

**English Grammar I: from Word to Sentence**

Code: 106279  
ECTS Credits: 6

| Degree                               | Type | Year | Semester |
|--------------------------------------|------|------|----------|
| 2504212 English Studies              | FB   | 1    | 1        |
| 2504380 English and Catalan Studies  | FB   | 1    | 1        |
| 2504386 English and Spanish Studies  | FB   | 1    | 1        |
| 2504393 English and French Studies   | FB   | 1    | 1        |
| 2504394 English and Classics Studies | 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  
Lovell Margaret West Underhill  
Àngel Barranqueras Martínez

**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
- Demonstrate skills to work autonomously and in teams to fulfil the planned objectives.
  - Describe and analyse synchronically and comparatively the main phonetic, phonological, morphological, syntactic, semantic and pragmatic properties of English and its historical development.

- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand and produce written and spoken academic texts in English at an advanced proficient-user level (C1).
- Use written and spoken English for academic and professional purposes, related to the study of linguistics, the philosophy of language, history, English culture and literature.

#### English and Catalan Studies

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan and English languages, their evolution throughout history and their current structures.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Make correct use of written and spoken English for academic or professional purposes, related to the study of language, history, culture and literature.
- 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.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.

#### English and Spanish Studies

- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the English and Spanish languages, their evolution throughout history and their current structure.
- Apply teaching and acquisition strategies in the development of communicative competence (both linguistic and extra-linguistic) in a global and multilingual society.
- Correctly use written and oral English and Spanish for academic and professional purposes, related to the study of linguistics, history, culture and literature.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.

#### English and French Studies

- Analyse the main phonetic, phonological, morphological, syntactic, lexical, semantic and pragmatic properties of the English and French languages, their evolution throughout history and their current structures.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use spoken English and French correctly for academic and professional purposes related to the study of linguistics, history, culture and literature.

#### English and Classics Studies

- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Describe and analyse synchronically and comparatively the main phonetic, phonological, morphological, syntactic, semantic and pragmatic properties of English, Greek and Latin, as well as their historical evolution.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use written and spoken English correctly for academic and professional purposes related to the study of English linguistics, history, culture, and literature.

## Learning Outcomes

1. Distinguish between grammatical gender and natural gender.
2. Distinguish grammatical gender from natural gender.
3. Express oneself orally in English, in an academic register and using appropriate terminology, in relation to the study of English linguistics and grammar.
4. Identify, describe and analyse the main morphological and syntactic properties of the English language.
5. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
6. Produce non-extensive specialised texts at an advanced proficient-user level (C1) on general linguistics and English grammar.
7. Produce non-extensive specialised texts on general linguistics and English grammar at Advanced User level (C1).
8. Produce non-extensive specialised texts on general linguistics and English grammar at an advanced proficient-user level (C1).
9. Produce non-extensive specialised texts on general linguistics and English grammar.
10. Understand and apply the knowledge and skills acquired from basic and advanced texts in linguistics and English grammar.
11. Understand specialised academic texts at an advanced proficient-user level (C1) on general linguistics and English grammar.
12. Understand specialised academic texts on general linguistics and English grammar at Advanced User level (C1).
13. Understand specialised academic texts on general linguistics and English grammar at an advanced proficient-user level (C1).
14. Understand specialised academic texts on general linguistics and English grammar.

## 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.

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                      |       |      |                   |
| Commenting and correcting exercises | 10    | 0.4  | 2, 3, 4           |
| Lectures with TLK support           | 30    | 1.2  | 10, 3, 4          |
| Type: Supervised                    |       |      |                   |
| Doubt solving                       | 10    | 0.4  | 10, 3, 4          |
| Individual feedback on exercises    | 10    | 0.4  | 10, 3, 5          |
| Type: Autonomous                    |       |      |                   |
| Reading and summarising texts       | 15    | 0.6  | 10, 14, 5, 9      |
| Study                               | 40    | 1.6  | 10, 14, 4, 5      |

## Assessment

This subject is assessed by means of a final exam (50%), a quiz (30%) and a set of practical exercises to be handed in or uploaded, class participation and attendance (20%).

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 (or 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, class attendance and participation, 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.

## Assessment Activities

| Title               | Weighting | Hours | ECTS | Learning Outcomes                             |
|---------------------|-----------|-------|------|---|
| Final Exam          | 50%       | 3     | 0.12 | 10, 13, 14, 2, 4, 5, 9                        |
| Practical exercises | 20%       | 30    | 1.2  | 10, 11, 12, 13, 14, 2, 1, 3, 4, 5, 6, 7, 8, 9 |
| Quiz                | 30%       | 2     | 0.08 | 10, 12, 14, 2, 1, 3, 4, 5, 8, 9               |

## Bibliography

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Huddleston, Rodney & Pullum, Geoffrey (2007). *A student's introduction to English grammar*. Cambridge University Press.

Miller, Jim (2002). *An introduction to English syntax*. Edinburgh University Press.

Nelson, Gerald & Greenbaum, Sidney (2016). *An introduction to English grammar. 4th Edition*. Routledge.

Tallerman, Maggie (2011). *Understanding syntax. 3d edition*. Hodder Education.

## Software

Not applicable.