

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 100550

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

Year: 3

Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: --

### LECTURER INFORMATION

Name: PORTERO MUÑOZ, MARIA DEL CARMEN (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

The course Gramática I should have been taken.

#### Recommendations

It is not recommended to enrol in this course if the student has not been successful in any of the following courses:

Inglés Instrumental I, II & III and

Gramática Inglesa I.

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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

In-depth description of morphological (inflectional and derivational) processes in English.  
 Enhancing analytical skills as regards the morphological structure of the English language.  
 Mastery of basic terminology enabling the explanation and interrelation of abstract notions.  
 Reading of specialized articles to help students understand the complexity of morphological analysis and enhance their critical view on different controversial issues of morphological theory.

## CONTENT

### 1. Theory contents

#### INTRODUCTION

#### 1. THE EMERGENCE OF MORPHOLOGY

##### 1.1. What is morphology?

##### 1.2. Historical background

#### 2. THE NOTION OF MORPHEME

##### 2.1. Definition(s)

##### 2.2. Related concepts

##### 2.3. Classification

#### 3. INFLECTIONAL VS DERIVATIONAL MORPHOLOGY

##### 3.1. Criteria for the distinction

##### 3.2. Lack of clear dividing lines

#### ENGLISH WORD-FORMATION (DERIVATIONAL MORPHOLOGY)

#### 4. PRELIMINARY ISSUES

##### 4.1. Lexicalization

##### 4.2. Productivity: word formation rules, restrictions on productivity, phonological issues

#### 5. ENGLISH WORD-FORMATION PROCESSES

##### 5.1. Overview

##### 5.2. Compounding

##### 5.3. Affixation (prefixation, suffixation)

##### 5.4. Conversion



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### III. ENGLISH INFLECTIONAL MORPHOLOGY

#### 6. NOMINAL INFLECTION

##### 6.1. Number

##### 6.2. Case

##### 6.3. Gender

#### 7. VERBAL INFLECTION

##### 7.1. Introduction

##### 7.2. Morphological description of English verbs

#### 8. ADJECTIVE INFLECTION

##### 8.1. Semantic classification

##### 8.2. The inflection of adjectives: comparison

##### 8.3. Adjectives in relation to other grammatical classes

## 2. Practical contents

### 1. Morphemic analysis: identification of morphemes

### 2. Recognising English suffixes

### 3. Recognising English prefixes

### 4. Distinguishing roots, bases, stems and affixes

### 5. Distinguishing inflectional and derivational affixes/ processes

### 6. Identifying different English word-formation processes

### 7. Compounding: syntactic and semantic analysis of English compounds

### 8. Conversion: recognising different syntactic and semantic types

### 9. Noun inflection: the plural of English nouns (the spelling of regular plural nouns, types of irregular plural nouns,

### invariable nouns, the use of countable and uncountable nouns)

### 10. Noun inflection: gender (co-reference with personal and wh-pronouns)

### 11. Noun inflection: case (the use of the English genitive)

### 12. Verb inflection: pronunciation and spelling of regular verbs

### 13. Verb inflection: irregular verbs

### 14. Adjective inflection: inflectional vs periphrastic comparatives

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Unrelated

## METHODOLOGY

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

Part-time students must contact the lecturer at the beginning of the course.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	4	-	4
<i>Case study</i>	-	4	4
<i>Group work (cooperative )</i>	-	5	5

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Activity	Large group	Medium group	Total
<i>Lectures</i>	42	-	42
<i>Practice</i>	-	5	5
<b><i>Total hours:</i></b>	<b>46</b>	<b>14</b>	<b>60</b>

### Off-site activities

Activity	Total
<i>Self-study</i>	70
<i>Specialized readings</i>	20
<b><i>Total hours</i></b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Case studies  
Exercises and activities  
Lessons summary  
Oral presentations  
References  
Specialized readings  
e-moodle platform

### Clarifications

There is not a specific coursebook. Different bibliographical sources will be provided at the beginning of each new topic.

A summary with the main contents of each session will be uploaded to the online platform e-moodle beforehand.

In addition, practice sheets will be made available at this platform on a weekly basis.

## EVALUATION

Intended learning	Case Studies	Exams	Problem solving
<i>CB1</i>	X		X
<i>CB13</i>		X	X
<i>CB14</i>		X	X
<i>CB18</i>	X	X	X
<i>CB2</i>		X	X

## COURSE DESCRIPTION

Intended learning	Case Studies	Exams	Problem solving
CB3	X	X	X
CB4		X	X
CB5	X	X	X
CB7			X
CB8	X	X	X
CE10	X	X	X
CE11	X	X	X
CE12		X	X
CE13	X		
CE15	X		X
CE16	X		
CE24	X	X	X
CE25	X	X	X
CE27	X		X
CE28	X		
CE29	X		
CE33	X		
CE34	X		
CE35	X		
CE39	X		
CE40	X		X
CE41	X		X
CE42	X		X
CE43	X		
CE44	X		
CE45	X		
CE51	X		X
CE52	X		X
CE53	X		

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Intended learning	Case Studies	Exams	Problem solving
CE54	X	X	X
CU1		X	X
CU2		X	X
<b>Total (100%)</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)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.

