

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2021-2022

Course Title: LING5302 Approaches to English grammar

Description

This course introduces students to various approaches to the study of English grammatical constructions, including formal, functional, and cognitive approaches. Students are encouraged to analyze grammatical constructions in terms of form-function relationships, cognitive processing and information flow. This course is designed to enhance students' sensitivity to the interactive aspects of grammatical analysis.

Content, highlighting fundamental concepts

<i>Topic</i>	<i>Contents/fundamental concepts</i>
Constituents and Phrases	functional categories; lexical categories; count; mass; determiner; verbal noun; deverbal noun; unaccusative; gradability; comparatives; agent-oriented adverbs; speaker-oriented adverbs
Simple Clauses	predicate; complement; expletive; agreement, finite clauses and non-finite clauses
Subordination and Coordination	coordination; embedding; relative clauses; noun clauses; adverb clauses; simple clauses; compound clauses; complex clauses
Finite and Nonfinite Clauses	matrix clause; tense-person-number agreement; infinitival clauses; participle clauses; if-clauses; conditionals; verbless clauses; small clauses
Interrogatives	clause types; argument questions; adjunct questions; determiner questions; intensifier questions; multiple wh-questions; negative inversion; wh-exclamatives
Negatives	negative and positive clauses; negative polarity items; morphological negation; syntactic negation; absolute negator; approximate negator; NPI licensing; scope of negation
Passives	voice; agentless passives; long passives; short passives; simple passives; complex passives; be-passives vs. get-passives; adjectival passives; stative passives
Relative Clauses	gap; relative head; relative pronoun; bare relatives; free relatives; infinitival relatives; pseudo-cleft sentences; restrictive relatives; nonrestrictive relatives
Information packaging	reflexives; there-insertion; raising; extraposition; clefting; pronominalization; substitution; ellipsis

Learning outcomes

<p>Upon successfully completing the subject, students should be able to:</p> <ul style="list-style-type: none"> • To enhance students' understanding of how meaning is made by means by grammar; • To foster students' understanding of the place of grammar within a broader framework of communication; • To apply the concepts of syntactic analysis to describe the structure, meaning and use of English grammar; • To generalize from findings to establish rules; • To understand and use English effectively and accurately. • To develop a sensitivity to the possibility of alternative analyses for the same linguistic phenomena; • To develop an enhanced knowledge of the typical errors of advanced Chinese learners of English.
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Learning activities

Lecture	Interactive tutorial	Reading	Assignments	Final project
(hr/week) in class	(hr/week) in class	(hr/week) out class	(hr/week) out class	(hr/week) out class
2 hours	1 hour	10 hours	5 hours	
Mandatory	Mandatory	Mandatory	Mandatory	

Grade descriptor

A	Demonstration of a thorough understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; a firm grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a high degree of competency in describing the structure of a grammatical constituent; an excellent knowledge of some of the typical errors made by advanced Chinese learners of English, and a high degree of competency in correcting such errors.
A-	Demonstration of a thorough understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; a firm grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a high degree of competency (with minor lapses) in describing the structure of a grammatical constituent; an excellent knowledge of some of the typical errors made by advanced Chinese learners of English, and a high degree of competency (with minor lapses) in correcting such errors.
B	Demonstration of a good understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; a good grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a good degree of competency in describing the structure of a grammatical constituent; an good knowledge of some of the typical errors made by advanced Chinese learners of English, and a good degree of competency in correcting such errors.
C	Demonstration of an adequate understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; an adequate grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; an adequate degree of competency in describing the structure of a grammatical constituent; an adequate knowledge of some of the typical errors made by advanced Chinese learners of English, and an adequate degree of competency in correcting such errors.
D	Demonstration of a limited understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; a limited grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a limited degree of competency in describing the structure of a grammatical constituent; an limited knowledge of some of the typical errors made by advanced Chinese learners of English, and a limited degree of competency in correcting such errors.
F	Demonstration of a minimal understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit

and collocation, clause structure and information packaging; a minimal grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a minimal degree of competency in describing the structure of a grammatical constituent; an minimal knowledge of some of the typical errors made by advanced Chinese learners of English, and a minimal degree of competency in correcting such errors.

Learning resources for students

Recommended readings:

Downing, Angela. (2006). *English grammar: A university course*. Second edition. ed. London: Routledge.
Huddleston, Rodney D., Geoffrey K. Pullum, & Laurie Bauer. (2002). *The Cambridge grammar of the English language*. Cambridge, U.K. ; New York: Cambridge University Press.

Huddleston, Rodney D., Geoffrey K. Pullum, (2005). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.

Radden, Günter, & René, Dirven. (2007). *Cognitive English grammar*. Amsterdam: John Benjamins Pub.

References:

Aarts, Bas. (2001). *English syntax and argumentation*: Palgrave.

Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad, Edward Finegan. (1999). *Longman grammar of spoken and written English*. Harlow, Essex: Longman.

Bloor, Thomas, & Meriel Bloor,. (2004). *The functional analysis of English: a Hallidayan approach* (2nd ed.). London: Arnold.

