

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **GRAMÁTICA INGLESA I**

Code: 100549

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 3

Name of the module to which it belongs:

Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

Character: OBLIGATORIA

Duration: FIRST TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Study hours: 90

Online platform:

### LECTURER INFORMATION

Name: GUERRERO MEDINA, MARIA DEL PILAR (Coordinator)

Faculty: Facultad de Filosofía y Letras

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

None specified.

### INTENDED LEARNING OUTCOMES

- CB1 Capable of analysis and synthesis.
- CB2 Capable of organisation and planning.
- CB3 Knowledge of a foreign language (English).
- CB4 Knowledge of ICTs for study and research.
- CB5 Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
- CB7 Decision making
- CB8 Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
- CB13 Capable of self-assessment
- CB14 Adapt to new situations.
- CB18 Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
- CU1 Accredite the use and mastery of a foreign language.
- CU2 User level knowledge and mastery of ICTs.
- CE10 Knowledge of the specific terminology of the main linguistic disciplines.
- CE11 Knowledge of the specific linguistic features of the English language with respect to the the native language, and their differences. Theoretical and practical knowledge of the Spanish/English language mediation.
- CE12 Analysis, commentary and explanation of texts in English of various registers, types, genres and historical periods.

## COURSE DESCRIPTION

CE13	Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays.
CE15	Use different resources for the study and research of English linguistics, both in print and electronic form (bibliographies, databases, relevant specialised computer applications in linguistic studies)
CE16	Knowledge of the methodologies, tools and resources of language industries and information and communication technologies.
CE24	Identify, classify, explain and evaluate the various language functions regarding units, relations and processes.
CE25	Ability to analyse the phonetic, phonological, morphosyntactic, semantic properties and discourse of the English language.
CE27	Participation in group learning activities: assignments, studies
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE29	Analyse factors related to the use of language in situations that affect the final form of written and spoken text.
CE33	Ability to develop critical and independent thinking through the reading and analysis of literary texts and other cultural manifestations in the English language.
CE34	Ability to critically evaluate a bibliography and situate it within a theoretical perspective.
CE35	Ability to design and develop training materials and materials for self-learning related to the academic content of the module.
CE39	Ability to identify the cognitive and functional determinants of language structure and use.
CE40	Develop autonomy to select linguistic and methodological resources according to the objective to be pursued.
CE41	Develop an interest in linguistic theory and its application to various fields such as the study of creative texts in English and English language teaching and learning methodology.
CE42	Develop an interest in both synchronic and diachronic linguistic theory and description.
CE43	Develop an interest in the various theories of language teaching and learning in a heterogeneous context of diverse traditions, methods and approaches.
CE44	Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules.
CE45	Accept critical currents of thought that differ from that of the students.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.
CE53	Ability to analyse texts and discourse in English using the proper techniques of analysis.
CE54	Scientific knowledge of the descriptive grammar of English .

## OBJECTIVES

The main aim of this course is to provide students with the necessary analytical tools and terminology to explore the syntax of the simple and complex sentence in English. A secondary aim of this course is to raise students' awareness of grammar as a means of understanding the interaction between form and function.

## CONTENT

### 1. Theory contents

#### 1. INTRODUCTION: GRAMMAR AND THE STUDY OF LANGUAGE

#### 2. TOOLS FOR ANALYSIS

##### 2.1. Grammatical units. Constituency

##### 2.2. The grammatical hierarchy. Embedding

##### 2.3. Form vs function: phrases as clause elements

##### 2.4. Clause structure. Syntactic and semantic functions of clause elements

#### 2. THE NOUN PHRASE

##### 2.1. Introduction

##### 2.1.1. Noun-phrase constituents

##### 2.1.1.1. Head, determinatives, premodification, postmodification

##### 2.1.1.2. Restrictive and nonrestrictive modification

##### 2.2. The basic noun phrase

##### 2.3. The complex noun phrase

##### 2.3.1. Postmodification by finite clauses

##### 2.3.2. Postmodification by nonfinite clauses

#### ADJECTIVES

##### 3.1. Characteristics of the adjective

##### 3.2. Syntactic functions of adjectives

##### 3.3. Semantic subclassification of adjectives

#### 4. ADVERBS AND ADVERBIALS



## COURSE DESCRIPTION

- 4.1. Characteristics of the adverb
- 4.2. Adverb as clause element
- 4.3. The semantics and grammar of adverbials
- 5. VARIATIONS ON THE BASIC SENTENCE PATTERNS
  - 5.1. Ellipsis
  - 5.2. Questions
  - 5.3. Negation
- 6. THE COMPLEX SENTENCE
  - 6.1. Coordination and subordination
  - 6.2. Syntactic and semantic functions of subordinate clauses

### 2. Practical contents

Each of the 6 units in this course will be accompanied by a number of study questions and practice exercises. We will use Chalker's 1992 workbook as our main source. Other activities will involve the identification of syntactic functions and their semantic functions in selected fragments for analysis (mainly from novels or newspaper articles).

