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| --- | --- |
| **Course Title:** | **Syntax** |
| **Course Code:** | **ENGL 413** |
| **Program:** | **B.A English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: | | | | 3 | | | | | | | | | | | | |
| 2. Course type | | | | | | | | | | | | | | | | |
| a. | University | |  | | College | | |  | Department | | | | √ | Others |  |  |
| b. | | Required | | | | √ | Elective | | |  |  | | | | | |
| 3. Level/year at which this course is offered: | | | | | | | | | | | | 8 | | | | |
| 4. Pre-requisites for this course (if any): ENGL 215 | | | | | | | | | | | | | | | | |
| 5. Co-requisites for this course (if any): None | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 30 | 70% |
| 2 | Blended | 15 | 30% |
| 3 | E-learning |  |  |
| 4 | Distance learning |  |  |
| 5 | Other |  |  |

7. Contact Hours (based on academic semester)

|  |  |  |
| --- | --- | --- |
| No | Activity | Contact Hours |
| 1 | Lecture | 45 |
| 2 | Laboratory/Studio |  |
| 3 | Tutorial |  |
| 4 | Others (specify) |  |
|  | Total | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description Course Description:  Syntax is the sub-branch of grammar which examines the structure of sentences (the other one being Morphology which studies the structure of words). The two (Morphology and Syntax) constitute an indispensably significant part of any university linguistics course of study(the linguistics component of the study plan).  Students will generally be equipped with the key notions, theories/approaches, terms, tools, and methods of syntactic theory and syntactic analyses. Though the analysis, in this course tend to draw preeminently on Chomskyan Generativism, other leading schools such as Halliday's Systemic-Functional Grammar (SFG), Fillmore's Case Grammar, etc., will also be slightly touched on.  Focal syntactic concepts such as : Constituency/constituency tests, Syntactic Categories ( lexical, phrasal and functional categories), Grammaticality/Well-formedness, Discreteness, Creativity/Infinity, Generative, Universal Grammar, Language Faculty, Recursion/Embeddedness, etc., will generally be surveyed. In addition, Phrase Structure rules/trees, UG, Deep-Structure (d-structure) & Surface Structure (s-Structure) and Transformational rules will be explained, discussed and practiced. In addition, the later models of analysis such as X-bar, Government and Binding (GB) and Minimalist Programme (MP) are also expected to be briefly surveyed. Furthermore, training students to think scientifically, reasonably and validly is one of the underlying objectives of teaching Syntax.  Instructors are advised to vary both the methods of teaching and the strategies of assessment (along with textbook and materials selection and preparation): lecturing, class presentations/discussions, peer-teaching/reviewing, etc.; assessment may include: tests, quizzes, response papers, class presentations, written assignments, fieldwork, etc. |
|  |
| 2. Course Main Objective  1. Outline and discuss the key theories, ideas, terms, principles and approaches and methods of syntax and syntactic analyses. 2. Describe the building blocks of the structure of sentences (e.g. constituents, syntactic categories, etc.)(by identifying constituents and categories in a sentence). 3. Understand the main principles, tenets, ideas, terms, theories and approaches of Generative Grammar and Chomskyan methods of analysis(by for instance being able to explain and discuss them). 4. Discuss the connection between language and human mind(by being able to outline and discuss Mental Grammar, UG, Infinity, Recursion, etc.). 5. Analyse English sentences using a variety of syntactic methods (Phrase Structure- Transformational Rules- X-bar rules, MP framework, etc). 6. Define briefly Halliday's Systemic Functional Grammar (SFG) and Charles Fillmore's Case Grammar. 7. Compare and contrast Chomsky's Transformational Generative Grammar with Halliday's Systemic Functional Grammar (SFG).     Use the knowledge they obtain from the study of syntax to think scientifically, critically, reasonably and validly. |
|  |