Brinton, Laurel J. (2000). *The structure of modern English*. Amsterdam: John Benjamins Publishing Company.

Carnie, Andrew. (2013). *Syntax: A generative introduction*: John Wiley & Sons.

Dik, Simon. C. (1997). *The Theory of functional grammar*. 2nd, rev. ed. ed, *Functional grammar series*. Berlin: Mouton de Gruyter.

Dixon, Robert M. W. (2005). *A semantic approach to English grammar* (2nd ed.). Oxford ; New York: Oxford University Press.

Haegeman, Liliane M. V. (2006). *Thinking syntactically : a guide to argumentation and analysis*. Malden, MA ; Oxford: Blackwell Pub.

Haegeman, Liliane M. V., & Jacqueline Guéron. (1999). *English grammar: a generative perspective*. Oxford ; Malden, Mass.: Blackwell Publishers.

Halliday, M. A. K., & Christian M. I. M. Matthiessen (2004). *An introduction to functional grammar* (3rd ed.). London: Arnold.

Leech, Geoffrey N. (2006). *A glossary of English grammar*. Edinburgh: Edinburgh University Press.

Lobeck, Anne C. (2000). *Discovering grammar: an introduction to English sentence structure*. New York: Oxford University Press.

Morley, G. David. (2004). *Explorations in functional syntax: a new framework for lexicogrammatical analysis*. London: Equinox Pub.

Parrott, Martin. (2010). *Grammar for English language teachers* (2nd ed.). Cambridge: Cambridge University Press.

Quirk, Randolph. (1985). *A Comprehensive grammar of the English language*. London: Longman.

Radden, Günter, & René Dirven. (2007). *Cognitive English grammar*. Amsterdam: John Benjamins Pub.

Radford, Andrew. (2009). *An Introduction to English Sentence Structure*. Cambridge: Cambridge University Press.

Radford, Andrew. (2004). *English syntax : an introduction*. New York: Cambridge University Press.

Rutherford, William E. (1998). *A workbook in the structure of English : linguistic principles and language acquisition*. Malden, Mass., USA: Blackwell.

Ryokai, Kimiko, and Richard K. Larson. (2010). *Grammar as science*. Cambridge, Mass.: MIT Press.

Sportiche, Dominique, Hilda Koopman, and Edward Stabler. (2013). *An introduction to syntactic analysis*

and theory: John Wiley & Sons.

Tallerman, Maggie. (2005). *Understanding syntax* (2nd ed.). London: Hodder Arnold.

Taylor, John R. (2002). *Cognitive grammar*. Oxford: Oxford University Press.

Thompson, Geoff. (2004). *Introducing functional grammar* (2nd ed.). London: Arnold.

Van Valin, Robert D., & Randy J. LaPolla, (1997). *Syntax : structure, meaning and function*. Cambridge: Cambridge University Press.

Williams, James D. (2005). *The teacher's grammar book* (2nd ed.). Mahwah, N.J.: Lawrence Erlbaum.

Yule, George. (2009). *Explaining English grammar*. Oxford: Oxford University Press.

Feedback for evaluation

To ensure the quality of teaching and learning, students' views and comments are most valuable. Beside formal feedback at the end of the semester, I would appreciate that students give their feedback any time during the semester so that I can act immediately to improve teaching. Suggestions can be made through oral communication or email, either individually or by a group.

Course schedule

Units	Dates	Topics	Required reading: Huddleston and Pullum 2005 Additional readings will be assigned in class
1.	Jan 13	Introduction, a rapid overview, morphology	Chapters 1, 2 & 16
2.	Jan 20	Verbs, tense, aspect, mood I	Chapter 3
3.	Jan 27	Verbs, tense, aspect, mood II	Chapter 3
	Feb 3	Lunar New Year Vacation	
4.	Feb 10	Clause structure, clause type	Chapters 4 and 9
5.	Feb 17	Noun phrase I	Chapter 5
6.	Feb 24	Noun phrase II	Chapter 5
7.	Mar 3	Adjectives and adverbs	Chapter 6
8.	Mar 10	Midterm Test (units 1-6)	
9.	Mar 17	Prepositions and conjunctions	Chapter 7
10.	Mar 24	Subordination and finite clauses	Chapter 10, 11, 12
11.	Mar 31	Non-finite clauses and clauses without verbs	Chapter 13
12.	Apr 7	Negation and Coordination	Chapter 8 and 14
13.	Apr 14	Information packaging	Chapter 15
14.	Apr 21	Review	
	Apr 28	Final Examination (units 7-13)	

Assessment		
Tasks	Description	Weight
Weekly assignments	Group assessments (No more than 3 students in each group)	30%
Midterm exam March 19	Individual assessments (2.5 hours)	30%
Final exam April 28	Individual assessment (3 hours)	40%

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	FU, Baoning
Email:	baoning@cuhk.edu.hk
Teaching Venue:	YIA LT4
Lecture Time:	Thursday 6:30PM - 9:15PM

Teaching Assistant/Tutor:	
Name:	GONG Minzhi
Office Location	Rm G16, KKL Building, CUHK
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