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COURSE GUIDE

English Grammar 2: Sentence Structure (2551136)

Grado (Bachelor's Degree)	Grado en Educación Primaria y Estudios Ingleses	Branch	Arts and Humanities
Module	Estudio Diacrónico y Sincrónico de la Lengua Inglesa	Subject	Estudio Sincrónico de la Lengua Inglesa
Year of study	3º	Semester	2º
ECTS Credits	6	Course type	Compulsory course

PREREQUISITES AND RECOMMENDATIONS

In order to take full advantage of this course, students must have a medium-high reading comprehension level in English, a sufficient level of spoken English comprehension to be able to follow and participate in the classes, a medium-high level of writing skills in English and a command of the contents of the compulsory subjects English Grammar I.

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

1. INTRODUCTION: Clause, Sentence and Utterance
2. VERB COMPLEMENTATION
3. ADVERBIALS
4. COORDINATION AND SUBORDINATION

SKILLS

GENERAL SKILLS

- CG02 - Expresar ideas con claridad y corrección tanto de forma escrita como oral; en especial, es deseable que se hayan desarrollado las capacidades de describir, narrar, explicar y argumentar.
- CG04 - Plantear, analizar y resolver problemas relacionados con las materias de estudio: enfrentarse a desafíos intelectuales generando respuestas propias a partir de conocimientos y experiencias.
- CG05 - Disposición para la investigación científica: curiosidad, capacidad de observación, método para plantear preguntas y para poner a prueba respuestas, reflexión y análisis crítico.
- CG07 - Desarrollo de actitudes de confianza, iniciativa, disciplina, creatividad, curiosidad y placer en el estudio.



- CG13 - Expresarse con fluidez y espontaneidad sin tener que buscar de forma muy evidente las expresiones adecuadas. Utilizar el lenguaje con flexibilidad y eficacia para fines sociales y profesionales. Formular ideas y opiniones con precisión, y relacionar sus intervenciones hábilmente con las de otros hablantes.
- CG14 - Presentar descripciones claras y detalladas de temas complejos que incluyan otros temas, desarrollando ideas concretas y terminando con una conclusión apropiada.
- CG15 - Expresarse en textos claros y bien estructurados exponiendo puntos de vista de cierta extensión. Ser capaz de escribir sobre temas complejos en cartas, redacciones o informes resaltando lo que considera que son aspectos importantes. Seleccionar el estilo apropiado para los lectores a los que van dirigidos sus escritos.

SUBJECT-SPECIFIC SKILLS

- CE01 - Conocimiento de los niveles de descripción de la gramática de la lengua inglesa (fonología, fonética, morfología, sintaxis y semántica léxica) y de sus unidades de estudio (fonema, morfema, sintagma, oración, texto).
- CE02 - Conocimiento de la pragmática de la comunicación (dominio situacional, reconocimiento de registros, adaptación de géneros lingüísticos) y de sus principios de estudio (teoría de la cortesía lingüística, teoría de la pertinencia y del análisis conversacional).
- CE03 - Reconocimiento de los niveles de estudio sincrónico y diacrónico de la lengua inglesa.
- CE04 - Conocimiento del metalenguaje propio de las diversas disciplinas lingüísticas.
- CE05 - Desarrollo y empleo del sentido crítico como capacidad de discernir los componentes lingüísticos, clasificarlos, explicarlos, y evaluarlos.
- CE06 - Analizar, comentar, y explicar textos escritos en inglés de diversos tipos, registros y géneros, sabiendo en todo momento cómo clasificar y exponer las dificultades propias de éstos.
- CE07 - Emplear y utilizar con soltura y criterio los diversos recursos de información y estudio, tanto en materiales bibliográficos impresos (libros y revistas) como en soporte informático, relativos a los estudios de lingüística inglesa.
- CE08 - Curiosidad intelectual manifiesta en diversos aspectos relativos a los fenómenos lingüísticos del inglés.
- CE09 - Constancia y regularidad en el hábito de estudio como medio de adquisición y refrendo de conocimientos vinculados con sus intereses.
- CE10 - Iniciativa para resolver situaciones en las que se requiera la aplicación de conocimientos lingüísticos determinados (problemas de traducción, organización de una entrevista, redacción de un comunicado).

LEARNING OUTCOMES

Students are expected to

- establish relationships between this subject and other subjects within the study program with which it shares principles and ideas.
- develop the ability to reflect on issues related to the morphosyntactic component of the English language.
- become fully aware of the existence of several levels of linguistic analysis (i.e. lexical, syntagmatic, clausal, textual, discursive), thus recognizing the differences between the various linguistic units discussed in this Module (i.e. the word, the phrase, the clause and the text).
- be able to analyze in detail such a complex and controversial unit of description as the



clause.

- be able to distinguish between basic and derived clauses
- be able to identify and describe clause constituents and to explain critically the various syntactic and semantic connections between the Predicate and the rest of clause constituents (Subject, Objects, Complements, Adverbials).
- be able to describe and analyze the syntactic processes that link simple clauses into more complex grammatical constructions (clause complexes).

PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

1. INTRODUCTION: Clause, Sentence and Utterance; Clause constituents; Syntactico-semantic relations: processes, participants, circumstances
2. VERB COMPLEMENTATION: Types of Predicate, Intensive Complementation, Transitive Complementation, Intransitive Patterns
3. ADVERBIALS: Introduction, Syntactic properties of Adverbials, Syntactico-semantic subclasses
4. COORDINATION AND SUBORDINATION: Introduction, Coordination, Subordination: Nominal clauses, Adverbial clauses

PRACTICAL SYLLABUS

- Attendance to seminars related to the subject
- Reading of selected bibliography
- Completion of exercises individually and in groups
- Essay writing

RECOMMENDED READING

ESSENTIAL READING

- Downing, A. & P. Locke (2006), English grammar. A University course. London: Routledge, 2nd ed. [1st ed.: 1992]
- Greenbaum, S. & R. Quirk (1996), A student's grammar of the English language. London: Longman.

COMPLEMENTARY READING

- Biber, D. S. Conrad & G. Leech (2004), Longman grammar of spoken and written English. Workbook. Harlow: Pearson Education.
- Huddleston, R. & G. Pullum (2002), The Cambridge grammar of the English language. Cambridge: Cambridge University Press.
- Quirk, R. et al. (1985), A comprehensive grammar of the English language. London: Longman.
- Santana Lario, J. (ed.) (2015), English Grammar in Focus. Words and Morphemes [EGIF-WF]. Granada: EUG.



- Santana Lario, J. (ed.) (2018), English Grammar in Focus. The Phrase [EGIF-TP]. Granada: EUG.

RECOMMENDED LEARNING RESOURCES/TOOLS

- British National Corpus: <http://www.natcorp.ox.ac.uk/>
- Mark Davies' English Corpora: <https://www.english-corpora.org/>
- Laurence Anthony Corpus Software: <http://www.laurenceanthony.net/software.html>
- Syntax Trees: <http://ironcreek.net/phpsyntaxtree/>
- Talk Bank: <http://talkbank.org/>
- The Internet Grammar of English: <http://www.ucl.ac.uk/internet-grammar/> UCL
- Survey of English Usage: <http://www.ucl.ac.uk/english-usage/>

TEACHING METHODS

- MD01 - Lección magistral/expositiva
- MD02 - Seminarios
- MD03 - Resolución de problemas y estudio de casos prácticos
- MD05 - Realización de trabajos individuales
- MD08 - Tutorías

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

Assessment will be preferably continuous, understanding as such the diversified evaluation of the student's performance throughout the whole term.

Instruments and percentages:

- Final exam: theoretical and practical component (60 %)
- Midterm exam: (20%).
- Class assignments and active participation (20 %)

It will be mandatory to pass the final exam in order to add the rest of the grades obtained in the continuous evaluation.

Criteria:

- Critical knowledge of the concepts studied
- Proficient use of specific terminology and morphosyntactic analysis procedures.
- Ability to elaborate a reasoned and informed explanation of the different linguistic concepts studied.
- Ability to apply theoretical notions to practical analysis of authentic examples.

In the tests/assignments students are expected to demonstrate a level of linguistic competence equivalent to C1. An excessive number of errors that denote an insufficient level of linguistic proficiency will lead to a negative mark in the course.



Plagiarism either in exams or in practical activities will automatically result in a failing grade (0) for the entire course, as well as the possible adoption of disciplinary measures, as established in Article 15 of the Evaluation and Grading Regulations of the University of Granada.

EXTRAORDINARY EXAMINATION DIET

Instruments and percentages:

- Final exam: Units 1-4 (100 %)

Criteria:

- Critical knowledge of the concepts studied
- Proficient use of specific terminology and morphosyntactic analysis procedures.
- Ability to elaborate a reasoned and informed explanation of the different linguistic concepts studied.
- Ability to apply theoretical notions to practical analysis of authentic examples.

Students are expected to demonstrate a level of linguistic competence equivalent to C1. An excessive number of errors that denote an insufficient level of linguistic proficiency will lead to a negative mark in the course.

Plagiarism either in exams or in practical activities will automatically result in a failing grade (0) for the entire course, as well as the possible adoption of disciplinary measures, as established in Article 15 of the Evaluation and Grading Regulations of the University of Granada.

SINGLE FINAL ASSESSMENT (evaluación única final)

Instruments and percentages:

- Final exam: Units 1-4 (100 %)

Criteria:

- Critical knowledge of the concepts studied
- Proficient use of specific terminology and morphosyntactic analysis procedures.
- Ability to elaborate a reasoned and informed explanation of the different linguistic concepts studied.
- Ability to apply theoretical notions to practical analysis of authentic examples.

Students are expected to demonstrate a level of linguistic competence equivalent to C1. An excessive number of errors that denote an insufficient level of linguistic proficiency will lead to a negative mark in the course.

Plagiarism either in exams or in practical activities will automatically result in a failing grade (0) for the entire course, as well as the possible adoption of disciplinary measures, as established in Article 15 of the Evaluation and Grading Regulations of the University of Granada.

ADDITIONAL INFORMATION





Subject is taught in English

E-learning platforms (SWAD, PRADO, etc.) will be announced by the instructor of each group and they will be used to expand the information contained in this teaching guide, especially with regard to the teaching schedule and complementary materials, and to send notifications to students.

