

**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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

Name: Mireia Llinàs Grau  
Email: Mireia.Llinas@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

### Teachers

Daria Seres Guillen  
Merce Coll Alfonso

### Prerequisites

A 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 is a descriptive course which offers an overview of the grammar of English from the word to the sentence. It provides the students with the necessary terminology to be able to describe and explain the elements of English sentences.

### 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.
- 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 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.
- 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 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. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
8. Issuing appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
9. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
10. Recognising the different types of subordinate sentences found in complex sentences in English.

11. 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.
12. 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

1. The components of grammar
2. English words
3. English phrases
4. English sentences

## Methodology

The methodology of this subject is based on lectures, practical exercises and group tutorials.

*\* The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.*

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercise discussion	18	0.72	3, 4, 5, 6, 10
Lectures with TLK support	30	1.2	1, 3, 4, 5, 6, 10
Type: Supervised			
Clearing up doubts	10	0.4	3, 4, 5, 6, 10
Personal feedback on exercises	10	0.4	3, 4, 5, 6, 10
Type: Autonomous			
Reading and summarising texts	10	0.4	1, 2, 9, 11
Studying	30	1.2	3, 4, 5, 6, 10

## Assessment

This subject is assessed by means of two partial exams (40% and 45%), a quiz (10%) and a set of practical exercises to be handed in or uploaded (5%).

The dates of each of the assessment items will be provided at the beginning of the course and published in *Moodle*. Any changes will also be announced in *Moodle*.

An exercise or questionnaire not handed in and a quiz or an exam not done will count as a zero, unless it is duly justified.

Students will obtain a Not assessed course mark unless they have submitted more than 45% of the assessment items.

#### 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

Practical exercises and quiz

#### VERY IMPORTANT:

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

\* In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practical exercises	5%	30	1.2	1, 2, 7, 8, 9, 12, 11
Quiz	10%	2	0.08	3, 5, 6
Test 1	40%	5	0.2	3, 4, 5, 6, 10
Test 2	45%	5	0.2	1, 3, 4, 8, 6, 10

### 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.

## **Software**

Not applicable.