


COURSE SYLLABUS

Course		English descriptive grammar III (A & B)	
Subject	Scientific description of the English language		
Module	A.2.		
Degree	English studies	Code	47155
Semester	1	Type	Basic
Level	Undergraduate	Year	2 [2019-2020]
ECTS credits	6		
Language	English		
Professors	Raquel Fernández Fuertes <i>(morning shift -A-)</i>	Sonja Mujcinovic <i>(afternoon shift -B- & group work A)</i>	
Contact	raquelff@lia.uva.es; ext. 6778	sonja@fing.uva.es; ext. 6722	
Office hours <i>(by appointment)</i>	Tuesdays: 11-13h Wednesdays: 13-15h Fridays: 11-12h, 14-15h	Tuesdays: 10-14h, 15-17h Wednesdays: 15-17h	
Department	English		

1. Course motivation
1.1 Contextualization

English descriptive grammar III is a basic formation course in section A2 as described in the official program of the degree in English studies. Section A2 comprises different aspects that are fundamental in the scientific description of the English language.

1.2 Relation to other subjects/courses

This course stems from the previous description of the English grammar done in both ENGLISH GRAMMAR I and ENGLISH GRAMMAR II from first year.

1.3 Prerequisites

Students are recommended to have passed ENGLISH GRAMMAR I & II (first year), as well as to have at least a B1 level of English (as in the CEFRL).

Students are also recommended to be familiar with the UVa e-campus (<http://campusvirtual.uva.es/>), i.e. the moodle platform.

2. Competences
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).

3. Aims & objectives

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.

4. Information on the students' workload

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

5. Structure

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 2 TOPICS [see sections 6 & 7 below for more details]; 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 [see sections 8 & 9 below for more details].

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 in real communicative situations.

A guest speaker will be coming to give a talk as part of the course activities. Details will be posted in moodle.

6. Lectures: topics
Topic 1: Preliminaries to a syntactic analysis

 corresponding ECTS credits:
a. Contextualization & justification

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 (sections 8 & 9 below).

b. Objectives

- Discuss the basic properties of noun phrases and verb phrases students are familiar with.
- Show how these properties are seen in linguistic data.
- Offer an outline on how to work with linguistic data when carrying out a syntactic analysis.

c. Content

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.

d. Methodology [for the 2 topics]

The syntactic theory underlying each of the aforementioned contents and the 2 topics will be presented through both theoretically-oriented and practice-oriented lectures. Students are encouraged to participate actively during both.



e. Work plan [for the 2 topics]

The work plan for the 2 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.

f. Assessment [for the 2 topics]

Students will be evaluated individually through their performance in the assignment. Participation in class during the theoretical and the practical sessions will also be encouraged.

g. Basic bibliography

Aarts, B. and A. McMahon 2006 *The handbook of English linguistics*. Blackwell.
 Klammer, T.P. et al. 2013 *Analyzing English grammar*. Longman.
 Radford, A. 1990 *Syntactic theory and the acquisition of English syntax*. Blackwell.
 Valin, R. van 2001 *An introduction to syntax*. CUP.
 Van Gelderen, E. 2010 *An introduction to the grammar of English*. John Benjamins.

h. Additional bibliography

Baker, M.C. 2003 *Lexical categories. Verbs, nouns and adjectives*. CUP.
 Biber, D. et al. 1999 *Longman grammar of spoken and written English*. Longman.
 Crystal, D. 2003 *A dictionary of linguistics and phonetics*. Blackwell.
 Crystal, D. 2005 *The Cambridge encyclopedia of the English language*. CUP.
 Finch, G., J. Peck and M. Coyle 2003 *How to study linguistics*. Palgrave Macmillan.
 Haegeman, L. 2005 *Thinking syntactically. A guide to argumentation and analysis*. Blackwell.
 Haegeman, L. and J. Guéron 2002 *English grammar: a generative perspective*. Blackwell.
 Heigham, J. and R. A. Croker 2009 *Qualitative research in applied linguistics*. Palgrave.
 Huddleston, R. and G.K. Pullum 2005 *A student's introduction to English grammar*. CUP.
 Jones, C. and D. Waller 2015 *Corpus linguistics for grammar*. Routledge.
 Timmis, I. 2015 *Corpus linguistics for ELT*. Routledge.
 Verspoor, M. and K. Sauter 2000 *English sentence analysis. An introductory course*. John Benjamins.
 Yule, G. 2006 *The study of language*. CUP.

i. Necessary resources [for the 2 topics] (July 2019)

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.uva.es/search*spi~S6>.

