

PROGRAMA DE LA ASIGNATURA: Gramática Inglesa I

CARRERA/S: Profesorado y Traductorado de Inglés

ORDENANZA/S PLAN DE ESTUDIOS:

Profesorado Ord. 430/2009

Traductorado Ord. 499/2011

AÑO DE CURSADA: Segundo

RÉGIMEN DE CURSADA: Primer cuatrimestre

CARGA HORARIA: 4 horas semanales/ 64 horas cuatrimestrales

DEPARTAMENTO: Lingüística

ÁREA: Lingüística Teórica

ORIENTACIÓN: Gramática Inglesa

EQUIPO DE CÁTEDRA:

Profesora a cargo: Anabel Monteserin

Asistente de docencia (ASD): María Teresa Araya

Ayudante de primera (AYP): María del Rosario Tartaglia

Ayudante de primera (AYP): Matías Fernández

Ayudante de primera (AYP): Rocío Albornoz

Ayudante alumna (AYS): Kahia Suhr

1. RATIONALE

English Grammar I is one of the subjects in the second year of the Teachers (Ord. 430/2009) and Translation (Ord. 499/2011) courses of studies. These curriculums specify a number of general aims that define graduates as professionals who can create and manage their own access to conceptual and intercultural materials to be able to face the demands of their future working life. In general, both curriculums emphasize the need to fulfil these two aims. Firstly, to guarantee learners gain solid knowledge about different fields such as Linguistics, History, Literature, etc.

Secondly, to master the necessary tools to be able to access an up-to-date field-specific body of knowledge in the future. Consequently, this course intends to elaborate on these objectives based on three issues: (1) this subject as the first in a continuum of other three grammar courses that will be related in content and strategy development; (2) the need to have students deepen their knowledge of previously seen concepts and to learn and systematize new contents together with cognitive and metacognitive strategies to regulate their learning; and (3) the need to have future translators and teachers see the benefits of this way of learning grammar and understand it as a methodological tool to aid their Interlanguage and professional development.

This subject adopts and addresses the study of Syntax from a Generative perspective (Chomsky 1957; Chomsky 1986; Chomsky 2005). This theory proposes the existence of a linguistic module of “the mind/body, mostly the brain” (Chomsky 2011:264) called Universal Grammar (UG) that contains the core properties for any allowable variation that languages can manifest. Even when specific or recent theoretical discussions in this framework will not be explicitly addressed, the syllabus is mainly framed in the broad theoretical outlines and the methodological proposal of the Generative Programme. Hence, its particular logic as to how language is seen, acquired and studied will be taken as the structuring backbone of this course in two key aspects: (1) (English) grammar, its study and description, and (2) the course methodology and types of activities students will engage in.

On the basis of the guiding principles outlined above, English Grammar I aims at having students develop the appropriate terminology and gain solid linguistic knowledge at different levels of analysis: the word, the phrase and the sentence. To do so, the subject invites learners to gradually incorporate the cognitive and metacognitive strategies to systematically interpret data, describe language phenomena, elaborate hypotheses, and provide evidence to back up generalizations.

The approach adopted in this course intends to enable students to acquire a new linguistic sensitivity and a way of thinking and processing language that will hopefully transcend syntax classes. This work will also contribute to learners’ formation of a more critical approach to examining any new learning experience in this course and

others they take at university. In addition, all this will positively become an effective tool for learners to achieve a better mastery of the target language and to solve problems in their endeavors as future translators and teachers-to be.

2. AIMS AND OBJECTIVES

2.1 AIMS

This course seeks

- To help learners to gain solid theoretical knowledge to describe the syntax of the English language with the specific metalanguage;
- to aid learners to exploit their abilities to analyse English phenomena at different levels: the word, the phrase and the sentence;
- to guide learners to start the scientific study of language and describe different linguistic problems through basic metalinguistic tools;
- to draw learners' attention to the grammar of other English varieties and registers to foster a non-prescriptivist view on language analysis and develop intercultural skills;
- to contribute to learners' development of the different cognitive and metacognitive strategies that will help them engage in the analysis of English data problems and employ the empirical and theoretical arguments that best account for them;
- to promote learners' self-monitoring and self-evaluation of their mistakes to improve their performance in the target language;
- to guide learners to become aware of their individual learning strategies and broaden their scope to have them self-regulate their learning;
- to help learners become more autonomous and self-directed in their learning processes;
- to develop a cooperative attitude towards learning; and
- to guide learners to relate and integrate the knowledge gained to contents learnt in other subjects of the same year (Spanish Grammar Workshop, Phonetics and Phonology I and English I) in the course of studies.

