<table>
<thead>
<tr>
<th>Subject Code</th>
<th>ENGL2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Analysis of English Grammar</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>None</td>
</tr>
</tbody>
</table>

**Objectives**

This course is designed to give students a clear sense of what grammar is, with a focus on the grammar of English. They will develop this sense by engaging with a rich variety of examples of grammar in operation in spoken and written texts, learning to perform grammatical analysis of text so as to gain a deeper understanding of the meanings of text. They will thus learn about the relationship between grammar and text (discourse). They will learn how grammar relates to the rest of the total resources of language, how to read descriptions of grammar and what these descriptions are likely to tell us about grammar, how descriptions vary according to the purpose of description, and how rich descriptions can support a wide range of applications.

**Intended Learning Outcomes**

Upon completion of the subject, students will be able to:

**Category A: Professional/academic knowledge and skills**

a. critically identify and evaluate different types of grammars, and “navigate” through them to find information on different topic;
b. analyse various structures of English clauses, groups and phrases, and words, in spoken and written texts;
c. synthesise and effectively apply lexicogrammatical knowledge to the analysis of authentic English spoken and written texts.

**Category B: Attributes for all-roundedness**

d. have developed strategies for learning the English language autonomously and collaboratively through the application of grammatical analysis to both small samples of texts and larger corpora of texts.
**Subject Synopsis/Indicative Syllabus**

1. *Into grammar: units & classes* [grammatical units: clauses, groups/phrases, words, morphemes; different classes of units: nominal, verbal, adverbal, conjunctive, prepositional]
2. *Map of grammar: composition* [ranks of units: clauses ~ groups/phrases ~ words ~ morphemes; rankshift]
3. *Map of grammar: functions* [modes of meaning: textual (grammar of discourse), interpersonal (grammar of interaction), experiential (grammar of experience), logical (grammar of logic)]
4. *The grammar of discourse* [clauses as messages: thematic organization of clauses, informational organization of information units; the relationship between these and patterns in texts, and in tone group]
5. *Above & below grammar: its role in language* [the place of grammar within the total system of language and its relationship to other subsystems of language]
6. *The grammar of interaction* [clauses as moves in dialogue: the mood organization of clauses]
7. *The grammar of experience* [clauses as figures in the representation of the flow of events: the transitivity organization of clauses]
8. *The grammar of logic* [clauses combined into clause complexes by means of logico-semantic relations]
9. *Applications and approaches* [uses of the description of the grammar of English to different contexts of research and application — “grammar and the consumer”; different approaches to the theory of grammar and to descriptions of the grammar of English]

**Teaching/Learning Methodology**

The overall approach of this subject will be data-driven learning which will allow students to examine authentic English texts and to analyse them in terms of the description of the grammar of English presented in the course.

Interactive lectures are used to introduce and exemplify important concepts, approaches and techniques in grammatical analysis.

**Assessment Methods in Alignment with Intended Learning Outcomes**

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning journal</td>
<td>25%</td>
<td>![Tick]</td>
</tr>
</tbody>
</table>

- **a**
- **b**
- **c**
- **d**
2. Assignment 1 – on textual metafunction 15% ✓ ✓ ✓ ✓
3. Assignment 2 – on interpersonal metafunction 25% ✓ ✓ ✓ ✓
4. Assignment 3 – on ideational metafunction 35% ✓ ✓ ✓ ✓
Total 100 %

The learning journal is designed to be an opportunity to reflect on and discuss the material in the course. The assignment will be clearly structured, leading the students through a series of tasks, including grammatical analysis of spoken and written texts.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
</tr>
</tbody>
</table>

Other student study effort:

|                               | Private study  | 58 Hrs.         |
|                               | Take-home assignments | 29 Hrs.         |

Total student study effort 126 Hrs.

<table>
<thead>
<tr>
<th>Reading List and References</th>
<th>Throughout the course, readings will be assigned from the following introduction to grammar:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In addition, there are a number of books dealing with the grammar of English with material relevant to the course:</td>
</tr>
<tr>
<td></td>
<td><strong>Other introductory and more advanced books</strong></td>
</tr>
</tbody>
</table>
Arnold.

**Accounts of grammar for text analysis**

**Pedagogic grammars (for selective consultation)**

**Reference grammars (for selective consultation)**


**Other reference resources**


Revised by Jing Hao, April 2017