## METHODOLOGY

### General clarifications on the methodology. (optional)

This course will follow a continuous assessment process. Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 70% of the class time. Active participation in class is an essential element of the course assessment.

### Methodological adaptations for part-time students and students with disabilities and special educational needs

**Part-time** students ("alumnos matriculados a tiempo parcial") will be required to take a final exam, both written and oral

### Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	8	-	8
Group work (cooperative )	12	-	12
Practice exercises and activities	25	15	40
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
Group work	20
Practice exercises and activities	20
Self-study	50
<b>Total hours:</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Practice exercises and activities  
Textbook

## EVALUATION

Intended learnig outcomes	Tools		
	Final exam	Group work	Progress tests

## COURSE DESCRIPTION

CB1	x		x
CB13			x
CB14	x		x
CB18	x		x
CB2	x		x
CB3	x	x	x
CB4		x	
CB5	x		x
CB7		x	
CB8		x	x
CE10	x	x	x
CE11	x		x
CE12	x		
CE13	x	x	x
CE15	x	x	x
CE16	x	x	x
CE24	x		x
CE25	x	x	x
CE27		x	
CE28		x	
CE29	x		
CE33		x	x
CE34	x		
CE35		x	
CE39	x	x	
CE40	x	x	
CE41		x	
CE42		x	x
CE43		x	
CE44	x		x
CE45	x		
CE51	x		
CE52	x		x
CE53	x	x	
CE54	x		x

## COURSE DESCRIPTION

CU1	x	x	x
CU2		x	
<b>Total (100%)</b>	<b>60%</b>	<b>10%</b>	<b>30%</b>
<b>Minimum grade.(*)</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*) Minimum grade necessary to pass the course

Method of assessment of attendance:

Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 70% of the clas time in the practical sessions ("grupos medianos").

General clarifications on instruments for evaluation:

Students will be required to take three progress tests during the course and to do an oral presentation based on their group work. The final exam will account for 60% of the final grade.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

The student's work will be assessed continuously during the semester.

**Part-time** students ("alumnos matriculados a tiempo parcial") will be required to take a final exam, including a written and oral part.

Qualifying criteria for obtaining honors: *Regular attendance and a minimum score of 9.5 in the final exam*

## BIBLIOGRAPHY

### 1. Basic Bibliography:

Chalker, S. (1992) A Student's English Grammar Workbook. London: Longman.

Greenbaum, S. & R.Quirk (1992) A Student's Grammar of the English Language. London: Longman.

Mackenzie, L. & E. Martínez Caro (2012) Compare and Contrast. An English Grammar for Speakers of Spanish. Granada: Comares.

### 2. Further reading:

Brinton, L. & D.M. Brinton (2010) The Linguistic Structure of Modern English. Benjamins.

Downing, A. & P. Locke (2006) English Grammar. A university Course. 2nd ed. Routledge.

Huddleston, R. & G.K. Pullum (eds.) (2002) The Cambridge Grammar of the English Language. CUP.

Quirk, R, S. Greenbaum, G. Leech & J. Svartvik (1985) A Comprehensive Grammar of the English Language. London: Longman.

## COORDINATION CRITERIA

- Common evaluation criteria
- common skills

## COURSE DESCRIPTION

## SCHEDULE

Period	Activity			Comments
	Assessment activities	Group work (cooperative)	Practice exercises and activities	
1# Fortnight	0	0	5	Introduction
2# Fortnight	2	0	5	Tools for analysis
3# Fortnight	0	0	5	The noun phrase
4# Fortnight	2	0	5	Adjectives
5# Fortnight	0	0	5	Adverbs and adverbials
6# Fortnight	0	0	5	Variation on the basic sentence patterns
7# Fortnight	2	6	5	The complex sentence
8# Fortnight	2	6	5	Revision. Assessment activities
<b>Total hours:</b>	<b>8</b>	<b>12</b>	<b>40</b>	

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.