

ENGE1520 Grammatical Structure of English

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Teaching Assistants: tbc

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Course description

This course is designed to provide students with the terminology and analytical skills that are necessary for describing the grammatical structure of English sentences and their parts.

Learning outcomes:

After completing this course, students should be able to:

- identify English grammatical structures
- describe those structures accurately and concisely
- write about and discuss issues relating to the grammar of English

Scope:

The course deals with **contemporary** English, that is, English as it is currently used in both writing and speech. Topics covered in the course will include:

- Form & function in grammatical analysis
- The major sentence constituents
- Determiners & noun phrases
- Verb phrases & clauses
- Adverbials
- Adjectives, adverbs & their phrases
- Prepositions & prepositional phrases
- Coordination & subordination
- Information structure

Tentative Schedule

Date	Topic	Readings
Week 1	Course overview; Grammatical hierarchy	<i>Internet Grammar of English</i> (IGE): the on “Grammatical Hierarchy”
Week 2	Basic concepts: Subject, Direct Object, Subject Complement, Adverbials	IGE: the sections “Subject and Predicate,” “Inside the Predicate,” and “Adjuncts”
Week 3	Phrases and clauses; Form and function; Tree diagrams	IGE: “An Introduction to Word Classes,” “Criteria for Word Classes,” “Introducing Phrases,” and “Clauses and Sentences”
Week 4	<i>Chinese New Year holiday – no class</i>	
Week 5	Adjectives, adverbs, prepositions, and their phrase types	IGE: G&Q Chapters 7 & 9
Week 6	Nouns, determiners and noun phrases	IGE: the sections on nouns, determiners, and noun phrases; G&Q Chapters 5, 6 & 17
Week 7	Verbs and auxiliaries Revision Exercise 1 due	IGE: the sections on verbs and verb phrases; G&Q Chapter 3
Week 8	More on verb phrases	G&Q Chapter 16 on verb complements; relevant sections in IGE
Week 9	Subordination and coordination	Subordination: G&Q Chapters 13 & 15; IGE: “Conjunctions” and “Subordinate clause types” under “Subordination
Week 9	More on adverbials; Constituents and constituency tests	On adverbials: G&Q pp.162-87; on adverbial clauses: G&Q pp. 314-26
Week 10	Coordination Revision Exercise 2 due	G&Q Chapters 13 & 15; IGE: “Coordination types” under “Conjunctions”; “Conjunctions”
Week 11	Information structure; Essay due	G&Q Chapter 18
Week 12	<i>Reading Week – no class</i>	
Week 13	Course review	
Week 14	End-of-Term Test	

Assessment:

Lecture and tutorial attendance/participation	15%
Revision exercises	25%
Essay	30%
End-of-term test	30%

Details:

- **Lecture and tutorial attendance/participation:** It is very important that students attend and participate in the learning activities conducted in both lectures and tutorials.

Sick leave will only be granted if a written notice is given before class and a certified doctor's note is provided afterwards. **Marks will be deducted for absences.**

- You can write the **essay** (5-6 pages) on any of the topics covered in the course. A list of suggested topics will be provided to you.
- The **revision exercises** and the **end-of-term** test will be on the topics covered in the course. Make use of the revision exercises to ensure that you are on track in your studies. The exercises will be posted on Blackboard five days prior to the due date.

Main texts:

[1] Nelson, Gerald (1998). *The Internet Grammar of English*. London: Survey of English Usage, University College London.

This is available online at

<https://www.ucl.ac.uk/internet-grammar/> (English version)

http://www.cuhk.edu.hk/eng/I GE_chn/home.htm (Simplified Chinese version)

[2] Greenbaum, Sidney & Randolph Quirk (1990). *A Student's Grammar of the English Language*. London: Longman.

References:

Ballard, K. (2007) *The Frameworks of English*. 2nd edn. London: Palgrave Macmillan.

Biber, D., S. Conrad, & G. Leech (2002) *The Longman Student's Grammar of Spoken and Written English*. London: Longman.

Börjars, K. & K. Burridge (2001) *Introducing English Grammar*. London: Edward Arnold.

Carter, R. & M. McCarthy (2006) *Cambridge Grammar of English*. Cambridge.

Chalker, S. (1994) *The Oxford Dictionary of English Grammar*. Oxford: Oxford University Press.

Collins, P. (1999) *English Grammar*. London: Longman.

Crystal, D. (1992) *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell.

Crystal, D. (2004) *Rediscover Grammar*. London: Longman.

Eppler, E. D. & G. Ozon. (2012) *English Words and Sentences: An Introduction*. Cambridge: Cambridge University Press.

Greenbaum, S. (1996) *Oxford English Grammar*. Clarendon Press.

Huddleston, R. and G. K. Pullum (2005) *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.

Hurford, J. (1994) *Grammar: A Student's Guide*. Cambridge: Cambridge University Press.

Kroeger, P. R. (2005) *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press.

Leech, G. (1989) *An A-Z of English Grammar and Usage*. London: Edward Arnold.

Nelson, G. (2010) *English: An Essential Grammar*. Routledge.

Nelson, G. & S. Greenbaum (2015) *An Introduction to English Grammar*. 4th edn. Routledge.

- Please note that this course does **not** cover “Functional Grammar” or “Systemic Functional Grammar,” which are very different approaches to grammar. Books on these topics will not help you in this course. This course deals with **traditional descriptive grammar**.
- If you have forgotten the basics of traditional grammar (e.g. you've heard about prepositions but are not quite sure what they are), a very useful refresher course is:

Crystal, D. (2004). *Rediscover Grammar*. London: Longman.

- The following websites were designed for beginners and intermediate learners. They are **not** suitable at the university level:

englishgrammar.org

englishpage.com

learnenglish.britishcouncil.org

ego4u.com

Wikipedia grammar pages

Department of English

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.
