English Syntax

2016/2017

Code: 100223
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	2	2
2501902 English and Catalan	OB	3	2
2501907 English and Classics	OB	3	2
2501910 English and Spanish	OB	3	2
2501913 English and French	OB	3	2

Contact

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Use of languages

Principal working language: english (eng)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Teachers

Montserrat Capdevila Batet

Mireia Llinàs Grau

Prerequisites

A level of English between C1 (advanced) and C2 (Proficiency) of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment is required. With C1 the student can understand a wide variety of long and complex texts and recognise their implicit meanings; express himself/herself fluently and spontaneously without having to look for words and expressions in an obvious way; use language flexibly and efficiently for social, academic and professional purposes; produce clear, well organised and thorough texts on complex topics, showing a controlled use of linkers and organisation and cohesion devices. With C2 the student can straightforwardly understand practically everything s/he reads or hears, summarise information from different oral and written sources, reconstruct facts and arguments and present them in a coherent way, express himself/herself naturally and fluently, distinguishing subtle meaning nuances even in the most complex situations.

The English grammar notions covered in the first-year course Descriptive Grammar (100257) are taken for granted.

Objectives and Contextualisation

- Recognise the various existing grammatical categories and their features.

- Be able to analyse the structure of English simple and complex sentences.

- Identify null constituents and movement operations.

- Evaluate different analysis proposals with syntactic arguments.

Skills

English Studies
- Describe synchronously 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.

English and Catalan
- Describe synchronously the main grammar units, constructions and phenomena of the English language.

English and Classics
- Describe synchronously the main grammar units, constructions and phenomena of the English language.

English and Spanish
- Describe synchronously the main grammar units, constructions and phenomena of the English language.

English and French
- Describe synchronously the main grammar units, constructions and phenomena of the English language.

Learning outcomes

1. Analysing the structural components of a sentence in English, apart from knowing the lexical correspondences between the different components.
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 conceptual and theoretical foundations that are required in order to carry out an explanatory syntactic analysis of a sentence.
5. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
6. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
7. Using the most important syntactical arguments to distinguish the different components of a sentence in English, and applying them to other branches of linguistics such as phonology, morphology or semantics.

Content

UNIT 1. Objectives, assumptions and introductory concepts

UNIT 2. Morphosyntactic features

UNIT 3. Constituency and theta roles

UNIT 4. Representing phrase structure

UNIT 5. Functional categories: I-TP

Methodology

Directed activities:

Lectures with IT support and group debate.

Supervised activities:

Exercises and projects.

Back-up tutorials to help in the realisation of exercises and projects.

Autonomous activities:

Reading of manuals, textbooks and handouts.

Elaboration of study diagrams, summaries and texts.

Practical exercises (individual and in group).

Projects (individual and in group).

Use of the Virtual Campus.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures and group debate	50	2	4, 6, 7
Type: Supervised			
In-class exercises and individual tutorials	25	1	4, 7
Type: Autonomous			
Reading, revision, exercises, projects and use of the Virtual Campus	50	2	2, 3, 5, 6

Evaluation

The assessment for this course has three parts: two tests (Partial exam 1 and Partial exam 2), two assignments (Assignment 1 and Assignment 2) and exercises. The percentage for each activity is specified next to its description.

For a student to be considered No avaluable s/he must have only submitted/sat one Assignment and one Partial exam, at most.

REASSESSMENT

Students with a final mark between 4 and 4.9/10 that have fully completed all assessment items (this includes the practical exercises!) are entitled to sit the reassessment exam. For the final grade, all assessment items

are taken into account (according to the percentages specified above), but only assignments, exams and exercises with a grade equal or higher than 4/10 can average.

The reassessment test is a written exam to be sat at the time assigned by the Faculty and which covers the contents of the course. The reassessment mark is 5/10 at most. Specific exercises cannot be reassessed (unless students missed them for justified reasons). Reassessment cannot be used to obtain a higher final course grade.

- VERY IMPORTANT: Plagiarism in any of the exercises will automatically lead to FAILING (0/10) the exercise, which cannot be reassessed. If the student plagiarises a second time, s/he will fail the course. PLAGIARISM means copying a text (and this includes a single sentence) from unidentified sources and pretending it is part of one's own production (THIS INCLUDES COPYING SENTENCES OR FRAGMENTS FROM THE INTERNET, WHICH ARE INCLUDED WITHOUT ANY CHANGES TO THE TEXT THAT IS PRESENTED AS ONE'S OWN) and it is a serious academic offence. Students must learn to respect others' intellectual property and to always identify the sources they use. It is absolutely necessary for students to become entirely responsible for theoriginality and authenticity of their texts.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assignment 1 (early March)	10%	7	0.28	1, 2, 3, 4, 5, 6, 7
Assignment 2 (early May)	10%	7	0.28	1, 2, 3, 4, 5, 6, 7
Partial exam 1 (beginning of April)	35%	3	0.12	1, 2, 3, 4, 5, 6, 7
Partial exam 2 (end of May)	40%	3	0.12	1, 2, 3, 4, 5, 6, 7
Practical exercises (during the course)	5%	5	0.2	1, 2, 3, 4, 5, 6, 7

Bibliography

COURSE BOOK: Adger, D. (2003). Core Syntax. A Minimalist Approach. Oxford: Oxford University Press.

OTHER REFERENCES:

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Haegeman, L. (1991) Introduction to Government and Binding Theory, Oxford: Blackwell.

Haegeman , L. & J. Guéron (1999) English Grammar. A Generative Perspective, Oxford: Blackwell.

Haegeman, L. (2005) Thinking Syntactically, Oxford: Blackwell.

Llinàs, M, Capdevila, M., Dominguez, J. Moyer, M., Pladevall, E. i S. Tubau (2014), SECOND EDITION. Basic concepts for the analysis of English sentences. Bellaterra: Servei de Publicacions.

Newson, M. et al.Basic English Syntax with Exercises. http://mek.oszk.hu/05400/05476/05476.pdf

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Radford, A. (in press) Analysing English Sentences, Cambridge University Press.

Radford, A., M. Atkinson, D. Britain, H. Clahsen & A.Spencer (1999) Linguistics. An Introduction, Cambridge: Cambridge University Press.

Roberts, I. (1997) Comparative Syntax, London: Arnold.

Sobin, N. (2010), Syntactic Analysis: The Basics, Wiley-Blackwell.

Tallerman, M. (1998) Understanding Syntax, London: Arnold.