinguish certain quantifiers used specifically with singular/plural count nouns, non-count nouns and both together with subject-verb agreement rules and special cases of use like "any" in affirmative sentences.

		7	Students should be able to identify and distinguish identifying and non-identifying adjective clauses together with the consideration of proper relative pronoun, punctuation, preposition and quantifier use. They should also be able to reduce adjective clauses into adjective phrases in the two ways possible.		
		8	Students should be able to recognize the instances to use the passive voice with “be” and “get” and with and without “by”, report ideas and facts with passives and form causative sentences when required.		
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		10			
21	Course Content:				
	Course Content:				
Week	Theoretical		Practice		
1	Students will be informed about the content, materials, objectives, targeted acquisitions and assessment procedure and instruments of the course.				
2	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for present and future time tenses. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 3 / Workbook Unit 2)				
Activites			Number	Duration (hour)	Total Work Load (hour)
Theoretical	the reading passage used to provide the context for past time tenses. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 3 / Workbook Unit 2)		14	3.00	42.00
Practicals/Labs			0	0.00	0.00
Self study and preparation	related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 3 / Workbook Unit 2)		14	2.00	28.00
Homeworks			0	0.00	0.00
Projects	(Workbook Unit 2)		0	0.00	0.00
Field Studies			0	0.00	0.00
Midterm Exams	the reading passage benefited to provide the context for mixed tenses (past, present, future)		1	8.00	8.00
Others			0	0.00	0.00
Final Exam	proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 3 / Workbook Unit 2)		1	12.00	12.00
Total Work Load					90.00
Total workload/ECTS					3.00
ECTS Credit of the Course					4.00
5	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for modals of necessity. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 4 / Workbook Unit 4)				
6	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for modals of certainty. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 5 / Workbook Unit 5)				

7	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for count and non-count nouns. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 6 / Workbook Unit 6)	
8	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for definite and indefinite articles. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 7 / Workbook Unit 7)	
9	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for modification of nouns. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 8 / Workbook Unit 8)	
10	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for quantifiers. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 9 / Workbook Unit 9)	
11	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for adjective (relative) clauses. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 10 / Workbook Unit 10)	
12	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for adjective (relative) clauses with quantifiers and adjective phrases. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 11 / Workbook Unit 11)	
13	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for the passive. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 12 / Workbook Unit 12)	

14	Students will be directed to the questions to activate their schemata about the content of the reading passage used to provide the context for reporting ideas and facts with passives. They will read the passage, proceed with the analysis of the related grammatical rules and do exercises both based and not based on the reference reading passage. (Textbook Unit 13 / Workbook Unit 13)	
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22	Textbooks, References and/or Other Materials:	1) Focus on Grammar An Integrated Skills Approach (Level 5 Advanced) by Jay Maurer, 3rd Edition, Printed in the U.S.A, ISBN: 0-13-191275-5 (Student Book with Audio CD) 4 5 6 7 8 9 10-WC-12 11 10 09 08 07, ISBN: 0-13-191277-1 (Workbook) 2) Understanding and using English grammar by Betty Schramper Azar, Stacy A. Hagen, 4th Edition, Longman, 2009, ISBN 0132464489, 9780132464482
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23	Assesment
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TERM LEARNING ACTIVITIES	NUMBER	WEIGHT
Midterm Exam	1	40.00
Quiz	0	0.00
Home work-project	0	0.00
Final Exam	1	60.00
Total	2	100.00
Contribution of Term (Year) Learning Activities to Success Grade		40.00
Contribution of Final Exam to Success Grade		60.00
Total		100.00
Measurement and Evaluation Techniques Used in the Course		

24	ECTS / WORK LOAD TABLE
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25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	2	2	2	2	1	3	4	4	2	2	1	1	0	0	0	0
ÖK2	2	2	2	2	1	3	4	4	2	2	1	1	0	0	0	0
ÖK3	2	2	2	2	1	3	4	4	2	2	1	1	0	0	0	0
ÖK4	2	2	2	2	1	3	4	4	2	2	1	1	0	0	0	0
ÖK5	2	2	2	2	1	3	4	4	2	2	1	1	0	0	0	0
ÖK6	2	2	2	2	1	3	4	4	2	2	1	1	0	0	0	0
ÖK7	2	2	2	2	1	3	4	4	2	2	1	1	0	0	0	0
ÖK8	2	2	2	2	1	3	4	4	2	2	1	1	0	0	0	0

LO: Learning Objectives PQ: Program Qualifications

Contribution Level:	1 very low	2 low	3 Medium	4 High	5 Very High
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