

Plan 440 GRADO EN ESTUDIOS INGLESES

Asignatura 41699 LENGUA INGLESA: GRAMÁTICA DESCRIPTIVA III

Grupo 1

### Tipo de asignatura (básica, obligatoria u optativa)

Compulsory

### Créditos ECTS

6

### Competencias que contribuye a desarrollar

2.1

General competences

- Capacity to understand and express the knowledge acquired.
- Capacity to communicate and express the said knowledge in English.
- Capacity to work and be confident with some of the linguistic tools available for linguistic analysis.
- Capacity to work in a team.

2.2

Specific competences

- Capacity to analyze and understand the main syntactic properties of the English language.
- Capacity to identify, describe and explain these properties by using actual linguistic data.
- Capacity to carry out a grammatical analysis based on linguistic data by going through the different stages it involves (project-based learning and problem-solving collaboration).

### Objetivos/Resultados de aprendizaje

This course is designed to provide students with a detailed analysis and description of some of the most relevant aspects of the English language. More specifically, the course focuses on the analysis of different syntactic phenomena that are characteristic of the English language. When students have successfully completed this course, they will be familiar with the following:

- the main syntactic properties that define the English language;
- how these properties emerge in different types of linguistic data;
- the elicitation of linguistic data and their analysis in terms of syntactic properties; and
- the organized and accurate presentation of a syntactic analysis based on linguistic data.

### Contenidos

This course is broken into two sections:

- lectures (2 hours per week): these involve the presentation of a series of English syntactic structures (theory) as well as their analysis in the form of exercises (practice) in a total of 3 topics; and
- group work (2 hours per week): these include the analysis of English syntactic structures through the analysis of different types of linguistic data in a total of 4 blocks.

Both sections deal with English syntax but they follow different approaches with a view of offering a multidimensional study of English syntactic properties and their analysis.

## Lectures

### Topic 1. Preliminaries to a syntactic analysis

Part 1. Basic notions for the study of English syntax.

Part 2. The scientific method: the study of language through the analysis of linguistic data.

Part 3. Practice sessions.

This topic provides the necessary background for the study of English syntax by, on the one hand, drawing on the students' previous knowledge and, on the other hand, presenting the analysis of linguistic data as an important tool in the study of language, in general, and of English syntax, in particular. This also ties with the type of group work they will have to develop (see below).

### Topic 2. The organization of the clause

Part 1. Clause types: basic verb types.

Part 2. Clausal relations and the distribution and interpretation of nouns: binding theory and control theory.

Part 3. Clausal relations and nouns-verbs interaction: case theory and thematic theory.

Part 4. Practice sessions.

This topic deals with a syntactic analysis of the English clause by focusing on four central theories: binding theory, control theory, case theory and thematic theory. It mainly stems from (i) the type of referential relations that are established within and between sentences; and (ii) the way the clause is articulated on the basis of both syntactic and semantic relations between nouns and verbs.

### Topic 3. Movement theory

Part 1. Basic notions for the study of movement.

Part 2. Movement and locality: DP movement and wh-movement.

Part 3. From structure to interpretation: movement operations and markedness.

Part 4. Practice sessions.

This topic deals with the analysis of movement within the sentence. In particular, it discusses movement operations that are syntactically driven as well as other movement operations that involve the organization of information in the clause.

## Group work

Group work sessions deal with the syntactic analysis of English as seen in linguistic data. They are meant to provide the student with a more practically-oriented approach to the study of English syntax by (i) working with specific empirical studies on English syntactic properties and (ii) making students work in groups to carry out their own syntactic analysis based on data.

Group work sessions are structured in 4 blocks. These are preceded by some initial sessions where the dynamics of group work will be established. After block 4, students can make an optional final oral presentation.

Block 1: an article discussing a specific syntactic property of English will be assigned to each group of students and they will have to work on it following the indications provided.

Block 2: each group will have to carry out an empirical analysis along the lines of the article they have worked on for block 1.

Block 3: each group will have to establish a comparison and an evaluation of the two previous analyses, i.e. the one in the assigned article and the one they have conducted themselves.

Block 4: each group will be assigned a second article which they will have to discuss and compare to their previous work (blocks 1 to 3).

