

## English Grammar

Code: 100225  
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	2	1
2501902 English and Catalan Studies	OT	3	2
2501902 English and Catalan Studies	OT	4	2
2501907 English and Classics Studies	OT	3	2
2501907 English and Classics Studies	OT	4	2
2501910 English and Spanish Studies	OT	3	2
2501910 English and Spanish Studies	OT	4	2
2501913 English and French Studies	OT	3	2
2501913 English and French Studies	OT	4	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

Hortènsia Curell Gotor  
Ana Fernandez Montraveta

### Prerequisites

The knowledge learnt in the first-year subjects English Grammar I, English Grammar II and Introduction to Linguistics are taken for granted and will not be explained again.

The course requires an initial level of English C2 (Common European Framework of Reference for Languages: Learning, Teaching, Assessment). Students with C1 can understand a wide range of demanding, long texts, and recognise implicit meaning; they can express themselves fluently and spontaneously without much obvious searching for expressions; they can use language flexibly and effectively for social, academic and professional purposes; they can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

### Objectives and Contextualisation

This course introduces students to some of the components of (the English) language related to meaning: the lexicon, semantics, and pragmatics.

## Competences

### English Studies

- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.

### English and Catalan Studies

- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.

### English and Classics Studies

- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.

### English and Spanish Studies

- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.

### English and French Studies

- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.

## Learning Outcomes

1. Applying the acquired methodologies of work planning to work in an environment in the English language.
2. Applying the acquired scientific and work planning methodologies to the research in English.
3. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
4. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
5. Demonstrate sound knowledge of the topics within the study of Linguistics.
6. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
7. Identify and explain the characteristics and morphological, syntactic, semantic, and pragmatic processes of the English language.
8. Identifying and explaining the characteristics and morphological, syntactic, semantic, and pragmatic processes of the English language.
9. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
10. Locating and organising relevant information in English that is available on the Internet, in databases, etc.

## Content

UNIT 1. The lexicon and its structure

UNIT 2. Lexical and sentential semantics

UNIT 3. Meaning and cognition

UNIT 4. Pragmatics

In this subject, gender perspective will be considered in the following aspects:

- 1) Making students aware of the sexist uses of language and provide non-sexist alternatives.
- 2) Not allowing a sexist use of language in the students' oral and written contributions.
- 3) Guaranteeing in the classroom an atmosphere respectful with the diversity and plurality of ideas, people, and politics.
- 4) Avoiding gender stereotypes in examples.
- 5) Including gender-related material in Unit 4: Pragmatics.
- 6) Including texts about gender in the compulsory readings.
- 7) Writing, in the references, the full names of authors, instead of only the initial.

## Methodology

The teaching methodology will be based on the following activities:

- Directed activities (30%, 1.8 cr.)
- Supervised activities (15%, 0.9 cr.)
- Autonomous activities (50%, 3 cr.)
- Assessment activities (5%, 0.3 cr.)

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			
Practice exercises	15	0.6	8
Theory classes	35	1.4	8
Type: Supervised			
In-class activities and group discussions	10	0.4	2, 8
Individual activities	15	0.6	3, 8, 10
Type: Autonomous			
Exercises	25	1	3, 8, 10
Individual study	25	1	8, 10

## Assessment

The final grade will be calculated as follows:

- Final exam: 40%
- Midterm: 30%
- Group assignment: 15%
- Homework, in-class activities, and progression: 15%

Please note:

- 1) The two exams and the group assignment are **COMPULSORY**, as well as having completed 70 % of homework and class activities.
- 2) The final exam is not a second midterm, that is, it will include all the content covered in the course.
- 3) The minimum grade on assignments and exams to form average is 4.
- 4) The delivery of 30% of the assessment items (assignments / exercises / exams) excludes the possibility of obtaining the status of *No evaluable* as a final course grade.
- 5) The level of English will be taken into account in the correction of written work and in the final evaluation. It will represent 15% of the grade.
- 6) 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.

#### 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

To be able to sit reassessment, you must have passed at least one of the two exams. The maximum grade that can be obtained through re-assessment is 6.

VERY IMPORTANT: it is possible to have passed both exams and still fail the course since there are some activities that are excluded from reassessment.

#### Evaluation Activities Excluded from Reassessment

The following activities are not eligible for reassessment: the group activity, homework, and in-class activities. Activities in which there has been some irregularity will also be excluded from reassessment.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final exam	40%	2	0.08	1, 2, 5, 9, 6, 4, 8, 7
Group assignment	20%	11	0.44	3, 8, 10
Homework, in-class assignments and progression	10%	10	0.4	2, 8
Midterm exam	30%	2	0.08	5, 9, 8, 7

### Bibliography

Aitchison, Jean. 1994. *Words in the Mind: An Introduction to the Mental Lexicon*. Oxford: Blackwell.

Ariel, Mira. 2010. *Defining Pragmatics*. Cambridge: Cambridge University Press.

Croft, William & Alan Cruse. 2004. *Cognitive Linguistics*. Cambridge: Cambridge University Press.

Cruse, Alan. 2004. *Meaning in Language. An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press.

Cann, Ronnie, Ruth Kempson & Eleni Gregoromichelaki. 2009. *Semantics. An Introduction to Meaning in Language*. Cambridge: Cambridge University Press.

Hanks, Patrick (ed). 2008. *Lexicology*. London: Routledge.

Hurford, James R. 2007. *Semantics. A Coursebook*. Cambridge: Cambridge University Press.

Lipka, Leonhard. 1992. *An Outline of English Lexicology*. 2nd ed. Tübingen: Niemeyer.

Lyons, John. 1975. *Semantics*. Cambridge: Cambridge University Press.

Mey, Jacob L. 1993. *Pragmatics. An Introduction*. Oxford: Blackwell.

Palmer, Frank Robert. 1976. *Semantics: A New Outline*. Cambridge: Cambridge University Press.

<http://www.teachit.co.uk/armoore/lang/semantics.htm>

<http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsPragmatics.htm>

<http://courses.nus.edu.sg/course/elltankw/history/Vocab/A.htm>

## **Software**

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