Subject Code	ENGL563
Subject Title	Analysis of Contemporary English II
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This course encourages students to explore the grammar of the English language from multiple perspectives. The focus will be on cognitive and discourse approaches to language analysis. We further complement these approaches with insights from diachronic, typological, acquisition and corpus studies. While our focus is on the English language, we also include crosslinguistic comparisons to enhance our awareness of aspects of the English language which may be universal, and those aspects which may be language-specific.
Intended Learning Outcomes	Upon completion of the course, students will be able to: a. gain a clearer understanding of the grammar of English at the phrase, clause, sentence and discourse levels; this understanding comes from an integration of knowledge acquired from multiple perspectives to language analysis; b. analyze key areas of English grammar, including tense and aspect, modality and mood, active/passive/middle voices; nominalization and relativization constructions; adverbial clauses; and (inter)subjective expressions, adopting multi-disciplinary analytical approaches that highlight cognitive processing considerations and discourse-pragmatic motivations; c. explain why certain grammatical constructions are preferred over other synonymous ones within a particular context, based on factors such as information flow, pragmatic focus, and register; d. develop critical thinking skills, in particular approaching linguistic problems (and by extension non-linguistic ones as well) in a logical and systematic manner.
Subject Synopsis/ Indicative Syllabus	Students will explore these areas: 1. Introduction: Cognitive and discourse considerations in the study of grammar 2. What's a finite clause?—A close look at markers of verbal features --valence --voice --aspect

	--tense
	       --mood
	  3. What's a nominalized clause?—A close look at markers of nominal features
	       --classifiers
	       --plural marking
	       --possessive determiners
	       --demonstratives
	       --case marking
	       --topic marking
	  4. Why use (inter)subjective expressions? And how are they formed?
	       --use of exclamatives
	       --use of discourse markers
	       --use of parentheticals, tags, and sentence-final mood particles

Teaching/Learning Methodology	1. Interactive lecture presentations with powerpoints and handouts; In-class analyses of grammatical constructions, particularly those that tend to be problematic for language learners, with examples from students' writings as well as from language databases or copora; 2. In-class quizzes focusing on specific grammatical constructions taught in the preceding lectures; 3. In-class progress reports of a grammatical phenomenon focusing on their functions and their extensions from primary to secondary uses; 4. Final project presentation with feedback from peers and instructor; 5. Final project paper (identifying a grammatical construction and analyzing its use over time, across genres and social registers, and discussing the complexity of this particular construction among first and/or second language learners).
Assessment Methods in Alignment with Intended Learning Outcomes	(see table below)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
		a	b	c	d
1. Attendance and active participation in class lectures and group discussions	10%	✓	✓	✓	✓
2. Quizzes	20%	✓	✓	✓	
3. In-class progress reports	20%	✓	✓	✓	✓
4. Final project presentation paper	20%	✓	✓	✓	✓
5. Final project paper	30%	✓	✓	✓	✓
Total	100%				

Discussions, quizzes, reports project presentations and final papers provide students with the means to demonstrate their understanding of the primary and extended functions of various grammatical constructions. While each group is

	required to focus on one type of construction, the shared reports and discussions allow students to benefit from the research efforts of other groups as well. The reports and presentations in particular encourage students to organize their ideas logically and to communicate effectively as well.	
Student Study Effort Required	Class contact:	
	▪ Lecture	39 Hrs.
	▪ Seminar and in-class group discussions	0 Hrs.
	Other student study effort:	
	▪ Preparing for quizzes	13 Hrs.
	▪ Preparing for in-class progress reports	10 Hrs.
	▪ Preparing for project presentations by studying on-line teacher-provided materials and referring to reference grammars and journal articles	20 Hrs.
	▪ Writing up final project paper based on independent individual/group research, class discussions, peer and instructor feedback	38 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	**Recommended readings** Taylor, John R. 2003. *Cognitive grammar.* Oxford: Oxford University Press. Dixon, R.M.W. 2005. *A semantic approach to English grammar, 2nd edition.* Oxford: Oxford University Press. **Optional readings (for final projects)** Bardovi-Harlig, Kathleen. 2000. *Tense and aspect in second language acquisition: form, meaning, and use.* Oxford: Blackwell. Bernd, Heine, Ulrike Claudi and Friederike Hunnemeyer. 1991. *Grammaticalization: A conceptual Framework.* Chicago: University of Chicago Press. Fauconnier, Gilles. 1997. *Mappings in thought and language.* Cambridge: Cambridge University Press. Haiman, John. 1978. Conditionals are topics. *Language, 54.3*: 564-589. Hopper, Paul J. and Elizabeth Traugott. 2003. *Grammaticalization*, 2nd ed. Cambridge, UK: Cambridge University Press. Konig, Ekkehard. 1986. Conditionals, concessive conditionals, and concessives.: Areas of contrast, overlap, and neutralization. In E.C. Traugott (ed.), *On conditionals,* pp.229-246. Oxford: Oxford Univeristy Press. Li, Ping & Yasuhiro Shirai. 2000. *The acquisition of lexical and grammatical aspect.* Berlin: Mouton de Gruyter.	

Lyons, Christopher. 1999. *Definiteness*. Cambridge, UK: Cambridge University Press.

Malchukov, Andrej. 2006. Constraining nominalization: function-form competition. *Linguistics*, 44-45: 973-1008.

Shibatani, Masayoshi. 1985. Passives and related constructions: a prototype analysis. *Language,* 61: 821-848.

Schiffrin, Deborah. 1987. *Discourse markers.* Cambridge, UK: Cambridge University Press.

Shirai, Yasuhiro & Roger W. Andersen. 1995. The acquisition of tense-aspect morphology. *Language,* 71: 743-762.

Taylor, John R. 1996. *Possessives in English: explorations in cognitive grammar.* Oxford: Oxford University Press.

Thieroff, Rolf. 2002. Preterits and imperfects in the languages of Europe. In W. Abraham & Leonid Kulikov (eds.), *Tense-aspect, transitivity and causativity: Essays in honor of Vladimir Nedjalkov.* Amsterdam: John Benjamins.

Traugott, Elizabeth Closs. 1989. On the rise of epistemic meanings in English: An example of subjectification in semantic change. *Language, 65*: 31-55.

Traugott, Elizabeth Closs. 1995. Subjectification in grammaticalization. In Dieter Stein and Suasan Wright (eds.), *Subjectivity and subjectivisation in language,* 31-54. Cambridge, UK: Cambridge University Press.

Traugott, Elizabeth Closs and Richard B. Dasher. 2002. *Regularity in semantic change.* Cambridge, UK: Cambridge University Press.

1. **Useful reference grammars**

Carter, R., R. Hughes and M. McCarthy. (2000). *Exploring Grammar in Context*. Cambridge: Cambridge University Press.

Carter, R., and M. McCarthy. (2006). *The* Cambridge *Grammar of English*. Cambridge: Cambridge University Press.

Biber, D., S. Johansson, G. Leech, S. Conrad and E. Finegan. (1999). *Longman Grammar of Spoken and Written English.* Harlow: Pearson Education.

Halliday, M. A. K. (2004). *Introduction to Functional Grammar*. London: Edward Arnold.

Huddleston, R. and Pullum, G. (2006). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London: Longman.

Quirk, R., S. Greenbaum, G. Leech and J. Svartvik. (1985). *A Comprehensive Grammar of the English Language*. New York: Longman.

Sinclair, J. 1990. *Collins Cobuild English Grammar.* London: Collins.

Green, C., Han, Y. and Li, E. (2009). *Analyzing and Applying English Grammar*. Hong Kong: Open University of Hong Kong Press.

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