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**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)**

SYLLABUS OF THE UPDATED COURSE



GRAMMAR CATEGORIES AND PRACTICAL GRAMMAR OF ENGLISH (BA LEVEL)

Prepared by the MultiEd team

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Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP	
“Grammar Categories and Practical Grammar of English”, BA	
V.O.Sukhomlynskyi National University of Mykolaiv	
Master/bachelor level	Bachelor level
Branch of knowledge	014 Secondary Education
Specialization	014.021 "English Language and Literature"
Qualifications	Teacher of foreign languages
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Elective course
Course prerequisites	Practical Course of English
Semester of the course	Year 1 and 2, semester 2-4
Course Volume	15 ECTS 450 hours 198 hours of class work 252 hours of self-study and consultations
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Kordyuk Olena, Lecturer at V.O. Sukhomlynskyi National University of Mykolaiv
Brief Course Description (up to 2000 symbols)	
<p>The course “Grammar Categories and Practical Grammar of English” is intended for students doing a Bachelor degree. The course will provide students with a comprehensive review of the grammar necessary in successful communication. It covers the basic English structures in the form of nouns, verbs, prepositions, adjectives and adverbs, reviews the proper use of pronouns, prepositions, and conjunctions, also non-finite forms of the verb – the infinitive, the gerund and the participle. The course will help students improve their writing and communicative skills that are necessary to write and speak clearly and accurately.</p> <p>Method of instruction: the professor will conduct the course through practical training, PowerPoint presentations, and through students’ active participation (individually, in small groups, and in class discussions).</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussions (with presentations, completed assignments, questions and contributions).</p> <p>The course is updated in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration (MultiEd).</p>	
New, Updated, and Modified Components	
<p>A. Assessment and Feedback Approach</p> <p>B. Course Quality Monitoring</p>	

C. Teaching and Learning Methods D. Literature and References	
A. Key Terms and Notions	
Tense forms, Non-finite Forms, Modal Verbs, Adjectives, Adverbs, Comparisons, Nouns, Pronouns, Passive Voice, Reported Speech, Word Formation, Articles	
B. Course Aim	
The course aims to acquaint students with the characteristics of the most important grammatical elements and structures, to teach students to be able to name grammatical structures and improve students' communicative effectiveness.	
C. Competencies	
Generic competencies	ability to communicate in a second language; capacity to learn and stay up-to-date with learning; ability to work in a team; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	identify linguistic units, the relations among them and processes affecting them; awareness of the relationship between the theoretical approaches and methodological practice.
D. Learning Outcomes	
GC&PGEL 1	to employ basic facts about grammar as a linguistic discipline
GC&PGEL 2	to be able to demonstrate an understanding of the basic theories and key concepts of grammar
GC&PGEL 3	to comprehend basic terms, notions and concepts
GC&PGEL 4	to be able to communicate efficiently in different settings employing grammatical structures
GC&PGEL 5	to be able to reflect on personal progress, choose learning strategies, apply strategies for self-improvement
GC&PGEL 6	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities

Assessment and feedback approach		
Teacher-based approach		
Type of work, activity, task	Max points	Extra information
The student's participation in: – class and/or online discussions; – independent work – individual work – work in Moodle	Total 15 (5*3)	Feedback is given regularly during the classes

Test	Total 25 (5*5)	During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
Peer assessment		
Summary	30 (3*10)	*1 during the course (Module 2,3,4) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay.
Essay	20 (1*20)	*1 during the course (Module 5) A comprehensive essay of up to 250 words Written feedback is given for every essay.
Course Final Assessment		
Type of work, activity, task	Max points	Extra information
Multiple Choice test	10	Comprehensive test online. Test consists of 20 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
Total:	100	

Assessment criteria for Summary (max. score – 10)				
Criteria/ Points	Descriptors			
	5	4	3	2
Content	The essence of the topic (the main idea of the text) is revealed and supported with the most important details. Students reserve their opinions of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some minor details. Students give one opinion of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some quotations / examples from the original text. Most of the minor details are superfluous. Students express some opinions of the topic / text.	The essence of the topic (the main idea of the text) is not clearly stated. Students use a lot of quotations / examples from the original text. Students give opinions of the topic / text.
Language	Students use a wide range of advanced grammatical constructions, vocabulary and transition words	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes
Structure	Logical and coherent presentation of the topic / text.	Logical and coherent presentation of the topic / text with minor structural improvements possible.	Summary has a clearly defined structure but lacks logics of presentation.	Lack of logic and structural parts of the summary are not clearly defined.
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work does not reach a standard described by any of the descriptors given above				

Assessment criteria for Essay (max. score – 20)				
Criteria/ Points	Descriptors			
	5	4	3	2
Content	Topic clearly identified, confident answering the questions and leading	Topic clearly identified, answers are relevant with the necessity to refer to	Problems with identifying the topic, the information provided is relevant only in a	Unclear identification of the topic, lack of the ability to answer the questions

	the discussion	the prepared notes	broader framework	
Language	Wide and proper terminology used	Wide and proper terminology used with minor grammatical and lexical mistakes	Proper terminology used with major grammatical and lexical mistakes	Lack of proper terminology, simple grammatical constructions with mistakes, poor range of vocabulary with spelling mistakes
Structure	Logical and coherent presentation of the topic	Logical and coherent presentation with minor structural improvements possible	Essay has clearly defined structure, but lacks logics of presentation	Lack of logics and structural parts of the essay are not clearly defined
Research	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.	Basic research relevant to the topic with minor mistakes in their presentation.	Elementary research based on a limited number of resources with major mistakes in their presentation.
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work has not been done				
Course Quality Monitoring				
<ol style="list-style-type: none"> 1. Syllabus feedback from internal and external (peer-)reviewers 2. Feedback from enrolled students 3. Students' performance in the course 				