

Subject Code	ENGL540
Subject Title	Analytical Perspectives in English Grammar
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject encourages students to consider the nature of English grammar through critical analysis of its key traditional concepts and terms. Students are also helped to understand the limitations of traditional grammar and the importance of functional analysis, particularly at the level of discourse. Students explore applications of grammar, including the role of grammar in the creation of registers and genres. Grammar here is viewed as part of a larger language system encompassing meaning and discourse. In this respect, the subject has clear affinities with other subjects that focus on semantics, lexis and discourse.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> analyse key areas of English grammar (tense, aspect, modality, transitivity and voice) using traditional categories and labels; distinguish between descriptive, prescriptive and pedagogical grammars; understand the roles played by grammatical phenomena in making text cohesive and coherent; distinguish among the grammatical features that help to create particular registers; evaluate the capacities of traditional and functional grammar to describe text construction; use learner language as feedback on how grammar is learned.
Subject Synopsis/ Indicative Syllabus	Students will explore these areas: <ul style="list-style-type: none"> descriptive versus prescriptive approaches to grammar the teaching and learning of grammar open and closed word classes and their functions phrase types and their functions tense and aspect modality clause structure grammatical features of different registers

Teaching/Learning Methodology	The subject will utilize lecture inputs and develop research skills to help students unpick the complex role of grammar in communication and how it is realised within the broad and systematic framework of meaning and discourse.																																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 365 1455 869"> <thead> <tr> <th data-bbox="443 365 703 546" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="711 365 890 546" rowspan="2">% weighting</th> <th colspan="6" data-bbox="898 365 1455 477">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="898 488 986 546">a</th> <th data-bbox="994 488 1082 546">b</th> <th data-bbox="1090 488 1177 546">c</th> <th data-bbox="1185 488 1273 546">d</th> <th data-bbox="1281 488 1369 546">e</th> <th data-bbox="1377 488 1455 546">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 557 703 658">1. Grammar Analysis Task</td> <td data-bbox="711 557 890 658">25%</td> <td data-bbox="898 557 986 658">✓</td> <td data-bbox="994 557 1082 658">✓</td> <td data-bbox="1090 557 1177 658">✓</td> <td data-bbox="1185 557 1273 658">✓</td> <td data-bbox="1281 557 1369 658">✓</td> <td data-bbox="1377 557 1455 658">✓</td> </tr> <tr> <td data-bbox="443 669 703 725">2. Term Paper</td> <td data-bbox="711 669 890 725">40%</td> <td data-bbox="898 669 986 725">✓</td> <td data-bbox="994 669 1082 725">✓</td> <td data-bbox="1090 669 1177 725">✓</td> <td data-bbox="1185 669 1273 725"></td> <td data-bbox="1281 669 1369 725"></td> <td data-bbox="1377 669 1455 725"></td> </tr> <tr> <td data-bbox="443 736 703 792">3. Quiz</td> <td data-bbox="711 736 890 792">35%</td> <td data-bbox="898 736 986 792"></td> <td data-bbox="994 736 1082 792"></td> <td data-bbox="1090 736 1177 792"></td> <td data-bbox="1185 736 1273 792">✓</td> <td data-bbox="1281 736 1369 792">✓</td> <td data-bbox="1377 736 1455 792">✓</td> </tr> <tr> <td data-bbox="443 804 703 869">Total</td> <td data-bbox="711 804 890 869">100%</td> <td colspan="6" data-bbox="898 804 1455 869"></td> </tr> </tbody> </table> <p data-bbox="443 891 1455 1037">Assessment is both for and of learning. The term paper requires student to perform research of their own, and the quiz and grammar analysis task provide opportunities to explore and demonstrate understanding of the course topics in greater detail.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	1. Grammar Analysis Task	25%	✓	✓	✓	✓	✓	✓	2. Term Paper	40%	✓	✓	✓				3. Quiz	35%				✓	✓	✓	Total	100%						
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Reading List and References	<p data-bbox="443 1597 1479 2119">Recommended Readings</p> <p data-bbox="443 1664 1479 1742">Biber, D., Conrad, S., & Leech, G. N. (2011). <i>Longman student grammar of spoken and written English</i>. Longman.</p> <p data-bbox="443 1742 1479 1821">Burton-Roberts, N. (2016). <i>Analysing sentences: An introduction to English syntax</i>. Routledge.</p> <p data-bbox="443 1821 1479 1921">Larsen-Freeman, D., & Celce-Murcia, M. (2016). <i>The grammar book: form, meaning, and use for English language teachers</i>. National Geographic Learning, Heinle Cengage Learning.</p> <p data-bbox="443 1921 1479 2000">Lock, G. (1995). <i>Functional English grammar: An introduction for second language teachers</i>. Cambridge University Press.</p> <p data-bbox="443 2000 1479 2078">Fontaine, L. (2012). <i>Analysing English grammar: A systemic functional introduction</i>. Cambridge University Press.</p>																																																					

Further reading

- Barry, A. (2002). *English grammar: Language as human behaviour*. Prentice Hall.
- Greenbaum, S. & Nelson, G. (2001). *An introduction to English grammar*. Pearson Education Ltd.
- Halliday, M. & Matthiessen, C. (2014). *Halliday's introduction to functional grammar* (4th Edition). Routledge.
- Huddleston, R. & Pullum, G. (2006). *The Cambridge grammar of the English language*. Cambridge University Press.
- Kolln, M. & Funk, R. (2006). *Understanding English grammar*. Longman.
- Leech, G. (2006). *A glossary of English grammar*. Edinburgh University Press.
- Parrot, M. (2000). *Grammar for English language teachers*. Cambridge University Press.
- Quirk, R., S. Greenbaum, G. Leech & J. Svartvik. (1985). *A comprehensive grammar of the English language*. Longman.
- Sinclair, J. (1990). *Collins Cobuild English grammar*. Collins.
- Thompson, G. (2004). *Introducing unctional grammar*. Arnold.