

**COURSE SYLLABUS**

Course	Advanced English grammar		
Subject	Scientific description of the English language		
Module	A.2.		
Degree	English studies	Code	47185
Semester	2	Type	Basic
Level	Undergraduate	Year	4 [2021-2022]
ECTS credits	6		
Language	English		
Professors	Raquel Fernández Fuertes <small>lectures</small>	Sonja Mujcinovic <small>practice</small>	
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Office hours [by appointment]	Mondays: 12:30- 15:30h Mondays: 17:00-20:00h Office hours will be held online.	Tuesdays: 10:00-15:00h	
Department	English		

**1. Course motivation**

## 1.1 Contextualization

*Advanced English grammar* 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 *English grammar I* and *English grammar II* from 1<sup>st</sup> year, as well as *English grammar III* from 2<sup>nd</sup> year. Other courses related to this course include *Norma y uso del español* (1<sup>st</sup> year; section C in the official program of the degree in English studies) and *Introducción a la lingüística general* (2<sup>nd</sup> year; section A3). Furthermore, *Advanced English grammar* is also related to the optional 3<sup>rd</sup> year course *English language acquisition and learning* (section D2).

## 1.3 Prerequisites

Students are recommended to have passed *English grammar I* and *English grammar II* (1<sup>st</sup> year) as well as *English grammar III* (2<sup>nd</sup> year). They are also recommended to have a B2 level of English (as in the CEFRL). Additionally, students should be familiar with the [UVA e-campus](#), i.e., the moodle platform. Erasmus students are required to have a previous background on the basic properties of the English grammar, together with a working knowledge of Spanish and Spanish grammar.

**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 more advanced 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 and in-depth analysis and description of some of the most relevant syntactic phenomena that characterize the grammar of the English language. More specifically, movement theory and the different grammatical properties that are involved in movement will be the focus of this course. When students have successfully completed this course, they will be familiar with the following:

- some of the complex syntactic mechanisms that define the grammar of the English language;
- how these mechanisms appear in different types of linguistic data;
- the analysis of linguistic data in terms of more complex syntactic properties; and
- the organized and accurate presentation of a detailed syntactic analysis based on linguistic data.

## 4. Information on the students' workload

Classroom activities*	Hours	Outside classroom activities	Hours	
Theoretical lectures	30	Practice	40	
Classroom practices	30	Assignments	30	
		Exam preparation	20	
Total	60	Total	90	150

\*These include activities followed by students either in the classroom or in streaming, given the UVa security measures in terms of classroom occupancy.

## 5. Structure

This course is broken down into 2 sections:

- lectures: these theoretical sessions involve the presentation of a series of English syntactic structures in a total of 3 TOPICS [see sections 6 & 7 below for more details]; and
- practice sessions: these practice sessions are devoted to put into practice the material seen in the lectures in the form of exercises [see sections 6 & 7 below for more details].

Both the lectures and the practice sessions deal with English syntax, but they follow different approaches with a view of offering a multidimensional study of English syntactic properties and their analysis on different types of linguistic data.

Given the UVa security measures in terms of classroom occupancy, half of the students registered will attend classes on-site while the other half will do so in streaming (with the corresponding alternation).

**More specific information will be provided in moodle before the semester starts.**

## 6. Lectures and practice sessions: topics

### Topic 1: Preliminaries to a syntactic analysis

ECTS credits: 2

#### 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. With respect to English syntax, the discussion will consider fundamental concepts such as form/function, functional/lexical categories, and formal features, as well as four central syntactic theories: binding theory, control theory, case theory and thematic theory.

#### b. Objectives

- Discuss the basic syntactic phenomena students are familiar with.
- Show how syntactic properties are seen in linguistic data.
- Present a common background to the information that will be covered in topics 2 and 3.
- Offer an outline on how to work with linguistic data when carrying out a syntactic analysis.

#### c. Content

Part 1. Basic grammatical properties of English.

Part 2. Basic syntactic phenomena for the study of English syntax.

Part 3 The scientific method: the study of language through the analysis of linguistic data.

Part 4. Practice sessions.

#### d. Methodology [for the 3 topics]

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

#### e. Work plan [for the 3 topics]

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 theoretical lectures. Practice sessions imply both classroom and outside classroom activities: students are required to complete a series of exercises, either individually or in groups; this needs to be done as an outside classroom activity as their own analyses of the exercises 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 in moodle and students have to complete it and submit it via moodle in a week.

Participation in class during the theoretical and the practical sessions will be encouraged.

#### f. Assessment [for the 3 topics]

Students will be evaluated individually using both continuous assessment (assignments) and final assessment (final exam). Each assignment will be completed after each topic has been covered in class. 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.

## 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.  
Carnie, A. 2013 [Syntax: a generative introduction](#). Wiley-Blackwell.  
Haegeman, L. and J. Guéron 2002 [English grammar: a generative perspective](#). Blackwell.  
Klammer, T.P., M.R. Schulz and A. Della Volpe 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

- Biber, D. et al. 2002 [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.  
Galasso, J. 2009 [Minimum of English grammar: an introduction to feature theory with a special note on the nature of early child grammars of English](#). University Readers.  
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.  
Verspoor, M. and K. Sauter 2000 [English sentence analysis. An introductory course](#). John Benjamins.

## g3. Online resources

- MacWhinney, B. 2000-2021 [TALKBANK](#) & [CHILDES](#)  
[UVa e-campus](#) (moodle)  
[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.  
[UVa library online & printed resources](#)

**Topic 2: Movement theory and syntactic operations**ECTS credits: 

2
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## a. Contextualization &amp; justification

This topic deals with the presentation of movement theory as it applies to the description of English syntax. In particular, the focus will be placed on how movement is operationalized and on the different types of movement operations that are triggered by syntax.

