


SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	LING5005		
COURSE NAME	The Grammar of English		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
Name	Professor Peter Collins	Office	MB218
Phone	9385 2307	Email	p.collins@unsw.edu.au
Contact Time and Availability	Tues 2-3 or by appointment		

4. Course Details	
Credit Points	UOC 6
Summary of the Course	This course offers a step-by-step account of English grammar covering the most important and central constructions and categories. Reference is made to both the latest theoretical advances in linguistics and significant departures that are made from traditional grammar. Samples of present-day English are analysed and discussed.
Aims of the Course	1. To examine the nature and deficiencies of traditional grammar, the distinction between descriptivism and prescriptivism, and the notion of grammatical constituency.
	2. To explore the concepts, assumptions and methodology used by contemporary descriptive grammarians.
	3. To develop participants' ability to parse and analyse English sentences.

Student Learning Outcomes	1.	Recognise the nature and deficiencies of traditional grammar, the distinction between descriptivism and prescriptivism, and the notion of grammatical constituency.
	2.	Identify the concepts, assumptions and methodology used by contemporary descriptive grammarians.
	3.	Parse and analyse English sentences.
Graduate Attributes	1.	Scholarly inquiry.
	2.	Disciplinary knowledge in an interdisciplinary context.
	3.	Analytical and critical thinking for creative problem solving.
	4.	Information literacy.
	5.	Effective communication.

5. Course Timetable			
Class Type/Number	Day	Time	Location
Lecture	Tuesday	6-8 pm	Mat 107
* <i>Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au.</i>			

6. Rationale for the Inclusion of Content and Teaching Approach
This is an optional course within the MA in Applied Linguistics. It is recommended for those who wish to learn about the concepts and analytical techniques of contemporary descriptive English grammar.

7. Teaching Strategies
Classes will involve seminars designed to elaborate on and clarify each chapter of the textbook, and discussion of the textbook exercises. You will be expected to have read the designated chapter in the textbook each week, and to have worked through the set exercises, in preparation for class discussion.

8. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assignment 1 (based on Textbook Chapters 1-4)	c.5 pages	30%	1, 2, 3	1, 2, 3, 4, 5	Tuesday 27 August
Class test 1 (based on Textbook Chapters 5-6)	c.3 pages	15%	1, 2, 3	1, 2, 3, 4, 5	Tuesday 10 September
Class test 2 (based on Textbook Chapters 7-8)	c.3 pages	15%	1, 2, 3	1, 2, 3, 4, 5	Tuesday 24 September

Assignment 2 (based on Textbook Chapters 9-13)	c.6 pages	40%	1, 2, 3	1, 2, 3, 4, 5	Tuesday 5 November
<ul style="list-style-type: none"> In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course. All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School. Grades The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html See under "13 Other Information" for more information on Submission of Assessment Tasks and Late Assignments. 					

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

10. Course Schedule

Topic	Date	Lecture content	Lecture Readings
Preliminaries	30 July	Grammatical categories; lexemes; constituency; kernel clauses; descriptive vs prescriptive grammar	Textbook Chapter 1
The parts of speech; verbs	6 August	Words vs phrases; open vs closed classes; verb inflections resolving syncretism; operators	Textbook Chapters 2 + 3
Kernel clauses	13 August	Subject vs predicate; complements vs adjuncts; objects vs predicatives; clause complementation patterns	Textbook Chapter 4
Tense, aspect and modality	20 August	Tense vs time reference; aspect vs aspectuality; modality vs mood	Textbook Chapter 5
Nouns and noun phrases	27 August	Determiners; number; countability; definiteness; modifiers and complements; proper nouns; pronouns	Textbook Chapter 6
Adjectives, adverbs and prepositions	3 September	Attributive vs predicative adjectives; adjective phrases; adverb functions; prepositional complements	Textbook Chapters 7 + 8
Class Test 1 + Clause type	10 September	Clause type and illocutionary force; declaratives, imperatives, interrogatives, exclamatives	Textbook Chapter 9
Negation	17 September	Clausal vs subclausal negation	Textbook Chapter 10
Class Test 2 + Clause subordination	24 September	Subordinators; relative vs comparative vs content clauses; non-finite and verbless clauses	Textbook Chapter 11
Mid-semester break: 28 September – 13 October			
Thematic systems	15 October	Information, topic and weight; voice; extraposition; existentials; clefts; reordering	Textbook Chapter 12
Coordination	22 October	Basic vs non-basic coordination	Textbook Chapter 13
TBA	29 October		

11. Expected Resources for Students

Textbook Details

Huddleston, Rodney, *English grammar: an outline*. Cambridge: Cambridge University Press, 1988.

Additional Readings

Biber, Douglas, Susan Conrad and Geoffrey Leech, *Longman student grammar of spoken and written English*. London: Longman, 2002.

Collins, Peter, *English grammar*. Melbourne: Longman, 1998.

Collins, Peter and Carmella Hollo, *English grammar: an introduction*. London: Macmillan, 2000.

Greenbaum, Sidney, *The Oxford English grammar*. Oxford: Oxford University Press, 1996.

Greenbaum, Sidney and Randolph Quirk, *A student's grammar of English*. London, Longman, 1990.

Huddleston, Rodney, *Introduction to the grammar of English*. Cambridge: Cambridge University Press, 1984.

Huddleston, Rodney and Geoffrey Pullum, *A student's introduction to English grammar*. Cambridge: Cambridge University Press, 2005.

Leech, Geoffrey, Margaret Deuchar, and Robert Hoogenraad, *English grammar for today: a new introduction*. London: Macmillan, 1982.

Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik, *A comprehensive grammar of the English language*. London: Longman, 1985.

Wardhaugh, Ronald, *Understanding English grammar: A linguistic approach*. Oxford: Blackwell, 1995.

12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Other Information

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <http://www.ohs.unsw.edu.au/>

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another

student will be dealt with under the student misconduct policy.

Class Clash

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

Applications on the grounds of illness must be filled in by a medical practitioner.

Further

information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.