## 3. Course Learning Outcomes

| CLOs | | AlignedPLOs |
| --- | --- | --- |
| 1 | Knowledge and Understanding |  |
| 1.1 | Describing primary methods, concepts, terms and approaches of Syntax and Syntactic Analyses. |  |
| 1.2 | Portraying how sentence structure works (esp. in the context of English language)—linear and hierarchical structure. |  |
| 1.3 | Getting a close insight into the close relationship between syntactic mechanisms and mental workings (e.g. structure-dependency, UG, recursion, and human thinking). |  |
| 1... |  |  |
| 2 | Skills : |  |
| 2.1 | Conceptualising and interpreting the relationship between language structure and mind (e.g. recursion and thinking). |  |
| 2.2 | Discuss recursion and sentence embeddedness. |  |
| 2.3 |  |  |
| 2... |  |  |
| 3 | Values: |  |
| 3.1 | Analysing various English sentences into their basic components using phrase structure rules and trees and transformational rules. |  |
| 3.2 |  |  |
| 3.3 |  |  |
| 3... |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| No | List of Topics | Contact Hours |
| 1 | Course Introduction + remedial work on morphology and general linguistics. | 3 |
| 2 | What is Syntax and what is Syntactic Analysis? (definition of basic/key ideas, concepts and terms in Syntax, syntactic knowledge)..includes also an introduction to Chomsky and the tenets of his theory. | 6 |
| 3 | Sentence Structure (the building blocks: Constituents & Syntactic Categories, how categories relate to traditional parts of speech). | 6 |
| 4 | Syntactic Rules, Phrase Structure Rules & Trees, Transformational Rules (d-structure & s-structure, move aux, question-formation, wh-movement, passivisation, affix-hopping, d-support, etc.). | 6 |
| 5 | Exercises on PS trees & transformations & Mid-term test. | 6 |
| 6 | More focus on theoretical principles such as Language Faculty & Universal Grammar and Recusion/embedddness (including the Principles and Parameters Theory). | 3 |
| 7 | An introduction to the more recent models of analysis such as X-bar, Government and Binding (GB) and Minimalist Programme( MP), comparing and contrasting these with the older trees and models. | 6 |
| 8 | A brief introduction to some other methods of syntactic analysis (e.g. Halliday's Systemic Functional Grammar, Fillmore's Case Grammar). | 6 |
| 9 | An Overall Review/Revision, Midterm(s) + Final Exam. | 3 |
| Total | | 45 |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
| --- | --- | --- | --- |
| 1.0 | Knowledge and Understanding | | |
| 1.1 | Describing primary methods, concepts, terms and approaches of Syntax and Syntactic Analyses. | Lecturing & Discussion | Post-class quiz and discussion+ mid & final exams. |
| 1.2 | Portraying how sentence structure works (esp. in the context of English language)—linear and hierarchical structure. | Mixed methods, lecturing, class discussion, individual and class tasks. | Post-class quiz and discussion+ mid & final exams. |
| … | Getting a close insight into the close relationship between syntactic mechanisms and mental workings (e.g. structure-dependency, UG, recursion, and human thinking). | Mixed methods, lecturing, class discussion, individual and class tasks. | A task/quiz involving getting students to draw tree diagrams for a set of various sentences |
| 2.0 | Skills | | |
| 2.1 | Conceptualising and interpreting the relationship between language structure and mind (e.g. recursion and thinking). | Lecturing , Discussion , Student data projector presentation. | A task /quiz involving getting students to think of and write recursive sentences and phrases. |
| 2.2 | Discuss recursion and sentence embeddedness. | Lecturing , Discussion , Student data projector presentation. | A task /quiz involving getting students to think of and write recursive sentences and phrases. |
| 2.3 | Analysing various English sentences into their basic components using phrase structure rules and trees and transformational rules. | Mixed methods, lecturing, class discussion, | A task involving getting students to draw tree diagrams for a set of various sentences. |
| 3.0 | Values | | |
| 3.1 | Learn some time and stress management skills such as meeting assignment and response papers deadlines. | Lecturing, Class discussions & presentations. | Response papers and assignments + Mid & Final exams. |
| 3.2 |  |  |  |
| … |  |  |  |

## 2. Assessment Tasks for Students

| # | Assessment task\* | Week Due | Percentage of Total Assessment Score |
| --- | --- | --- | --- |
| 1 | 1st midterm | week 6-7 | 20 % |
| 2 | Participation | All along | 5 % |
| 3 | Quizzes | All along | 5% |
| 4 | Home Assignments | All along | 5% |
| 5 | 2nd midterm | Week 11-12 | 20 % |
| 6 | Final | Week 16 | 50 |
| 7 |  |  |  |
| 8 |  |  |  |

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

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| --- |
| Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :   * A timetable for academic advising is made at the begging of the semester. Instructors are available throughout the whole semester for counselling. * A timetable for office hours is made at the begging of the semester. Timings for each instructors are specified. * Instructors are available through the blackboard. Students can exchange emails, messages or inquires with their instructors. |
|  |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| Required Textbooks | Introducing Morphology by Rochelle Lieber 4th Edition, 2013 |
| Essential References Materials | Language: An Introduction (Morphology chapter 3 )by Victoria Fromkin, 2007. |
| Electronic Materials | NA |
| Other Learning Materials | Online Journals and Articles |

## 2. Facilities Required

| Item | Resources |
| --- | --- |
| Accommodation  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Classroom |
| Technology Resources  (AV, data show, Smart Board, software, etc.) | Smartboard, Data show, Podium, Software. |
| Other Resources  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | NA |

# G. Course Quality Evaluation

| Evaluation  Areas/Issues | Evaluators | Evaluation Methods |
| --- | --- | --- |
| Effectiveness of teaching and assessment | Faculty | Exams and quizzes |
| Achievement of course learning outcomes | Faculty – peer reviewers | Assessment of CLOs |
| Quality of learning resources | Students | Questionnaires |
|  |  |  |
|  |  |  |
|  |  |  |
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Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| Council / Committee | Department Council. |
| Reference No. | Department Council Meeting No.3 |
| Date | 7-2-1442 H |