Taking as a point of departure the outline offered in topic 1 on how to work with linguistic data (see section 6 above and section c below), the objectives of the group work sessions include the following:

- develop communication, cooperative and teamwork skills;
- understand how empirical syntactic studies are structured;
- analyze how English syntactic properties are presented in different empirical studies;
- discuss and offer a critical view of these studies; and
- be able to conduct an empirical study on a specific syntactic property using linguistic data.

In the morning shift, there are two group work turns established in the official schedule (see section 11 below). This means that, for the group work sessions, the whole class will be split into two equal parts: the first turn will have the group work sessions on Wednesdays and the second turn on Thursdays.

Students have to arrange themselves in groups (4 groups per turn; 8 in total in the case of the morning shift; 4 in total

in the case of the afternoon shift). All groups in each turn/shift must be set by the second week of class (September 27 2017).

Each group has to decide on a speaker who will be responsible for (i) the presentation of the group work to the professor and (ii) the actual uploading of the questionnaires. However, the whole group will be responsible for their performance outside and inside the classroom as well as in the questionnaires. The speaker will change from block to block and so a different person should be chosen as a speaker for each block.

## Principios Metodológicos/Métodos Docentes

### Lectures

The syntactic theory underlying each of the aforementioned contents and the 3 topics will be presented through both theoretically-oriented and practice-oriented lectures. Students are encouraged to participate actively during both.

The work plan for the 3 topics is described below:

1. students will be provided with a series of materials (handouts, exercises, assignments, instructions, etc.) available through moodle;
2. the handouts contain the basic theoretical information which will be covered in class;
3. practice sessions will involve a series of activities related to the issues discussed in the more theoretical sessions. Practice sessions imply both classroom and outside classroom activities: students are required to complete a series of exercises, either individually or in groups, which will be then discussed in class. Exercises include the analysis of syntactic phenomena either by using isolated structures or sets of linguistic data;
4. finally, an assignment will be posted which students have to complete and turn in via moodle in a week.

### Group work

A number of articles will be proposed and each group will be assigned one of these articles. Instructions will be given on the specific tasks to be done by each group (some of which will need classroom activities while some will be outside classroom ones). The groups will use the assigned articles as the starting point for different types of analyses, as directed by the professor and following the instructions provided.

The work plan for the 4 blocks is described below and it involves both classroom activities as well as outside classroom ones.

1. before each block: students will be provided with a series of materials (articles, protocols, instructions, etc.) available through moodle.
2. before the classroom sessions: students in each group should meet and work together to prepare for the classroom session (e.g. read their assigned article thoroughly and try to solve their doubts among themselves, propose a syntactic analysis, elaborate a work plan, design tests, select data, etc.).
3. during the classroom sessions: students will present their work/findings to the professor; students will elaborate a list of doubts or issues to be discussed with the professor; the speaker will be in charge of interacting with the professor who will be moving from group to group during the two-hour class; and, if it is the last session in a block, students could work on the questionnaire they have to present (see below).
4. after the classroom sessions: students should work on the next topic and, if it is the last session in a block, they have to work on and complete a questionnaire paying special attention not only to content but also to expression and organization. The restrictions on the elaboration of questionnaires should be strictly followed, including deadline and space limitations. The speaker of each group is in charge of uploading to moodle the questionnaire.

## Crterios y sistemas de evaluaci3n

instrument/procedure

%

observations

Assignments

30%

After each of the three main topics is presented and discussed in class, students will have an assignment which they will have to complete individually through moodle. They will have a week to do so.

Group work

20%

The group work sessions will be evaluated in terms of the performance:

- during the sessions: 3 points per block [total: 12 points]

- in the questionnaires: 2 points per questionnaire [total: 8 points]

#### Project

50%

Students may submit a project in which they are expected to provide a detailed analysis of one of the topics included in the syllabus of this course. Topics may be approached from an empirical perspective, or a combination of both empirical and theoretical approaches, but must deal with a syntactic topic. All topics must be submitted for approval by October 10 2017 in word format and via moodle; this proposal must also include a tentative bibliography. All projects must be submitted by December 11 2017 and must obey the guidelines posted in moodle.

obligatory meetings. Students working on their projects must attend 3 obligatory individual meetings (1 in October and 2 in November) as well as 2 group meetings (1 in October and 1 in December).

#### Final exam

If the student completes all the assignments and hands in a good project, the exam will be optional. The exam will include both the issues discussed during the lectures as well as those dealt with in the group work sessions pertaining to the CHILDES project.