2.2 OBJECTIVES

This course intends

- to help students learn the main concepts about morphology and syntax at the word, phrase and sentence level of the English language;
- to have learners become familiar with the steps to analyse and describe linguistic data;
- to enable them to recognise and characterise different units of analysis in English by resorting to the formal criteria involved in the identification of lexical and functional categories;
- to have them understand the relevance of knowing about the formal workings of English to identify, predict and explain their errors in the target language;
- to sensitise learners to detect and explain instances of Interlanguage (IL) errors in their and other classmates' language productions;
- to expose learners to different text types to offer suitable contexts of analysis of the main varieties of English;
- to assist learners to relate the theoretical descriptions under study to other English varieties and registers to spot and explain the ways in which the categories under study are manifested;
- to have learners compare English and Spanish to identify formal differences and similarities;
- to derive general implications as to the ways in which language-specific rules are related to general principles; and
- to encourage learners to evaluate pieces of evidence, and the organization and back-up of valid arguments and the presentation of general conclusions to develop their linguistic awareness.

Upon the completion of the course, learners are expected:

- to have gained solid knowledge of the descriptions of the English language as to the morphological and syntactic properties analysed in this course;

- to have grown familiar with the rhetorical conventions, steps and terminology to describe formal processes accurately;
- to have acquired the empirical and theoretical argumentation adopted in this course to engage in language analyses critically; and
- to have grown adept at analysing their productions in the target language through the linguistic knowledge gained.

3. CONTENTS IN THE CURRICULUMS

- Morphology. Affixes and roots.
- Functional and lexical categories and their syntactic projections.
- Verb types: their semantic and syntactic properties (predicates and arguments).

4. ANALYTICAL CONTENTS

Unit 1. Language as an object of study: bits and pieces

Part 1. Knowledge of Language and its scientific study

Language as an object of study: Linguistics and its branches of analysis: Morphology, Phonology, Syntax, Semantics and Pragmatics. The scientific study of Syntax: definition of theory, tenets and methodological, descriptive and theoretical implications. Different conceptions of language as an object of study: structuralist grammar and generative grammar, prescriptive and descriptive grammar.

Part 2. The starting point: its meaningful bits

A word and its internal structure: roots and affixes. Bound and free morphemes. Affixes: prefixes, suffixes and infixes. Inflectional and derivational morphology. Some productive morphological processes to form words in English: affixation, conversion and compounding. Problems in the delimitation of the word. Revision of

morphological criteria to determine word categorial status. Crosslinguistic variation. Glossing conventions.

Unit 2. From heads to phrases and sentences: different levels of syntactic analysis

Lexical and functional categories: determiner, pronoun, etc. Grammatical features they host. Hierarchical structure in phrases and sentences: heads and their projections. X-bar Theory to capture cross-categorial representation and the endocentricity principle: heads, complements, specifiers and adjuncts. Tense as a grammatical category: agreement, time, aspect and mood. Modal and auxiliary verbs.

Unit 3. Verbs and their arguments.

Argument structure: arguments and predicates. Subcategorization frames. One-place predicates, two-place predicates and three-place predicates. Thematic structure. Theta roles. Their syntactic functions. Revision of different units of analysis. The Theta Criterion. Selectional restrictions. Types of predicates: transitive and intransitive verbs. Differences between internal and external arguments. Intransitive verbs: thematic and syntactic differences. Unaccusative and unergative verbs. Subclasses of Unaccusative verbs: verbs of existence and permanence, motion verbs and ergative verbs. Differences between adjuncts and complements. Prepositional phrases and their syntactic status in intransitive verbs.

5. COURSE METHODOLOGY

According to the organization in the curriculums, English Grammar I is a four-hour a week course, distributed in two two-hour lessons. The syllabus for this subject is made up of three units and it articulates data-driven work with theoretical descriptions. For this reason, the approach adopted to the development of contents involves learners to reflect on the theoretical descriptions proposed for any language phenomena under study. So, it requires learners' active participation in discussions

of language data and their descriptions through questions, detection of relevant patterns and elaboration of descriptions or partial hypotheses, among many others. Thus, theoretical presentations will be followed by sequenced practice that will need students to engage in many of the tasks outlined below to guarantee the contents in all units are sketched, integrated and synthesized.

5. 1 Class activities:

To complete this plan, learners will be asked to actively engage in different activities to carry out the strategy-related actions below:

(1) **Remember, revise and apply:** these involve students into

- asking and answering questions;
- sentence analysis;
- exemplifying;
- analysing sentences in a minimal pair;
- explaining grammatical and ungrammatical sentences;
- explaining errors in their L2 productions or those of others;
- comparing English and Spanish in the same linguistic phenomena;
- solving reverse analysis exercises; and
- reflecting and solving quick response exercises.

