

English Descriptive Grammar**2015/2016**

Code: 103410

ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	FB	1	1
2501902 English and Catalan	FB	1	1
2501907 English and Classics	FB	1	1
2501910 English and Spanish	FB	1	1
2501913 English and French	FB	1	1

Contact

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Use of languages

Principal working language: english (eng)

Teachers

Mireia Llinàs Grau

Alan Davidson Reeves

Eleonora Alexandra Vraciu

Prerequisites

A level of English between B2 (upper-intermediate) of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment is required. With B2 the student can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party, and produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Objectives and Contextualisation

This subject offers an introduction to the main structures of the English grammar and its main concepts and notions to carry out an accurate description. It first focuses on grammatical categories and then presents the phrase, the different sentence types (simple, compound and complex) and the most relevant English phenomena which entail changes in English word order.

At the end of the course, the students will be able to:

- Identify the grammatical categories and the different phrases.
- Distinguish between the concepts form and function of grammatical elements.
- Analyse ambiguous sentences.
- Distinguish between simple, complex and compound sentences.
- Identify the type of subordination in complex sentences.

Skills

English Studies

- Demonstrating they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Synchronously describing the main grammar units, constructions and phenomena of the English language.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

Learning outcomes

1. Applying the acquired knowledge in order to improve the general knowledge of linguistic and cultural diversity.
2. Applying the acquired methodologies of work planning to work in an environment in the English language..
3. Applying the acquired scientific and work planning methodologies to the research in English.
4. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
5. Demonstrating a general comprehension of the grammatical structures of the current English language.
6. Demonstrating a sound knowledge about the topics related to the study of linguistics.
7. Demonstrating they know English specialised and non-specialised texts of high difficulty level, and interpreting them in a critical manner.
8. Distinguishing between compound and complex sentences in English.
9. Distinguishing the notions of form and function of the elements at different levels of linguistic analysis.
10. Identifying the basic categories and syntagmas of a simple sentence in English.
11. Issuing appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
12. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
13. Producing strategies that help increase and improve mutual respect in multicultural environments.
14. Recognising the different types of subordinate sentences found in complex sentences in English.
15. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
16. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.

Content

UNIT 1: The notion of grammar. The concept of grammaticality and grammatical category. Form and function.

UNIT 2: Word classes. Morphological, semantic and distributional properties of word classes.

UNIT 3: Constituents and phrases: the noun phrase, the Verb phrase, the Adjective phrase, the Adverbial phrase and the Prepositional phrase.

UNIT 4: The simple sentence. Sentence and clause. Simple and compound sentences. Sentence types. Clause structure. Syntactic function of clause elements.

UNIT 5: Coordination. Types of coordination. Coordination of clauses and other constituents. Coordinating conjunctions and their uses.

UNIT 6: Subordination. Characteristics of subordination. Syntactic functions of subordinate clauses. Types of subordinate clauses.

Methodology

Methodology

Tutorized activities (30%, 18, cr)

Supervised activities (15%, 0.9 cr)

Individual activities (50%, 3 cr.)

Assessment activities (5%, 0,3cr)

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Exercise discussion	20	0.8	5, 8, 9, 11, 10, 14
Lectures	30	1.2	3, 15, 7, 6, 5, 8, 9, 11, 10, 14
Type: Supervised			
Clearing up doubts	15	0.6	1, 16, 6, 5, 8, 9, 11, 13, 10, 14
Personal feedback on the exercises	10	0.4	6, 5, 8, 9, 10, 14
Type: Autonomous			
Doing the exercises	25	1	2, 3, 4, 16, 15, 6, 12
Studying	25	1	16, 6, 5, 8, 9, 10, 14

Evaluation

ASSESSMENT

- 85% of the final grade will correspond to two exams (40% midterm & 45% final).
- 10% of the final grade will correspond to two assignments.
- The remaining 5% will correspond to homework, in-class exercises and class participation.

Please, note:

1. All the subjects in this degree follow continuous assessment.
2. The two assignments and the two exams are **COMPULSORY**, as well as 80% of the homework and in-class exercises.
3. An exercise not handed in or an exam the student has not sat will count as an 'NP' ('no presentat' or 'no evidence'), that is to say a 0. Handing in any exercise for evaluation excludes the possibility of obtaining "No Presentat" as final mark for the course.
4. The minimum mark for an exercise or exam to be considered for the average final mark is 4, although the minimum pass mark for the whole subject is 5.
5. The student's command of English will be taken into account when marking all exercises and for the final mark.
6. **VERY IMPORTANT:** Partial or total plagiarising will immediately result in a **FAIL (0)** for the plagiarised exercise (first-year subjects) or the **WHOLE SUBJECT** (second-, third- and fourth-year subjects). **PLAGIARISING** consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a **SERIOUS OFFENCE**. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

RE-ASSESSMENT

Only those students who have obtained an average score of 4.5 from continuous assessment are eligible to sit the re-assessment exam. Obviously, certain items cannot be repeated (class participation and in-class exercises).

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assignment 1	5%	1.25	0.05	3, 7, 6, 5, 9, 11, 13, 10, 12
Assignment 2	5%	1.25	0.05	3, 4, 16, 15, 7, 6, 8, 11, 12, 14
Exercises and class participation	5%	1.25	0.05	5, 8, 9, 10, 12, 14
Final Exam	45%	11.25	0.45	16, 15, 7, 6, 5, 8, 9, 10, 14
Partial Exam	40%	10	0.4	16, 15, 7, 6, 5, 9, 11, 10

Bibliography

Textbooks

Capdevila, M., H. Curell & M. Llinàs (2007) *An Introduction to English Descriptive Grammar. Volume I*. Bellaterra: Servei de Publicacions.

Capdevila, M., H. Curell, Llinàs, M & N. Cuartero (2008) *An Introduction to English Descriptive Grammar. Volume II*. Bellaterra: Servei de Publicacions.

Greenbaum, S. & R. Quirk. 1990. *A Student's Grammar of the English Language*. London: Longman.

Huddleston, R. 1985. *Introduction to the Grammar of English*. Cambridge: CUP.

Llinàs, M. & A. Reeves. 1998. *English Grammar: An Introductory Description*. Bellaterra: Servei de Publicacions.

Wardhaugh, R. 2003. *Understanding English Grammar. A Linguistic Approach*. 2nd edition. Oxford: Blackwell.

More specialised references

Akmajian, A., R. Demers & R. Harnish. 2001. *An Introduction to Language and Communication*. 5th edition. Cambridge, Mass.: The MIT Press.

Aarts, B. 2001. *English Syntax and Argumentation*. 2nd edition. London: Macmillan Press.

Brinton, L. J. 2000. *The Structure of Modern English. A Linguistic Introduction*. Amsterdam/Philadelphia: John Benjamins.

Downing, A. & P. Locke. 2002. *A University Course in English Grammar*. London: Routledge.

Givón, Talmy. 1993. *English Grammar. A Function-Based Introduction*. Amsterdam/Philadelphia: John Benjamins.

Miller, J. 2002. *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press.

Muñoz, C. 1996. *Clause Analysis: A Practical Approach*. Barcelona: EUB.

Verspoor, M. & K. Sauter. 2000. *English Sentence Analysis. An Introductory Course*. Amsterdam/Philadelphia: John Benjamins.