Topic 2: The organization of the clause

corresponding ECTS credits:

a. Contextualization & justification

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.

b. Objectives

- Discuss the basic clausal structures students are familiar with.
- Investigate how these structures are build up syntactically and semantically.
- Discuss these structures using linguistic data.



c. Content

- 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.

g. Basic bibliography

Aarts, B. 2001 *English syntax and argumentation*. Palgrave Macmillan.
 Biber, D. et al. 1999 *Longman grammar of spoken and written English*. Longman.
 Giorgi, A. and G. Longobardi 1991 *The syntax of noun phrases*. CUP.
 Verspoor, M. and K. Sauter 2000 *English sentence analysis*. John Benjamins.

h. Additional bibliography

Baker, M.C. 2003 *Lexical categories. Verbs, nouns and adjectives*. CUP.
 Ballard, K. 2001 *The frameworks of English*. Palgrave Macmillan.
 Carnie, A. 2008 *Constituent structure*. OUP.
 Haegeman, L. 2005 *Thinking syntactically. A guide to argumentation and analysis*. Blackwell.
 Haegeman, L. and J. Guéron 2002 *English grammar: a generative perspective*. Blackwell.
 Huddleston, R. and G.K. Pullum 2005 *A student's introduction to English grammar*. CUP.

7. Lectures: timing (per topic)

TOPIC	ECTS	TIMING
1. Preliminaries to a syntactic analysis	2.5	6 weeks
2. The organization of the clause	2.5	6 weeks
Review	1	3 weeks

8. Group work

a. Contextualization & justification

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.

b. Objectives

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.

c. Content

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).



d. Methodology

URNS OF GROUP WORK SESSIONS

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 Tuesdays and the second turn on Wednesdays.

GROUP FORMATION

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 16, 2019).

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.

GROUP WORK

A number of articles will be proposed and each group will be assigned two of these articles. Instructions will be given on the specific tasks to be done by each group. Some of the work will be part of classroom activities while some other will correspond to 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.

TALK

During one of the sessions dedicated to group work, both turns in morning shift and the one in the afternoon shift will come together for a talk (December 4, 2019).

e. Work plan

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

- BEFORE EACH BLOCK:** students will be provided with a series of materials (articles, protocols, instructions, etc.) available through moodle.
- 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.).
- 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).
- 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.

f. Assessment

Students will be evaluated as a group and by the professor as follows:

- through their participation in the group activities in the interaction with others;
- through the material elaborated by the group both in the classroom and outside; and
- through their performance in the questionnaires and in the presentation of their work to the professor.

g. Basic bibliography

The articles that will be selected for group work sessions may include the ones below:

McGregor, K., G. C. Rost, L. Y. Guo and L. Sheng 2010 What compound words mean to children with specific language impairment. *Applied Psycholinguistics* 31, 463-487.

Skarabela, B. and L. Serratrice 2009 'The doctor's mother' or 'the mother of the doctor'? Syntactic priming of possessive noun phrases in English preschoolers. In J. Chandlee et al. (eds.) *BUCLD 33 Online Supplement*. <<http://www.bu.edu/bucl/d/proceedings/supplement/vol33/>>. (July 2019)

Valian, V. and L. Casey 2003 Young children's acquisition of wh-questions: the role of structured input. *Journal of child language*. 30, 117-143.

Other articles could be proposed. The final selection and the individual articles will be posted in moodle.

h. Additional bibliography

Berman, R., and D. Slobin 1994 *Relating events in narrative : a crosslinguistic developmental study*. LEA.



i. Necessary resources (July 2019)

Blom, E., and S. Unsworth 2010 *Experimental methods in language acquisition research*. John Benjamins.

Crystal, D. 2003 *A dictionary of linguistics and phonetics*. Blackwell.

Crystal, D. 2005 *The Cambridge encyclopedia of the English language*. CUP.

Finch, G., J. Peck and M. Coyle 2003 *How to study linguistics*. Palgrave Macmillan.

Gass, S.M., and A. Mackey 2007 *Data elicitation for second and foreign language research*. LEA.

Heigham, J. and R. A. Croker 2009 *Qualitative research in applied linguistics*. Palgrave.

Jones, C. and D. Waller 2015 *Corpus linguistics for grammar*. Routledge.

Mayer, M. 1969 *Frog, where are you?* Dial Press.