## b. Objectives

- Present the basics of movement theory.
- Offer a description of the main syntactic movement operations of English.
- Discuss movement operations as they appear in linguistic data.

## c. Content

- Part 1. Movement theory: the essentials.  
Part 2. DP movement.  
Part 3. Wh- movement.  
Part 4. Practice sessions.

## 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

- Baltin, M.R. and C. Collins 2001 [The handbook of contemporary syntactic theory](#). Blackwell.  
Biber, D. et al. 2002 [Longman grammar of spoken and written English](#). Longman.  
Boeckx, C., N. Hornstein and J. Nunes 2010 [Control as movement](#). CUP.  
Borsley, R.D. 1991 [Syntactic theory: a unified approach](#). Edward Arnold.  
Giorgi, A., G. Longobardi and G. Cinque 1996 [The syntax of noun phrases](#). CUP.  
Haegeman, L. and J. Guéron 2002 [English grammar: a generative perspective](#). Blackwell.  
Verspoor, M. and K. Sauter 2000 [English sentence analysis](#). John Benjamins.

## g2. Additional bibliography

- Ballard, K. 2007 [The frameworks of English](#). Palgrave Macmillan.  
Carnie, A. 2011 [Modern syntax](#). CUP.  
Fabregas, A. J. Mateu and M. Putnam 2015 [Contemporary linguistic parameters](#). Bloomsbury.  
Haegeman, L. and J. Guéron 2002 [English grammar: a generative perspective](#). Blackwell.  
Hornstein, N., J. Nunes and K.K. Grohmann 2005 [Understanding minimalism](#). CUP.

**Topic 3: Movement theory and the notion of markedness**

ECTS credits: 2

## a. Contextualization &amp; justification

This topic deals with movement theory and its relation to the notion of markedness. The focus is placed on syntactic operations that involve focus or emphasis.

## b. Objectives

- Present the relationship between word order and markedness and how these are linked to movement theory.
- Offer a description of the main movement operations of English triggering emphasis or focus.
- Discuss movement operations as they appear in linguistic data.

## c. Content

- Part 1. The notion of markedness and word order.  
Part 2. Initial position phenomena.  
Part 3. Postponement phenomena.  
Part 4. Practice sessions.

## 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

- Baltin, M.R. and C. Collins 2001 [The handbook of contemporary syntactic theory](#). Blackwell.  
Biber, D. et al. 2002 [Longman grammar of spoken and written English](#). Longman.  
Galasso, J. 2009 [Minimum of English grammar: an introduction to feature theory with a special note on the nature of early child grammars of English](#). University Readers.  
Giorgi, A. and G. Longobardi 1991 [The syntax of noun phrases](#). CUP.

Haegeman, L. and J. Guéron 2002 [English grammar: a generative perspective](#). Blackwell.  
 Huddleston, R.D. and G.K. Pullum 2002 [The Cambridge grammar of the English language](#). CUP.  
 Quirk, R. et al. 1985 [A comprehensive grammar of the English language](#). Longman.  
 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.  
 Fabregas, A., J. Mateu and M. Putnam 2015 [Contemporary linguistic parameters](#). Bloomsbury.  
 Hornstein, N., J. Nunes and K.K. Grohmann 2005 [Understanding minimalism](#). CUP.  
 Rochemont, M.S. and P.W. Culicover 1990 [English focus constructions and the theory of grammar](#). CUP.  
 Wardhaugh, R. 1997 [Understanding English grammar: a linguistic approach](#). Blackwell.

**7. Timing (per topic)**

TOPIC	ECTS	TIMING
1. Preliminaries to a syntactic analysis	2	4 weeks
2. Movement theory and syntactic operations	2	6 weeks
3. Movement theory and the notion of markedness	2	5 weeks

**8. Assessment**

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.

INSTRUMENT/PROCEDURE	%	OBSERVATIONS
Assignments	50%	After each of the 3 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 and practice sessions.

Clarifications on grades:

- the pass-fail line for the 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 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, students can only repeat the exam. The mark obtained in the exam will then be added up to the one the student had obtained in the assignments; and

- 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 TalkBank project; and (ii) questions pertaining to data analysis as in the practice sessions. Students will be provided with the corresponding handouts and practice material but no actual presentation of these will be done by the professors. Students will also be given the opportunity to attend office hours to solve doubts.

## 9. Schedule & important dates

ADVANCED ENGLISH GRAMMAR SCHEDULE			[2021-2022]
	MONDAY	TUESDAY	WEDNESDAY
08:00 – 09:00		PRACTICE (1 <sup>st</sup> TURN)	
09:00 – 10:00			
10:00 – 11:00	LECTURES		PRACTICE (2 <sup>nd</sup> TURN)
11:00 – 12:00			
12:00 – 13:00			
13:00 – 14:00			

### Clarifications:

- half of the weeks assigned to each topic will be devoted to lectures and, once these are completed, the other half will be devoted to practice sessions; and
- specific dates for assignments will be posted in advance and students will have a week to complete them via moodle.

ADVANCED ENGLISH GRAMMAR EXAMS			[2021-2022]
- final exam (1 <sup>st</sup> call)	date: June 7	room: 107	
- final exam (2 <sup>nd</sup> call)	date: June 24	room: 107	

## 10. Final remarks

- The working language of this course is English.
- Erasmus students are required to have a previous background on the basic properties of the English grammar, together with a working knowledge of Spanish and Spanish grammar.
- Course material, including instructions for different activities and assignments, will only be made available via moodle.
- Students are expected to take part actively both in the lectures 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.