On the basis of the specific knowledge of the contents gained through the activities above, students will explore these other actions contained under these three broad labels:

(2) **Analyse, evaluate and create:** these involve students into

- constructing examples of their own to test certain hypotheses;
- providing (counter)evidence to challenge a hypothesis or solve a syntactic problem; and
- reworking a coherent description or proposing a new hypothesis or thesis for a theoretical description.

5.2 Tutorials

- **Individual tutorials** are offered. Students can consult the teachers about any doubt they might have concerning any of the theoretical or practical issues discussed in class or to clear out doubts in connection to the reading materials.
- **Group tutorials** to discuss any problems students might encounter while reading the theory assigned or their doubts about exercises and the steps to complete them.
- **On-line tutorials** via Zoom are offered for those who cannot enroll for the other types of tutorials. Learners generally join a Zoom meeting and this can be arranged as an individual or group session.

During any of these sessions, the teacher will generally write questions and notes on the explanations provided in a Word document. She will later send it to the students who have been present to aid their comprehension when studying at home.

5.3 PEDCO

The site for the subject at PEDCO will include links to: (1) Power Point Presentations of synchronous lessons; (2) Grammar Integration Practice (GrIPs); and (3) Theory check-ups.

The platform also shows the course calendar, which specifies key dates for exams, important discussions and special events. Here, contact information, when and where the class meets and the timetable for tutorials are offered.

5.4 Written assignments

Learners have to complete a number of written assignments connected with the theoretical concepts discussed during the course. They are generally asked to write one by the end of each unit or the subparts in each unit. Occasionally, some section of the written assignments or an assignment also serves a secondary and essential function: to have learners revise the specific terminology in the field used in a specific description. In this last case, they are considered theory check-ups and they are generally completed at PEDCO as multiple-choice exercises or short questions.

6. ASSESSMENT AND EVALUATION IN THE COURSE

6. 1 ASSESSMENT

Students are expected to:

- participate in class discussions actively;
- read and interpret the reading material critically;
- use technical vocabulary accurately;
- establish connections between theoretical descriptions and data;
- analyse language data to find patterns and make general descriptions;
- provide relevant evidence to support a generalization; and
- write coherent argumentation pieces.

6.2 EVALUATION

In order to qualify as a regular student, students:

- should have obtained a passing mark of 4 or above in 60% of class assignments;
- should have passed the two written exams with a mark of 4 or above or their make-ups.
- should have passed two term tests or their corresponding make-ups.

Term tests will consist in solving linguistic problems, analysing and describing language data critically and using the appropriate technical terms with the strategies and concepts discussed in class. Its corresponding make-up also consists of a written exam that is done in class and contains exercises in every relevant way similar to the ones they carry out in class.

In case students do not meet these requirements, they will be considered extra-mural students.

In order to pass this subject for “promoción”, students:

- should have obtained a mark of 7 or above in 70% of written assignments;
- should have passed the two written exams with a mark of 7 or above, without failing any of them (you should not have had to sit for any make-up exam).

The final mark will result from the average of both term exams and the practical assignments.

6.3 Final exams

6.3.1 Regular students

The final exam for regular students will consist of a qualifying written exam which is made up of two parts. These will include activities where students will have to integrate the concepts learnt during the course. These two activities will involve learners in the analysis of linguistic data in similar contexts to the ones discussed during the course: translations, English as an L2, English in other varieties, etc. The instructions will require them to provide a description of the relevant processes using the correct terminology. Students' ability to characterize a given phenomenon and provide evidence for a generalization will also be tested. The second one will have learners explain a statement of the theory. In here, learners have to state why a given assumption is true or false and provide evidence of the phenomenon being analysed to back up their answer.

6.3.2 Extra-mural students

They must have worked on the totality of the syllabus corresponding to the course taught the previous year. Learners sitting during the winter recess on the second call should have worked with that same year's syllabus.

Exams for these learners will consist of a qualifying written exam, similar to the tests regular students have taken during the course. It will consist of three different types of activities. The first one will involve the analysis of concepts presented in different units of the syllabus to show they can accurately describe and explain processes at the word, phrase and sentence level, describe their behaviour and account for

ungrammatical pairs. The other two will be similar to the ones regular students have taken during the course. These will require learners to apply the knowledge this course addresses in new contexts through the explanation of a syntactic problem and the construction of examples of their own to test certain hypotheses. Students will also have to analyse language data of any of the sources provided in class and provide a coherent description or propose a possible hypothesis or thesis for the theoretical description provided.

