

Subject Code	ENGL220
Subject Title	Analysis of English Grammar
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>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.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> 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. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. <i>Into grammar: units & classes</i> [grammatical units: clauses, groups/phrases, words, morphemes; different classes of units: nominal, verbal, adverbial, conjunctive, prepositional] 2. <i>Map of grammar: composition</i> [ranks of units: clauses ~ groups/phrases ~ words ~ morphemes; rankshift] 3. <i>Map of grammar: functions</i> [modes of meaning: textual (grammar of discourse), interpersonal (grammar of interaction), experiential (grammar of experience), logical (grammar of logic)]

	<ol style="list-style-type: none"> 4. <i>The grammar of discourse</i> [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. <i>Above & below grammar: its role in language</i> [the place of grammar within the total system of language and its relationship to other subsystems of language] 6. <i>The grammar of interaction</i> [clauses as moves in dialogue: the mood organization of clauses] 7. <i>The grammar of experience</i> [clauses as figures in the representation of the flow of events: the transitivity organization of clauses] 8. <i>The grammar of logic</i> [clauses combined into clause complexes by means of logico-semantic relations] 9. <i>Applications and approaches</i> [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	<p>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.</p> <p>Interactive lectures are used to introduce and exemplify important concepts, approaches and techniques in grammatical analysis.</p>																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="435 1198 1380 1899"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Learning journal</td> <td>25%</td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>2. Assignment 1 – on textual metafunction</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Assignment 2 – on interpersonal metafunction</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Assignment 3 – on ideational metafunction</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>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.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Learning journal	25%	✓			✓	2. Assignment 1 – on textual metafunction	15%	✓	✓	✓	✓	3. Assignment 2 – on interpersonal metafunction	25%	✓	✓	✓	✓	4. Assignment 3 – on ideational metafunction	35%	✓	✓	✓	✓	Total	100 %				
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Student Study Effort Required	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Throughout the course, readings will be assigned from the following introduction to grammar:</p> <p>Thompson, G. (2004) <i>Introducing Functional Grammar</i>. London: Arnold.</p> <p>In addition, there are a number of books dealing with the grammar of English with material relevant to the course:</p> <p>Other introductory and more advanced books</p> <p>Coffin, Caroline, Jim Donohue & Sarah North. (2009) <i>Exploring English Grammar</i>. London: & New York: Routledge.</p> <p>Halliday, M. A. K. & Christian M.I.M. Matthiessen. (2004) <i>Introduction to Functional Grammar</i>, 3rd ed. London: Edward Arnold.</p> <p>Matthiessen, Christian M.I.M. (1995) <i>Lexicogrammatical cartography: English systems</i>. Tokyo: International Language Sciences Publishers.</p> <p>Matthiessen, Christian M.I.M. & M.A.K. Halliday. (2009) <i>Systemic Functional Grammar: a first step into the theory</i>. (Parallel text: English original plus Chinese translation.) Beijing: Higher Education Press.</p> <p>Yule, J. (1998) <i>Explaining English Grammar</i>, Oxford: Oxford University Press.</p> <p>Accounts of grammar for text analysis</p> <p>Halliday, M.A.K. (1985) Dimensions of discourse analysis: grammar. In Teun A. van Dijk (ed), <i>Handbook of Discourse Analysis</i>, Vol. 1. New York: Academic Press.</p> <p>Halliday, M.A.K. (1992c) "Some lexicogrammatical features of the Zero Population Growth text." In Sandra A. Thompson & William C. Mann (eds.), <i>Discourse description: diverse analyses of a fund-raising text</i>. Amsterdam: Benjamins. 327-358.</p> <p>Martin, J.R., Christian M.I.M. Matthiessen & Clare Painter. (in press) <i>Deploying functional grammar</i>. Beijing: Commercial Press.</p>	

Pedagogic grammars (for selective consultation)

- Bloor, T. & Bloor, M. (1995) *The Functional Analysis of English: A Hallidayan Approach*. London: Arnold.
- Butt, D. et al. (2002) *Using Functional Grammar: An Explorer's Guide*. Sydney: Macquarie University National Centre for English Language Teaching and Research.
- Carter, R., Rebecca H. & McCarthy, M. (2000) *Exploring Grammar in Context*. Cambridge: Cambridge University Press.
- Downing, Angela & Philip Locke. (2002) *A University Course in English Grammar*. London: Routledge.
- Leech, Geoffrey & Jan Svartvik. (1975) *A Communicative Grammar of English*. London: Longman.
- Lock, Graham. (1995) *Functional English grammar: an introduction for second language teachers*. Cambridge: Cambridge University Press.

Reference grammars (for selective consultation)

- Biber, D. Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999) *Longman Grammar of Spoken and Written English*. London: Longman.
- Greenbaum, S. (1996) *The Oxford English Grammar*. Oxford: Oxford University Press.
- Huddleston, Rodney & Geoffrey Pullum. (2002) *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.
- Quirk, R., Greenbaum, S. , Leech, G., Svartvik, J. (1985) *A Comprehensive Grammar of the English Language*, London: Longman.
- Sinclair, J. (ed.) (1990) *Collins Cobuild English Grammar*. London: Collins.

Other reference resources

- Levin, Beth. 1993. *English Verb Classes and Alternation*. Chicago, IL: University of Chicago Press.
- Trask, R.L. 1993. *A Dictionary of Grammatical Terms in Linguistics*. London: Routledge.

Prepared by Cathy Wong and Xu Xunfeng; Revised by Christian M.I.M. Matthiessen and Marvin Lam, June 2014