

**COURSE DATA****Data Subject**

Code	35347
Name	English syntax
Cycle	Grade
ECTS Credits	6.0
Academic year	2018 - 2019

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	3	First term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	5 - Linguistics of the English language	Obligatory

Coordination

Name	Department
GREGORI SIGNES, CARMEN	155 - English and German

SUMMARY

The aim of the course is twofold: first, to discuss theoretical issues in grammar, second, to attain an overview of English syntax. Emphasis will be placed on students' awareness and appropriate use of Contemporary English Grammar and it will also involve becoming familiar with new methodologies that may be used for syntactic research today.

The course seeks to provide an introductory description and comprehensive analysis of the syntax of Standard English at phrase and sentence levels, without forgetting that syntax and syntactic patterns cannot be analysed without considering their communicative function, the context and the co-text in which they are produced.



Thus, although our description of English Grammar will focus mainly on simple sentences, it is our intention –following Carter et al. (2000)- to introduce a variety of contextualised samples of real written and spoken English. This will allow students to understand that grammar moves beyond the structure of simple sentences.

The subject draws on a combination of morphological and syntactic concepts that will help students to identify and produce different kinds of texts/genre (e.g. novels, newspapers, essays, notes, reports, news, conversations between friends, etc.) successfully. In this way, we shall be using texts not just to illustrate grammar points but as a way of understanding the grammar choices speakers have at their disposal, and why they speak or write the way they actually do.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Competence to communicate in English at the C1 level (CEFR) will be taken into account in the students' assessment.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1000 - Degree in English Studies

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Apply ICT and computer programs, either locally or through a network, in the field of English Studies.
- Work and learn autonomously, and plan and manage ones workload.
- Demonstrate communicative and social competence in the English language (oral and written comprehension and expression, communicative interaction and mediation that includes correct grammar and style).



- Describe and explain theoretical and practical aspects of English phonology, lexis, morphology, syntax, text and discourse.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

At the end of this course you will have:

- an awareness and understanding of linguistic concepts.
- gained a basic insight into a theoretical framework for the description of the English language.
- developed your ability to make use of grammar to explain language usage in specific cases.
- improved your ability to use correct and idiomatic English.
- raised your awareness of how grammar contributes to the meaning of sentences and texts.
- improved your production of coherent and comprehensible texts at an oral and written level.
- appraised key issues of syntactic analysis.
- learned how to work effectively and reflectively individually and in groups.

DESCRIPTION OF CONTENTS

1. Discourse and Grammar

2. Sentence and clause structure

3. Conjunctions, interjections and other minor word classes

4. Syntactic functions of clause elements

5. Nouns and noun phrases

**6. Determiners and pronouns****7. Adjectives and adjective phrases****8. Prepositions and prepositional phrases****9. Adverbs and adverb phrases****10. Verbs and verb phrases****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Attendance at events and external activities	0,00	0
Development of group work	3,00	0
Study and independent work	30,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	27,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	15,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Weekly: 1.5 hour lecture, 2.5 h in-class activities for 16 weeks which are distributed as follows:

- 1/ 1h ½ entirely devoted to theoretical description* followed by
- 3h in-class activities and theory-based practical sessions

*some units may require more than one hour of theoretical description.

During the lectures the students will be given the necessary theoretical input. This can be complemented by the set text book/dossier and the specific updated bibliography. These references will be made available through the *Aula Virtual* or the photocopying centre (2nd Floor, Facultat de Filologia, Traducció i Comunicació).



Students are expected to read the material for the unit to be covered in each lecture. Students should also show that they have grasped all the examples that illustrate each point covered in advance.

Students are expected to participate actively in class activities.

Attendance is compulsory.

EVALUATION

Assessment for first and second calls:	
Type of assessment	% of final grade
a) individual theory test	60 %
b) individual practice test	40 %
Total	100%

To pass the subject students need to get at least 5 out of 10 points in both tests.

Competence to communicate in English at the C1 level (CEFR) will be taken into account in the students' assessment.

Plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have plagiarised his/her work will face serious consequences which could lead to failing the part of the subject in which plagiarism has been detected or the whole subject.

For more information on what plagiarism is and how to avoid it, go to

<www.uv.es/englishphil/plagiarism>

REFERENCES

Basic

- Downing, Angela and Philip Locke (Third edition 2006): A University Course in English Grammar, London and New York, Routledge.



- Carter, Ronald and Michael McCarthy (2006): Cambridge Grammar of English: A Comprehensive Guide, Cambridge University Press (CD-Rom included).
- Huddleston, Rodney and Geoffrey K. Pullum (2002): The Cambridge Grammar of the English Language, Cambridge University Press.
- Huddleston, Rodney and Geoffrey K. Pullum (2005): A Student's Introduction to English Grammar, Cambridge University Press.
- Biber et al. (1999): Longman Grammar of Spoken and Written English, London, Longman.
- Tallerman, M. (2015): Understanding Syntax, London, Hodder Education.
- Chalker, S. (1984): Current English Grammar, London, McMillan.

*Class-Notes available from the Photocopying Centre.

**If necessary, teachers reserve the right to update the list of references and course books.

Additional

- AARTS, F. and AARTS, J. 1982. English Syntactic Structures. Oxford: Pergamon.
- BAUER, L. 1983. English word-formation. Cambridge: Cambridge University Press.
- CRYSTAL, D. 1980. "Neglected Grammatical Factors in Conversational English", en S. Greenbaum et al. (eds.) Studies in English Linguistics for Randolph Quirk. London: Longman: 153-166.
- CULICOVER, P.W. 1982. Syntax.. New York: Academic Press.
- DE LA CRUZ, J.M. & TRAINOR, P.M. 1989b. Curso de Sintaxis Inglesa. Madrid: Taurus.
- GREENBAUM, S. & QUIRK, R. 1990 A Student's Grammar of the English Language. London: Longman.
- HEWINGS, M. 1999. Advanced Grammar in Use. (with answers). Cambridge: Cambridge University Press.
- HUDDLESTONE, R.D. 1980. "Criteria for Auxiliaries and Modals", en S. Greenbaum et al. (eds.) Studies in English Linguistics for Randolph Quirk. London: Longman: 65-78.
- HUDDLESTONE, R.D. 1984. Introduction to the Grammar of English. Cambridge: Cambridge University Press.
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- LEECH, G. 1987. Meaning and the English Verb. London: Longman.
- LEECH, G. 1982. English Grammar for Today: A New Introduction.. London: Macmillan.
- LEECH, G. and STARTVIK, J. 1985. A Communicative Grammar of English. London: Longman.
- LYONS, C.. 1968. Introduction to Theoretical Linguistics. Cambridge: Cambridge University Press.
- LYONS, C. 1972. New Horizons in Linguistics. Harmondsworth: Penguin.
- MATTHEWS, P.H. 1981. Syntax. Cambridge: Cambridge University Press.
- MATTHEWS, P.H. 1991. Morphology. Cambridge: Cambridge University Press.
- MAURELATOS, A. 1978. "Events, processes and States". Linguistics and Philosophy 2. p.415-434.
- McCAWLEY, J.D. 1971 Tense and Time Reference in English", en C. Fillmore & D.T. Langendoen (eds.) Studies in Linguistic Semantics. New York: Holt, Rinehart and Winston.
- McCAWLEY, J.D. 1982. The Syntactic Phenomena of English. Chicago: Chicago University Press.
- PALMER, F.R. 1974. The English Verb. London: Longman.



- PALMER, F.R. 1986. Mood and Modality. Cambridge: Cambridge University Press.
- QUIRK, R. et al. 1980. A Grammar of Contemporary English. London: Longman.
- QUIRK, R. et al. 1985. A Comprehensive Grammar of the English Language. London: Longman.
- SELLKIRK, E. 1982. Phonology and Syntax: The Relation between Sound and Structure.. Cambridge, Mass.: MIT Press.
- WIERZBICKA, A. 1988. The Semantics of Grammar. Amsterdam: Benjamins.

