

University of Puerto Rico/Rio Piedras Campus
Faculty of Humanities/English Department

**INGL 4206 The Grammar of Modern English Semester:
August-December 2003**

Professor:

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Office Hours: Tuesdays and Thursdays 2:30-3:50 and by appointment

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Course Number, Title, and Number of Class and Credit Hours:

Title: INGL 4206 The Grammar of Modern English (45 Hours/3 Credits)

Schedule: Section 001: Tuesday and Thursday 8:30-9:50 SGG 209

Section 002: Tuesday and Thursday 1:00-2:20 LPM 311

Prerequisites, Corequisites, and Other Requirements. This course is for students who are proficient in English. Students should have taken one of the following INGL 3103-3104 or INGL 3011-3012, or be at Level 5 on the English Department Placement Test or have Advanced Placement in English. This is NOT a skills course.

Course Description. This course is designed for students who are interested in understanding the syntactic structure of Modern English. While the material presented is not tied to any particular grammatical model, it provides an understanding of constituent structure. During this course the student will become familiar with the key concepts and tools of syntactic analysis, such as the features of word class categories and the use of tree diagrams.

Course Objectives. By the end of the course students will be able:

- 1) To analyze the structure of English sentences and their component parts.
- 2) To recognize and differentiate the main constituents of English phrases, clauses, and sentences.
- 3) To recognize and differentiate the main sentence, clause and phrase types found in English.
- 4) To categorize and classify English verbs according to their form and according to their function in the sentence.
- 5) To define and differentiate the various word classes of English.
- 6) To explore the various ways that sentence constituents can be realized.
- 7) To conduct independent research on a particular syntactic structure and its use in written or spoken English.
- 8) To appreciate and recognize the power of current grammatical models and their limitations in accounting for the syntax of English.

- 9) To participate in team work designed to make necessary adjustments for the inclusion of students with special challenges and needs.
- 10) To contribute in an effective way to the integration of fellow students with special challenges and needs into the learning environment.

Course Content and Calendar (approximate, subject to adjustment). All readings are from **Required Textbook:** Verspoor, M. and K. Sauter (2000) ***English Sentence Analysis: An Introductory Course.*** Amsterdam: Benjamins.

Weeks 1 and 2 (6 Class Hours): Introduction and Sentences: Communicative functions and typical patterns. Read Introduction and Chapter 1, pages 1-32. Assignment 1 due by the end of Week 3.

Week 3 (3 Class Hours): Sentences: Simple, compound, and complex. Read Chapter 2, pages 33-45. Assignment 1 due by the end of Week 3.

Week 4 (3 Class Hours): Sentences: Simple, compound, and complex. Read Chapter 2, pages 33-45. Review for Exam 1, Week 5.

Week 5 (3 Class Hours): Exam 1, first class this week. Verbs 1. Read Chapter 3, pages 46-63. Assignment 2 due by the end of Week 6.

Week 6 (3 Class Hours): Verbs 1 & 2. Read Chapters 3 & 4, pages 46-85. Assignment 2 due by the end of Week 6.

Week 7 (3 Class Hours): Verbs 2. Read Chapter 4, pages 64-85. Assignment 3 due by the end of Week 8.

Week 8 (3 Class Hours): Word Classes. Read Chapter 5, pages 86-117. Assignment 3 due by the end of Week 8.

Week 9 (3 Class Hours): Word Classes. Read Chapter 5, pages 86-117. Assignment 4 due by the end of Week 11. Review for Exam 2 Week 10.

Week 10 (3 Class Hours): Exam 2, first class this week. Phrases. Read Chapter 6, pages 118-150. Assignment 4 due by the end of Week 11.

Week 11 (3 Class Hours): Research Projects due by end of week 13. Phrases. Read Chapter 6, pages 118-150. Assignment 4 due by the end of Week 11.

Week 12 (3 Class Hours): Research Projects due by end of week 13. Sentences. Read Chapter 6, pages 118-150. Assignment 5 due by the end of Week 14.

Week 13 (3 Class Hours): Sentence constituents. Read Chapter 7, pages 151-170. Assignment 5 due by the end of Week 14. Research Projects due by end of week 13.

