

**COURSE SYLLABUS (adapted to the “new normal” after Covid-19)**

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 [2021-2022]
ECTS credits	6		
Language	English		
Professors	<b>Sonja Mujcinovic</b> <i>[morning afternoon &amp; shift –A &amp; B–]</i>	<b>Esther Álvarez de la Fuerte</b> <i>[morning shift –A–]</i>	
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Office hours <i>[by appointment]</i>	<i>to be posted</i> <i>Office hours can only be done online</i>		
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](#), 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.

**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.

**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 analysis linguistic data 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	27	Individual work	33	
Classroom practices	27	Tasks	40	
		Exam preparation	23	
<b>Total</b>	<b>54</b>	<b>Total</b>	<b>96</b>	<b>150</b>

\*These include activities followed by students either in the classroom or in streaming.

#### 5. Structure

This course is broken into:

- lectures and practices (4 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].

Given the "new normal", the distribution of lectures will be adapted in order to follow the UVa security measures.

#### 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.

##### 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. Resources**

*Note.* Links in section g correspond to references available via the UVa library, some of which can be accessed online. Other formats and editions might be available and these can be checked by searching the title of the reference using the [UVa library search engine](#).

**g1. 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.

**g2. 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. 2002 [A dictionary of linguistics and phonetics](#). Blackwell.  
Crystal, D. 2019 [The Cambridge encyclopedia of the English language](#). CUP.  
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: a guide for research](#). 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.

**g3. Online resources**

[UVa library online & printed resources](#)

MacWhinney, B. 2000 [TALKBANK](#) & [CHILDES](#)

[UVa e-campus](#)

[UVa library electronic resources](#): databases with access to journals such as *Journal of child language*, *Studies in language*, *Linguistic inquiry*, *International Review of Applied Linguistics in Language Teaching*, etc.

**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 built 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. Resources**

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## g1. Basic bibliography

- 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.

## g2. Additional bibliography

- Baker, M.C. 2003 [Lexical categories. Verbs, nouns and adjectives](#). CUP.  
 Ballard, K. 2007 [The frameworks of English](#). Palgrave Macmillan.  
 Carnie, A. 2011 [Modern syntax](#). CUP.  
 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	6 weeks
2. The organization of the clause	3	7 weeks
Review	1	2 weeks

## 8. Assessment

INSTRUMENT/PROCEDURE	%	OBSERVATIONS
Assignments	50%	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.
Final exam	50%	The exam will include all the issues discussed during the lectures.

Students will be evaluated individually using both continuous assessment (assignments) and final assessment (final exam). 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.

Clarifications on grades:

- the pass-fail line for final exams is 25%;
- only when the exam is successfully completed (i.e. passed), marks corresponding to assignments be added to that of the exam; 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.

Clarifications on calls:

- 2<sup>nd</sup> call (*convocatoria extraordinaria*): the assignments cannot be repeated. This is so because students have to complete each of the 2 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, students can only repeat the exam. The mark obtained in the exam will then be added up to the one he/she had obtained in the assignments.
- 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; and (ii) questions pertaining to data analysis. Students will be provided with the corresponding handouts but no actual presentation of these will be done by the professor. Students will also be given the opportunity to attend office hours to solve doubts.

## 9. Schedule & important dates

ENGLISH GRAMMAR III SCHEDULE (PENDING)
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[2021-2022]
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## 10. 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 the lectures both in the theory and in the practice sessions.
- Students need to ensure that they 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.

