

**English Descriptive Grammar**

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)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**Teachers**

Mireia Llinàs Grau  
Melissa G Moyer Moyer Greer  
Merce Coll Alfonso

**External teachers**

Gonzalo Iturregui

**Prerequisites**

A B2 (upper-intermediate)/C1 (advanced) level of English of the Common European Framework of Reference for Languages is required since students will have to read, understand and explain advanced texts about grammar in English.

**Objectives and Contextualisation**

This subject offers an introduction to the properties of English words, phrases and sentences, both simple and complex. Students will learn linguistic concepts and terminology which will allow them to describe the English language scientifically.

## Competences

### English Studies

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- 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.
- 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.
- 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.

### English and Classics

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- 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.

### English and Spanish

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

### English and French

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- 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.

## Learning Outcomes

1. Applying the acquired scientific and work planning methodologies to the research in English.
2. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
3. Demonstrating a general comprehension of the grammatical structures of the current English language.
4. Distinguishing between compound and complex sentences in English.
5. Distinguishing the notions of form and function of the elements at different levels of linguistic analysis.
6. Identifying the basic categories and syntagmas of a simple sentence in English.
7. Issuing appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
8. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
9. Recognising the different types of subordinate sentences found in complex sentences in English.

10. Using the English language with the appropriate expression (correctness, fluency, pronunciation, communicative strategies) in formal (presentations, debates, formal interactions) and informal contexts (conversation) with a level C1.

## Content

Unit 1: Words and word classes

Unit 2: Grammatical functions in the sentence

Unit 3: Sentences and clauses

Unit 4: Predicates and arguments

Unit 5: Constituents and phrases

Unit 6: Coordination

Unit 7: Subordination

## Methodology

The methodology of this subject is based on lectures, class exercises and group discussions as well as tutorials and individual exercises and reading at home.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercise discussion	15	0.6	3, 4, 5, 6, 9
Lectures	30	1.2	1, 3, 4, 5, 6, 9
Type: Supervised			
Clearing up doubts	15	0.6	3, 4, 5, 6, 9
Personal feedback on exercises	10	0.4	3, 4, 5, 6, 9
Type: Autonomous			
Completing exercises	30	1.2	1, 2, 8
Reading and summarising texts	10	0.4	1, 2, 8, 10
Studying	34	1.36	3, 4, 5, 6, 9

## Assessment

### Assessment

- All the subjects in this degree follow continuous assessment.
- Having completed the quiz or one of the exams excludes the possibility of having a *No evaluable* in your student's record.
- An assignment not handed in or an exam not done will count as a zero, unless it is duly justified.

## Procedure for reviewing grades awarded

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

## Reassessment

Reassessment for this subject requires a content-synthesis exam, for which the following conditions are applicable:

- Only students who have a 3,5 (o higher) in final average mark will be allowed to sit the reassessment exam.
- The reassessment exam will cover all the course contents.
- The maximum reassessment mark is a 5.

## Evaluation activities excluded from reassessment

In-class quiz, homework and class participation.

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.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Class participation and homework	5%	1.5	0.06	1, 3, 4, 5, 7, 6, 9, 10
Final exam	45%	1.5	0.06	1, 3, 4, 7, 6, 9
In-class quiz	10%	1.5	0.06	1, 2, 3, 5, 7, 6, 8
Midterm exam	40%	1.5	0.06	3, 5, 7, 6

## Bibliography

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

Berry, Roger (2012). *English Grammar. A resource book for students*. New York: Routledge.

Börjars, Kersti and Burridge, Kate (2010). *Introducing English Grammar*. 2nd edition. London: Arnold.

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

Capdevila, Montserrat, Curell, Hortènsia, Llinàs, Mireia & Cuartero, Néstor (2008) *An Introduction to English Descriptive Grammar*. Volume II. Bellaterra: Servei de Publicacions.

Huddleston, Rodney & Pullum, Geoffrey (2007) *A Student's Introduction to English Grammar*, Cambridge: C.U.P.

Miller, Jim (2002) *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press.

Nelson, Gerald and Greenbaum, Sidney (2016). *An Introduction to English Grammar*. 4th Edition. London: Routledge.

Tallerman, Maggie (2011) *Understanding Syntax*. 3d edition, London: Hodder Education.