|  | **Module Description/Course Syllabi**English Education Study ProgrammeFaculty of Languages and ArtsUniversitas Negeri Manado |
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| 1. ***Course number and name***
 |
| MB4232315 Advance English Grammar |
| 1. ***Credits and contact hours/Number of ECTS credits allocated***
 |
| 2 |
| 1. ***Instructor’s and course coordinator***
 |
| Dra. Paula Rombepajung, M.PdFridolin Kukus, M.Pd. |
| 1. ***Text book, title, author, and year***
 |
| 1. Azar & Hagen, Betty Schramfer & Stacy A. (2016). Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.
2. Elbaum, Sandra N. (2016). Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.
 |
| 1. ***Other supplemental materials***
 |
| 1. Swan, M. & Catherine, W. (2015). *Oxford English Grammar Course.* Oxford University Press
2. Alexander, L. G. (2019). *Longman English Grammar Practice*. Addison Wesley.
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| 1. ***Specific course information***
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| 1. ***Brief description of the content of the course (catalog description)***
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| This course is designed to provide students with the knowledge of advanced English grammar. The students are expected to master the constructions of complex English grammar. The learning activities are focused on the introduction and analysis of sentences with complex clauses and the use of those sentences correctly. The materials discussed in this course are tenses in various contexts, passive voice, multi clauses sentences, and several other topics. Students’ performance will be assessed through quizzes, assignments, a midterm exam, and a final exam. |
| 1. ***Prerequisites***
 |
| MB4232214 Intermediate English Grammar |
| 1. ***Indicate whether a required, elective, or selected elective course in the program***
 |
| Required |
| 1. ***Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)***
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| First cycle Bachelor |
| 1. ***Year of study when the course unit is delivered (if applicable)***
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| Third |
| 1. ***Semester/trimester when the course unit is delivered***
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| Third |
| 1. ***Mode of delivery (face-to-face, distance learning)***
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| Face to Face |
| 1. ***Specific outcomes of instruction,*** *ex. The student will be able to explain the significance of current research about a particular topic.*
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| 1. Students are able to examine concepts and constructions of advanced English grammar in scientific texts. (SO-1, PI-1.2)
2. Students are able to get score ≥ 35 (TOEFL) and 5.0 (IELTS) in structure and written expressions (Grammar in context) (SO-3, PI-3.2)
3. Students are able to produce advanced English grammar skills in written and spoken contexts (SO-3, PI-3.2)
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| 1. ***Explicitly indicate which of the student outcomes***
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| SO-1 Applying the theoretical concepts of language and techniques of oral and written communication in general and specific (*general English & English for specific purposes*) in everyday activities: general, academic, and work contexts.PI-1.2. Applying the theoretical concepts of language and techniques for oral and written communication (*English for specific purposes)* in daily activities: general, academic, and work contexts.SO-3 Able to communicate effectively with a diverse audiencePI-3.2. Able to speak and to write English for specific purposes in various contextsSO-6 Able to evaluate and create translated text. PI-6.1. Able to formulate the structure of the target language and the source language  PI-6.2. Able to create and formulate various English text  PI-6.3. Able to perform translations form the source language to the target language or vice versa  |
| 1. ***Brief list of topics to be covered***
 |
| 1. The use of verbs in constructing English imperative sentences
2. The functions of passive voice in paraphrasing for academic writing
3. The use of determiners in English sentences
4. The functions of quantifiers and qualifiers in English sentences
5. The use of adverbial clauses in English sentences
6. The functions of adverbial phrases in English sentences
7. The process of Reduction of Adverbial clauses
8. The use of conjunctions in English sentences
9. The types of conjunctions
10. The use of indirect speech in academic writing
11. The functions of indirect speech in academic writing
12. The functions conditional sentences type 2
13. The use of conditional sentences type 3
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| 1. ***Recommended or required reading and other learning resources/tools***
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| 1. ***Planned learning activities and teaching methods***
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| Small group discussion, PjBL, Case based Method |
| 1. ***Language of instruction***
 |
| English |
| 1. ***Assessment methods and criteria***
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| Performance Assessment:1. Participation and activities in the learning process (attendance, lectures and practices) 30%2. Completion of tasks 30%3. Mid Term 20%4. Final Term 20% |