### Attendance will be assessed?:

No

### General clarifications on instruments for evaluation:

A. For students attending lectures assessment will be based on:

#### 1. Progress tests

Problem solving: data analysis applying key theoretical notions.

Case studies.

Each test will be done aprox. every four weeks on completion of every two units.

The mark in these tests will make 50% of global assessment.

#### 2. A final exam (june or july) (50% of global assessment).

### NOTES:

1. The average mark will be calculated with a minimum mark of 5 points. However, in order to avoid being assessed of the contents of the progress tests done during the course in the final exam, the mark in these tests must be at least 6 points.

2. Practice sheets of the course must be submitted on a weekly basis by each practice team (group activity). This is compulsory to sit for the exam but it will not be marked.

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

B. Students who do not attend lectures regularly will be assessed on the basis of:

- A half-term test (50 % of global assessment) (on the same conditions as the 3 progress tests described above).
- Final exam (June or July) (50 % of global assessment).

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

Assessment in extraordinary calls will be based on an exam consisting of two parts:

- A questionnaire with multiple choice questions (50%).
- A long answer question on one of the topics of the syllabus (50%).

### Qualifying criteria for obtaining honors:

Getting a minimum mark of 9.

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Bauer, L. (1983) *English Word-formation*. Cambridge: CUP.
- Bauer, L. (1988) and (2003) *Introducing Linguistic Morphology*. Edinburgh University Press.
- Bauer, L., R. Lieber and I. Plag (2013) *The Oxford Reference Guide to English Morphology*. Oxford: UP.
- Bauer, L. (2019) *Rethinking Morphology*. Edinburgh University Press.
- Booij, G. (2010) [2005] *The Grammar of Words. An Introduction to Morphology*. [Oxford Textbooks in Linguistics] Oxford: University Press.
- Huddleston, R. and G. K. Pullum (2002) *The Cambridge Grammar of the English Language*. Cambridge: CUP.
- Matthews, P. H. (1974) *Morphology. An Introduction to the Theory of Word-Structure*. Cambridge: CUP.
- Plag, I. (2003) *Word-Formation in English*. Cambridge: CUP.
- Portero Muñoz, C. (2004) *A Course in English Morphology*. Servicio Publicaciones Universidad de Córdoba.
- Quirk, R., S. Greenbaum, G. Leech and J. Svartvik (eds.) (1985) *A Comprehensive Grammar of the English Language*. London: Longman.

### 2. Further reading

- Adams, V. (2001) *Complex Words in English*. Pearson Education.
- Aronoff, M. (1976) *Word Formation in Generative Grammar*. Cambridge, Mass.: MIT Press.
- Aronoff, M. & K. Fudeman (2005) *What is Morphology?*. Oxford: Blackwell.
- Bybee, J. (1985) *Morphology: A Study of the Relations between Meaning & Form*. Amsterdam: John Benjamins.
- Carstairs-McCarthy, A. (2002) *An Introduction to English Morphology*. Edinburgh: University Press.
- Coates, R. (1999) *Word Structure*. London & New York: Routledge.
- Haspelmath, M. (2002) *Understanding Morphology*. (Understanding Language Series). London: Arnold.
- Katamba, F. (1993) *Morphology*. Macmillan Modern Linguistics.
- Lieber, R. (2016) *Introducing Morphology*. Cambridge: University Press.
- Sinclair, J. & al. (1991) *English Guides II: Word Formation*. London: Harper Collins.
- Spencer, A. (1991) *Morphological Theory*. Oxford: Blackwell.
- Spencer, A. & A. M. Zwicky (1998) *The Handbook of Morphology*. Oxford: Blackwell.
- Stockwell, R. & D. Minkova (2001) *English Words. History & Structure*. Cambridge: University Press.

## COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes



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## SCHEDULE

Period	Assessment activities	Case study	Group work (cooperative )	Lectures	Practice
1# Fortnight	0,0	1,0	0,0	5,0	1,0
2# Fortnight	1,0	0,0	1,0	5,0	0,0
3# Fortnight	0,0	1,0	0,0	5,0	1,0
4# Fortnight	1,0	0,0	1,0	5,0	0,0
5# Fortnight	0,0	1,0	0,0	5,0	1,0
6# Fortnight	1,0	0,0	1,0	5,0	0,0
7# Fortnight	0,0	1,0	1,0	5,0	1,0
8# Fortnight	1,0	0,0	1,0	7,0	1,0
<b>Total hours:</b>	<b>4,0</b>	<b>4,0</b>	<b>5,0</b>	<b>42,0</b>	<b>5,0</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.