

English Grammar II: Sentence

Code: 106280
ECTS Credits: 6

Degree	Type	Year	Semester
2504212 English Studies	FB	1	2
2504380 English and Catalan Studies	OB	2	2
2504386 English and Spanish Studies	OB	2	2
2504393 English and French Studies	OB	2	2
2504394 English and Classics Studies	OB	2	2

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Maria Merce Coll Alfonso

External teachers

Melissa Moyer Greer

Àngel Barranqueras Martinez

Prerequisites

The knowledge learnt in the first-year subjects *English Grammar I: From the Word to the Sentence* and *Introduction to Linguistics* are taken for granted.

The course requires an initial level of English C1 (Common European Framework of Reference for Languages).

Objectives and Contextualisation

The main objective of this subject is to introduce students to the basic concepts needed to analyse English sentences and their components.

Competences

English Studies

- 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 digital tools and specific documentary sources for the collection and organisation of information.
- 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.
- 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.
- Use digital tools and specific documentary sources to gather and organise information.

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.
- Correctly use written and oral English and Spanish for academic and professional purposes, related to the study of linguistics, 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.
- 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 digital tools and specific documentary sources to gather and organise information.

English and French Studies

- 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 digital tools and specific documentary sources to gather and organise information.

- 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

- 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 digital tools and specific documentary sources to gather and organise information.
- 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. Locate specialised and academic information and select this according to its relevance.
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

UNIT 1. Introduction

UNIT 2. Predicates and arguments

UNIT 3. Syntactic categories

UNIT 4. Constituents

UNIT 5. The structure of phrases

UNIT 6. The sentence as a phrase

UNIT 7. Embedded clauses and questions

Methodology

Directed activities:

- Lectures with IT support and group debate.

Supervised activities:

- Exercises.
- Back-up tutorials.

Autonomous activities:

- Reading of manuals and textbooks.
- Elaboration of study diagrams and summaries of texts.
- Practical exercises (individual and in group).
- Use of the Virtual Campus (Moodle).

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			
Lectures and group debate	50	2	3, 4, 6, 7, 9
Type: Supervised			
In-class exercises and individual tutorials	25	1	10, 11, 12, 14, 3, 4, 5
Type: Autonomous			
Reading, self-study, exercises and use of Moodle	50	2	10, 11, 12, 13, 14, 2, 1, 4, 5, 6, 7, 8, 9

Assessment

- This course is assessed through a quiz, a final exam, and an assignment. Class attendance and participation is taken into account.
- The dates of tests and submissions are specified in the course calendar, published in *Moodle* at the beginning of the semester. Any change will be duly announced.
- Students will obtain a *Not assessed/Not submitted* course grade unless they have submitted more than 1/3 of the assessment items.
- In case of absence on the day of an exam (e.g., due to illness) students must provide a certificate to justify their absence to gain the right to re-assessment.
- This subject/module does not incorporate the single-assessment option.

Review of assessment items:

On carrying out each assessment 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.

Re-assessment:

Re-assessment for this subject will involve a final overall test assessing the complete course. The date and time will be announced by the Faculty. The following conditions apply:

- Having obtained a minimum course mark of 3.5/10.
- Having submitted all assessment items.
- Having passed at least 35% of the course.
- The final course mark if the student passes the re-assessment test is 5. Students cannot re-assess to improve their course mark.

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.

Irregularities refer, for instance, to copying in an exam, copying from sources without indicating authorship, or a misuse of AI such as presenting work as original that has been generated by an AI tool or programme. These evaluation activities will not be re-assessed.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment	15%	13	0.52	10, 11, 12, 13, 14, 2, 1, 4, 5, 6, 7, 8, 9
Exercises, class attendance and participation	5%	0	0	10, 11, 12, 13, 14, 2, 1, 3, 4, 5, 6, 7, 8, 9
Final Exam	50%	6	0.24	10, 11, 12, 13, 14, 2, 1, 3, 4, 5, 6, 7, 8, 9
Quiz	30%	6	0.24	10, 11, 12, 13, 14, 2, 1, 4, 5, 6, 7, 8, 9

Bibliography

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Berry, Roger (2012). *English grammar. A resource book for students*. Routledge.

Brinton, Laurel & Brinton, Donna M. (2010). *The linguistic structure of modern English*. John Benjamins Publishing Company.

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Haegeman, Liliane (1991) *Introduction to government and binding theory. 2nd edition*. Wiley-Blackwell.

McIntyre, Andrew (2014) *Fundamentals of English Syntax* (Version 4; 06/11/2014) (downloadable from <https://www.angl.hu-berlin.de/departement/staff-faculty/academic/mcintyre/unterrichtsmaterialien/fundamental-eng>)

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

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

Radford, Andrew (2016). *Analyzing English sentences*. Cambridge University Press.

Software

This subject does not require specific programmes.