McDaniel, D., C. McKee, and H. Smith Cairns (eds.) 1996 *Methods for assessing children's syntax*. MIT Press.

Marzio, M. (dir.) 2012 *Real English*. Marzio School. <<http://www.real-english.com/>> (July 2019).

Schneider, P., R.V. Dubé, and D. Hayward 2005 *The Edmonton Narrative Norms Instrument*. University of Alberta Faculty of Rehabilitation Medicine <<http://www.rehabresearch.ualberta.ca/enni/>> (July 2019).

Unsworth, S. and E. Blom 2007 Practicalities. Some do's and don'ts on the practical aspects of carrying out language acquisition experiments. EMLAR docs.

i. Necessary resources (July 2019)

MacWhinney, B. 2000 *The CHILDES Project: Tools for Analyzing Talk*. LEA. CHILDES (Child Language Data Exchange System). <<http://chilides.psy.cmu.edu/>>.

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

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

Students are welcome to bring books, laptops or any resource they might need for the group work sessions.

9. Group work: timing

BLOCK	TIMING
0. Preliminaries	6 weeks
1. Understanding empirical studies on English syntactic properties	2 weeks
2. Developing empirical studies on English syntactic properties	2 weeks
3. Comparing and evaluating empirical studies on English syntax (I)	2 weeks
4. Comparing and evaluating empirical studies on English syntax (II)	2 weeks
Final presentations	1 week

10. Assessment summary table

INSTRUMENT/PROCEDURE	%	OBSERVATIONS
Assignments	30%	After each of the 2 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 issues or structures included in the syllabus of this course. The issue/structure selected may be approached from an empirical perspective, or a combination of both empirical and theoretical approaches, but must deal with a syntactic topic. The issue/structure selected must be submitted for approval by October 8, 2019 in word format and via moodle; this proposal must also include a tentative bibliography. All projects must be submitted by December 10, 2019 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%+50%): 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=20%): 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); and
- 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.

Clarifications on calls:

- 2nd 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 2nd 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.
- last call (*convocatoria fin de carrera*): students will be evaluated in terms of an exam which will be broken down into two parts: (i) questions regarding the material discussed in the lectures, including information on the CHILDES project (see section 6); and (ii) questions pertaining to two articles (see section 8d). Students will be provided with the corresponding handouts and articles but no actual presentation of either one will be done by the professor. Students will also be given the opportunity to attend office hours to solve doubts.

11. Schedule & important dates

ENGLISH GRAMMAR III SCHEDULE						[2019-2020]
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
08:00 – 09:00				group work		MORNING SHIFT [A]
09:00 – 10:00				1 st turn		
10:00 – 11:00						
11:00 – 12:00			lectures			
12:00 – 13:00					group work	
13:00 – 14:00					2 nd turn	
15:00 – 16:00						AFTERNOON SHIFT [B]
16:00 – 17:00						
17:00 – 18:00				group work		
18:00 – 19:00	lectures					
19:00 – 20:00						

Clarifications:

- during the first 4-6 weeks, group work sessions will be devoted to the analysis of data as in topic 1 in 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 group meetings for students working on their individual projects will be posted by October 8.



ENGLISH GRAMMAR III IMPORTANT DATES				[2019-2020]
GROUP WORK		INDIVIDUAL PROJECT		
- September 16:	group formation	- October 8:	deadline for project proposals	
- October 10:	group work sessions start (1 st turn)	- October-December:	obligatory meetings on projects	
- October 11:	group work sessions start (2 nd turn)	- December 10:	deadline for project submission	
- October 23:	group work sessions start (shift B)			
- December 4:	group work talk (1 st turn, 2 nd turn & shift B)			
EXAMS				
- final exam (1 st call)	January 8:	room 3, 10h	(morning shift)	
		room 107, 17h	(afternoon shift)	
- final exam (2 nd call)	January 28:	room 3, 10h	(morning shift)	
		room 107, 17h	(afternoon shift)	

12. Final remarks

- The working language of this course is English.
- Course material, including instructions for different activities, will only be made available via moodle.
- Students are expected to take part actively in both lectures and group work sessions.
- Students need to ensure that they hand in all questionnaires and perform the required tasks by the due date.
- Students will be expected to spend time studying outside the class, and will be provided guidance, facilities and materials to help them develop their expertise as independent language learners. Students will need to spend the stipulated hours of independent learning to meet the learning outcomes.