

COURSE DESCRIPTION

COURSE DETAILS

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

Code: 100549

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

Year: 3

Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

Character: OBLIGATORIA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <http://moodle.uco.es/moodlemap/>

LECTURER INFORMATION

Name: GUERRERO MEDINA, MARIA DEL PILAR (Coordinator)

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Area: FILOLOGÍA INGLESA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

A B2 English level is strongly recommended

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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	Accredit 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 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.
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.

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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
 - 4.1. Characteristics of the adverb
 - 4.2. Adverb as clause element
 - 4.3. The semantics and grammar of adverbials



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5. THE COMPLEX SENTENCE

5.1. Coordination and subordination

5.2. 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).

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Unrelated

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 80% of the class time in the practical sessions. 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
<i>Assessment activities</i>	5	5	10
<i>Presentation</i>	20	-	20
<i>Text analysis</i>	20	10	30
<i>Total hours:</i>	45	15	60

Off-site activities

Activity	Total
<i>Analysis</i>	30
<i>Exercises</i>	30
<i>Self-study</i>	30
<i>Total hours</i>	90

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WORK MATERIALS FOR STUDENTS

Exercises and activities

Lessons summary

Textbook

EVALUATION

Intended learning	Case Studies	Exams	Text commentary
CB1	X	X	X
CB13			X
CB14			X
CB18			X
CB2	X	X	X
CB3	X	X	X
CB4	X		X
CB5	X	X	X
CB7	X		
CB8		X	X
CE10	X	X	X
CE11	X	X	
CE12			X
CE13		X	X
CE15			X
CE16	X		
CE24	X	X	
CE25		X	
CE27	X		
CE28	X		
CE29			X
CE33	X		X
CE34	X		X
CE35	X		X

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Intended learning	Case Studies	Exams	Text commentary
CE39	X	X	X
CE40	X	X	X
CE41	X	X	X
CE42	X	X	X
CE43	X	X	
CE44	X	X	
CE45	X		
CE51	X	X	
CE52	X	X	X
CE53	X	X	X
CE54	X	X	X
CU1	X	X	X
CU2			X
Total (100%)	20%	50%	30%
Minimum grade	4	5	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

Exams: Students will be required to take two **progress tests** (50%) during the course. Only those students whose average grade is lower than 5 will need to take the **final exam**.

Case-study and text commentary: Students will also be required to hand in a case study (the syntactic analysis of a fragment, 20%) and a text commentary (30%), on the date scheduled by the faculty administration for the final exam in June. Both will be in-class activities.

Online examination is not an option.

Partial grades will be valid until the end of the academic year.

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.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

In the first extraordinary call (September) the final exam will account for 80% of the student's global mark. The remaining 20% will correspond to the average class marks obtained by the student during the academic year. In the final extraordinary call the exam (with a written and oral part) will account for 100% of the student's final mark.

Qualifying criteria for obtaining honors:

Regular attendance and a minimum score of 9.5

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.

COURSE DESCRIPTION

COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

SCHEDULE

Period	Assessment activities	Presentation	Text analysis
2# Fortnight	2,0	4,0	0,0
3# Fortnight	2,0	4,0	0,0
4# Fortnight	2,0	4,0	6,0
5# Fortnight	0,0	4,0	8,0
6# Fortnight	2,0	2,0	8,0
7# Fortnight	2,0	2,0	8,0
Total hours:	10,0	20,0	30,0

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.