

**Advanced English Syntax**

Code: 100188  
 ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0

**Contact**

Name: Susagna Tubau Muntaña  
 Email: Susagna.Tubau@uab.cat

**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

**Prerequisites**

English level required: C1-C2. 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.

Knowledge of basic syntactic notions as the ones covered in the second year subject English Syntax 100223.

**Objectives and Contextualisation**

- To identify the structure of English sentences and the elements these are made of.
- To recognize the operations and processes that underlie characteristic constructions in English such as different types of interrogatives, passives, raising, non-finite clauses or those including expletive elements.
- To be able to assess different syntactic analyses for specific constructions.

**Skills**

**English Studies**

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Generate innovative and competitive proposals in research and professional activities.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.

- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- 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.
- 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. Analysing the fundamental syntactic operations.
2. Apply the acquired knowledge to the generation of innovative and competitive research on a basic level.
3. Applying the acquired knowledge and competences to professional and academic activities related to linguistics.
4. Applying the acquired methodologies of work planning to work in an environment in the English language.
5. Applying the acquired scientific and work planning methodologies to the research in English.
6. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
7. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
8. Demonstrate a master of the specific methods of individual academic work that prepare the student for a postgraduate specialised education in the same or a different field of study.
9. Demonstrate a sound knowledge about the topics related to the study of linguistics.
10. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
11. Identifying and understanding new syntactic elements.
12. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
13. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
14. Understanding and deepening in the conceptual and theoretical foundations needed in order to carry out a syntactic analysis of a sentence from different points of view.

## Content

1. Recap: Core concepts
2. Subjects and objects
3. Functional categories I: DP
4. Functional categories II: CP
5. Wh-movement and locality

## 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 and textbooks.

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
<b>Type: Directed</b>			
Lectures and group debate	50	2	1, 4, 5, 2, 3, 6, 9, 8, 12, 14, 10, 7, 11, 13
<b>Type: Supervised</b>			
Classroom exercises and individual tutorials	25	1	1, 4, 5, 2, 3, 6, 9, 8, 12, 14, 10, 7, 11, 13
<b>Type: Autonomous</b>			
Reading, revision, exercises and projects, and use of the Campus Virtual	50	2	1, 4, 5, 2, 3, 6, 9, 8, 12, 14, 10, 7, 11, 13

## Evaluation

This course is assessed on the basis of four parts: two partial exams (30% and 40%), an assignment (20%), and practical exercises/activities (10%).

### REASSESSMENT

Students with a final course mark between 4 and 4.9/10 who have completed ALL assessment items (including practical exercises!) are eligible for reassessment. For a mark of a partial exam, assignment or exercise to average, it has to be equal to or higher than 4/10.

The reassessment exam will be a written test, at a time assigned by the Faculty, which will synthesise the contents of the course.

Students who have taken a percentage of assessment items higher than 40% (a partial exam + an assignment, or a partial exam + practical exercises) CANNOT obtain the grade "no evaluable".

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 the originality and authenticity of their texts.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assignment	20%	9	0.36	1, 4, 5, 2, 3, 6, 9, 8, 12, 14, 10, 7, 11, 13
Partial exam 1	30%	3	0.12	1, 4, 5, 2, 3, 6, 9, 8, 12, 14, 10, 7, 11, 13
Partial exam 2	40%	3	0.12	1, 4, 5, 2, 3, 6, 9, 8, 12, 14, 10, 7, 11, 13
Practical exercises	10%	10	0.4	1, 4, 5, 2, 3, 6, 9, 8, 12, 14, 10, 7, 11, 13

## Bibliography

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

### OTHER REFERENCES:

Aarts, B. (1997) English Syntax and Argumentation, London: MacMillan.

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

Ouhalla, J. (1994) Introducing Transformational Grammar. From Rules to Principles and Parameters, University Press London: Edward Arnold.

Radford, A. (1997) Syntax: A Minimalist Introduction, Cambridge: C.U.P.

Radford (2004) Minimalist Syntax. Exploring the Structure of English, Cambridge: C.U.P.

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

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