7. OBLIGATORY AND FURTHER READINGS

Unit 1. Language as an object of study: bits and pieces

Part 1. Knowledge of Language and its scientific study

Fromkin, V., Rodman, R. and Hyams, N. (2019). What is Language? In V. Fromkin, R. Rodman and N. Hyams (Eds.), *An Introduction to Language* (pp.1-22). Cengage.

Further Reading

Sandoval, J. and Denham, K. (2021). Introducing Language Analysis. In J. Sandoval and K. Denham (Eds). *Thinking like a Linguist. An Introduction to the Science of Language*. Cambridge University Press.

Resources

Videos

Handke, Jurgen. (2012). *Syntax - Generative Grammar (Overview)*. The Virtual Linguistics Campus [Video]. Youtube. [https://www.yo](https://www.youtube.com/watch?v=jc2bL1z9Wh4)

[utube.com/watch?v=jc2bL1z9Wh4](https://www.youtube.com/watch?v=jc2bL1z9Wh4)

ASL Linguistics. *What is Language* [Video]. Youtube. <https://www.youtube.com/watch?v=4twuluoQGOY>

Part 2. The starting point: its meaningful bits

Mithun, M. (2019). *Morphology: What's in a word?* In C. Genetti (Ed.), *How Languages Work: An Introduction to Language and Linguistics* (pp.79-103). Cambridge University Press.

Further Reading

Lieber, R. (2009). *Introducing Morphology*. Cambridge University Press.

Resources

Videos

Lieberman, M. (2014, May 15th). *Morphemes* [Video]. The Ling Space.

https://www.youtube.com/watch?v=nduDAN9sKx4&list=PLfLdA1jGDSu5fj9aEI46r0WcwYbsb_hwx

Lieberman, M. (2015, January 7th). *Roots and Affixes* [Video]. The Ling Space.

https://www.youtube.com/watch?v=PN1DxuVt4hl&list=PLfLdA1jGDSu5fj9aEI46r0WcwYbsb_hwx&index=4

Unit 2. From heads to phrases and sentences: different levels of syntactic analysis

Carnie, A. (2021). Parts of Speech. Open vs. Closed; Lexical vs. Functional. In A. Carnie (Ed.), *English Syntax and Argumentation* (pp. 47-54). Wiley Blackwell.

Poole, G. (2011). Phrase structure and constituency. In G. Poole (Ed.), *Syntactic Theory* (pp.21-31). Palgrave Macmillan.

Poole, G. (2011). X' Theory and Functional Categories. In G. Poole (Ed.), *Syntactic Theory* (pp.61-81). Palgrave Macmillan.

Further readings

Bosque, I. and Gutiérrez-Rexach, J. (2009) Las palabras y los sintagmas I: La estructura de los constituyentes, in Bosque, I. and Gutiérrez-Rexach, J. (Eds.) *Fundamentos de Sintaxis Formal*. Akal.

Genetti, C. (2019). Word Classes: Evidence from Grammatical Behaviour, in Genetti, C. and Adelman, A. (Eds.), *How Languages Work. An Introduction to Languages and Linguistics*. Cambridge University Press.

Giammateo M.; Albano H. 2009. *¿Cómo se clasifican las palabras?*. 1er Edición. Buenos Aires. Biblos.

Unit 3. Verbs and their arguments.

Aarts, B. (2011). Predicates, Arguments and Thematic Roles. In B. Aarts (Ed.), *English Syntax and Argumentation* (pp.91-100). Palgrave Macmillan.

Carnie, A. (2021). Constraining X-bar Theory: The Lexicon. In A. Carnie (Ed.), *Syntax. A Generative Introduction* (pp.243-250). Wiley-Blackwell.

Further Reading

Tallerman, M. (2020). Words belong to different classes. (pp.41- 51). In *Understanding Syntax*. Routledge.

8. TENTATIVE SCHEDULE

Weeks 1 and 2: Unit 1. Part 1. Written assignment # 1. Theory check-up.

Weeks 4, 5 and 6: Unit 1. Part 2. Written assignment # 2.

Week 7: Revision and integration. Mid-term exam # 1.

Weeks 8, 9, 10: Unit 2. Make-up exam #1, week 9.

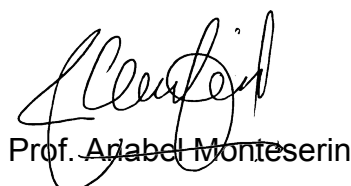
Weeks 11, 12 and 13: Unit 3.

Weeks 14 and 15: Revision and integration. Mid-term exam # 2 (end of week 15).

Week 16: Make-up.



Mgtr. Paola M. Scilipoti & Prof. M. Leticia Tacconi



Prof. Anabel Monteserin

Departamento de Lingüística
FadEL - UNCo