

**FITXA IDENTIFICATIVA****Dades de l'Assignatura**

<b>Codi</b>	35347
<b>Nom</b>	Sintaxi de la llengua anglesa
<b>Cicle</b>	Grau
<b>Crèdits ECTS</b>	6.0
<b>Curs acadèmic</b>	2018 - 2019

**Titulació/titulacions**

<b>Titulació</b>	<b>Centre</b>	<b>Curs</b>	<b>Període</b>
1000 - G.Estudis Anglesos	Facultat de Filologia, Traducció i Comunicació	3	Primer quadrimestre

**Matèries**

<b>Titulació</b>	<b>Matèria</b>	<b>Caràcter</b>
1000 - G.Estudis Anglesos	5 - Lingüística de la Lengua Inglesa	Obligatòria

**Coordinació**

<b>Nom</b>	<b>Departament</b>
GREGORI SIGNES, CARMEN	155 - FILOLOGIA ANGLESA I ALEMANYA

**RESUM**

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.

## **CONEIXEMENTS PREVIS**

### **Relació amb altres assignatures de la mateixa titulació**

No heu especificat les restriccions de matrícula amb altres assignatures del pla d'estudis.

### **Altres tipus de requisits**

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

## **COMPETÈNCIES**

### **1000 - G.Estudis Anglesos**

- Que els estudiants hagen demostrat posseir i comprendre coneixements en una àrea d'estudi que parteix de la base de l'educació secundària general, i se sol trobar a un nivell que, si bé descansa en llibres de text avançats, inclou també alguns aspectes que impliquen coneixements procedents de l'avantguarda del seu camp d'estudi.
- Que els estudiants sàprien aplicar els seus coneixements al seu treball o vocació d'una forma professional i posseïsquen les competències que solen demostrar-se per mitjà de l'elaboració i defensa d'arguments i la resolució de problemes dins de la seua àrea d'estudi.
- Que els estudiants puguen transmetre informació, idees, problemes i solucions a un públic tant especialitzat com no especialitzat.
- Aplicar tecnologies de la informació i la comunicació, eines informàtiques, locals o en xarxa en l'àmbit dels estudis anglesos.
- Treballar i aprendre de manera autònoma i planificar i gestionar el temps de treball.
- Demostrar una competència comunicativa i social en llengua anglesa (comprensió i expressió oral i escrita, interacció comunicativa i mediació, inclosa la correcció gramatical i estilística).
- Descriure i explicar aspectes teòrics i aplicacions pràctiques dels nivells fonològic, lèxic, morfològic, sintàctic, textual i discursiu de la llengua anglesa.

## **RESULTATS DE L'APRENENTATGE**

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.

## **DESCRIPCIÓ DE CONTINGUTS**

### **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**

**VOLUM DE TREBALL**

ACTIVITAT	Hores	% Presencial
Classes de teoria	60.00	100
Assistència a esdeveniments i activitats externes	0.00	0
Elaboració de treballs en grup	3.00	0
Estudi i treball autònom	30.00	0
Lectures de material complementari	5.00	0
Preparació d'activitats d'avaluació	27.00	0
Preparació de classes de teoria	10.00	0
Preparació de classes pràctiques i de problemes	15.00	0
<b>TOTAL</b>	<b>150.00</b>	

**METODOLOGIA DOCENT**

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.

**AVALUACIÓ**

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



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](http://www.uv.es/englishphil/plagiarism)>

## REFERÈNCIES

### Bàsiques

- 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.

### Complementàries

- 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.
- HUDDLESTONE, R.D. 1988. English Grammar: An Outline. Cambridge: Cambridge University Press.





- 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.