Week 14 (3 Class Hours): Sentence constituents realized as clauses. Read Chapter 7, pages 151-170. Assignment 5 due by the end of Week 14.

Week 15 (3 Class Hours): Sentence constituents realized as clauses & How to analyze sentences at all levels. Read Chapters 7 & 8, pages 151-202.

Week 16 (3 Class Hours): Review and Exam 3, this week.

TOTAL for 15 Weeks (16 Weeks minus Holidays): 45 Class Hours/3 Credit Hours

Teaching Strategies: As much as possible a participatory, student centered pedagogy will be used in this class, with students actively engaged in learning processes whereby they can use their existing knowledge to shed light on areas of understanding about language which they may not have previously explored, through the use of such methods as discussion, Socratic questioning, group work, fieldwork, active research, lectures, textual analysis, critical analysis of audio visual materials, etc.

Students with access to Vocational Rehabilitation Services should contact the professor at the beginning of the semester in order to plan any special arrangements and equipment necessary in accordance with the recommendations of the Office of Challenged Students' Affairs (OAPI) in the office of the Dean of Students. In addition, any students with special needs or who require any type of assistance or special arrangements should contact the professor.

Resources and Equipment Required:

- 1) Richardson Seminar Room (English Department) for student research
- 2) Ferri Screening Room (English Department) for video presentations
- 3) English Department Laboratory for student access to computers and the internet.

Methods of Evaluation: Evaluation procedures will be adjusted for students with special needs.

Class participation	20%	
5 Assignments		30%
3 Examinations	20%	
1 Research Project	30%	
TOTAL		100%

Grading System: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

Ground rules for the course:

- 1) Attendance: 4 unexcused absences will lower the course final mark by 10%.
- 2) Tardiness: 3 arrivals 15 minutes or more after class begins=1 unexcused absence.
- 3) Makeup examinations: No make-ups for unexcused absences or tardiness.
- 4) Late assignments: Late assignments must be handed in before the next class after the due date, in which case 5 points will be deducted from the mark.
- 5) Plagiarism: After an investigation, serious cases of plagiarism will result in a mark of zero.
- 6) Beepers and cell phones: Must be set on vibrate. Numbers may be checked for emergencies. In cases of real emergency, calls may be answered in the corridor.
- 7) Languages of instruction: English, but Spanish may be used for clarification.

Selective Bibliography. A full bibliography will be made available to students on request:

Akmajian, A. and F. Heny. 1975. Introduction to the Principles of Transformational Syntax. Cambridge, MA: MIT Press.

Bresnan, Joan. 2001. Lexical-Functional Syntax. Oxford: Blackwell.

Chomsky, Noam. 1995. The Minimalist Program. Cambridge: MIT Press.

Cook, Vivian and Mark Newson. 1996. Chomsky's Universal Grammar. Oxford: Blackwell.

Foley, William A. and Robert D. Van Valin. 1999. Functional Syntax and Universal Grammar. Cambridge: CUP.

Goldberg, Adele E. 1999. Constructions: A Construction Grammar Approach to Argument Structure. Chicago: Univ. of Chicago Press.

Pollard, C. and I. Sag. 1994. Head-Driven Phrase Structure Grammar. Chicago: Univ. of Chicago Press.

Radford, Andrew. 2000. Transformational Syntax. Cambridge: CUP.

- Radford, Andrew. 2002. Syntactic Theory and the Structure of English: A Minimalist Approach. Cambridge: CUP.
- Sampson, Geoffrey. 1977. Schools of Linguistics. Stanford: Stanford University Press.
- Torres, C. 2002. Estrategias de intervención para la inclusión. Rio Piedras: Universidad de Puerto Rico.
- Torres, C. 2002. Asistencia tecnológica derecho de todos. Rio Piedras: Universidad de Puerto Rico.
- Van Valin, Robert D. 2001. Introduction to Syntax. Cambridge: CUP.
- Verspoor, M. and K. Sauter 2000. English Sentence Analysis: An Introductory Course. Amsterdam: Benjamins.