

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

<b>Code</b>	35347
<b>Name</b>	English syntax
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

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

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1000 - Degree in English Studies	5 - Linguistics of the English language	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
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.

## OUTCOMES

### 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

At the end of this course, you will be able to:

- Identify elements and categories in the syntactical levels in different English-language texts;
- Explain in English concepts, theories and phenomena related to the syntax of the English language;
- Identify elements and categories in the syntactical levels in different English-language texts.
- Distinguish syntactical traits in varieties of English.
- Defend your point of view in issues related to the syntax of the English language.
- Use IT tools and resources in the study of the syntax of the English language.
- Make use of grammar to explain language usage in specific cases and how grammar contributes to the meaning of sentence and texts.
- Assess linguistic correctness in an English-language text and correct its errors.

## DESCRIPTION OF CONTENTS

### 1. Discourse, Grammar and Syntax: Basic Concepts

### 2. Nouns and noun phrases

### 3. Determiners and pronouns

### 4. Verbs and verb phrases

### 5. Prepositions and prepositional phrases

### 6. Adjectives and adjective phrases

**7. Adverbs and adverb phrases****8. Conjunctions, interjections and other minor word classes****9. Syntactic functions of clause elements****10. Sentence and clause structure****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Study and independent work	60,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Weekly: 4h lectures (2h+ 2h) 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

Type of assessment (written)	% of final grade
1 Final test	50 %
Portfolio	50%

To pass the subject students need to score at least 5 out of 10 points in both parts. The portfolio can only be submitted within the set deadline during the teaching period for the subject.

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)>

## 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.
- 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.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **HYBRID LEARNING MODE (BLENDED)**

#### **1. Contents**

The same contents as in the original teaching guide.

#### **2. Workload and teaching schedule**

No change.

#### **3. Methodology**

Face-to-face class + a combination of synchronous/ asynchronous sessions via Blackboard Collaborate or Teams & Aula Virtual.

#### **4. Assessment**

The assessment system will be the same as in the original teaching guide.

#### **5. Bibliography**

The same as in the original teaching guide.

### **DISTANCE (ONLINE) LEARNING**



## **1. Contents**

The same contents as in the original teaching guide.

## **2. Workload and teaching schedule**

No change

## **3. Methodology**

A combination of synchronous/ asynchronous teaching via Blackboard Collaborate or Teams & Aula Virtual.

## **4. Assessment**

The assessment system will remain the same.

## **5. Bibliography**

The same as in the original teaching guide.