Students will be evaluated both individually (through assignments and either the exam or a final project) and as a group (through their performance in the group work sessions, questionnaires and, if it applies, the final oral presentation). More specific information appears below.

Assessment criteria (see also sections 6.f. and 8.f. above):

- assignments and final exam/project (individual mark=30%+20%): content and expression will be evaluated in terms of both the syntactic analysis performed and the use of the tools to carry out a syntactic analysis as seen in class; and
- group work (group mark=50%): both the performance of the group in the different group work sessions in class as well as their performance in the questionnaires and in the optional final oral presentation will be evaluated. In the first case, it involves the outside classroom work which will need to be presented by the speaker to the professor in each of the group work sessions.

Clarifications on grades:

- the pass-fail line for both projects and final exams is 25%;
- marks corresponding to assignments and group work will only be added to those of exams/projects if exams/projects are successfully completed (i.e. passed);
- when failing to reach a passing level in the exam, the final mark will correspond to that in the final exam; if the student does not sit for the final exam, the final mark will correspond to the one obtained in the assignments plus the group work; and
- 2<sup>nd</sup> call (convocatoria extraordinaria): this course's (i) group work mark and (ii) assignments' mark cannot be re-evaluated. This is so because (i) it corresponds to group work (and not to individual work) and it addresses group work competences (and not individual ones) (see section 2.2. above); and (ii) students have to complete each of the 3 assignments in a week right after each topic has been covered (see section 6.e. above). This means that, for the 2<sup>nd</sup> call, the student will be re-evaluated in terms of the 50% corresponding to the exam as in table above. The mark obtained in the exam will then be added up to the one he/she obtained in the assignments and in the group work.

## Recursos de aprendizaje y apoyo tutorial

UVa library online & printed resources (<http://almena.uva.es>).

MacWhinney, B. 2000 talkbank <<http://talkbank.org>> & childes <<http://childes.talkbank.org>>.

UVa e-campus: <<http://campusvirtual.uva.es/>>.

UVa library electronic resources: <<http://almena>

## Calendario y horario

english grammar iii schedule

[2017-2018]

monday  
tuesday  
wednesday  
thursday  
morning  
shift  
11:00 – 12:00  
lectures

group work  
1<sup>st</sup> turn  
group work

2<sup>nd</sup> turn  
12:00 – 13:00

16:00 – 17:00

group work

afternoon  
shift  
17:00 – 18:00

18:00 – 19:00  
lectures

19:00 – 20:00

Clarifications on group work sessions:

- during the first 4 weeks, group work sessions will be devoted to the analysis of data as in topic one I the lectures;
- specific dates for assignments (individual work) and questionnaires (group work) will be posted in advance and students would have a week to complete them; and
- specific dates for individual and group meetings for students working on their individual projects will be posted by October 10.

english grammar III important dates  
group work  
individual project

[2017-2018]

- September 27: group formation
- October XX: group work sessions start (1<sup>st</sup> turn)
- October XX: group work sessions start (2<sup>nd</sup> turn)
- October XX: group work sessions start (B shift)
  
- October 10: deadline for project proposals
- October-November: obligatory meetings on projects
- December 11: deadline for project submission
  
- January XX: final exam (1<sup>st</sup> call)
- February XX: final exam (2<sup>nd</sup> call)

## Tabla de Dedicación del Estudiante a la Asignatura/Plan de Trabajo

Classroom activities  
Hours  
Outside classroom activities  
Hours  
Theoretical lectures  
25  
Individual work  
25  
Classroom practices  
25  
Group work

---

25  
Seminars & group work  
6  
Tasks  
25  
Assessment  
6  
Exam preparation  
13  
Total  
62  
Total  
88

---

Responsable de la docencia (recomendable que se incluya información de contacto y breve CV en el que aparezcan sus líneas de investigación y alguna publicación relevante)

Raquel Fernández Fuertes

<http://www.aesla.org.es/es/user/raquelffliauvaes>

Google-Scholar-ID: [https://scholar.google.ca/citations?hl=es&user=XrNvITEAAAAJ&view\\_op=list\\_works](https://scholar.google.ca/citations?hl=es&user=XrNvITEAAAAJ&view_op=list_works)

Research gate: [https://www.researchgate.net/profile/Raquel\\_Fernandez\\_Fuertes](https://www.researchgate.net/profile/Raquel_Fernandez_Fuertes)

---

Idioma en que se imparte

English

---