

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, student-led seminars and on-line sessions 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 1457 869"> <thead> <tr> <th data-bbox="443 365 707 546" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="707 365 890 546" rowspan="2">% weighting</th> <th colspan="6" data-bbox="890 365 1457 477">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="890 477 986 546">a</th> <th data-bbox="986 477 1082 546">b</th> <th data-bbox="1082 477 1177 546">c</th> <th data-bbox="1177 477 1273 546">d</th> <th data-bbox="1273 477 1369 546">e</th> <th data-bbox="1369 477 1457 546">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 546 707 658">1. Seminar presentation</td> <td data-bbox="707 546 890 658">25%</td> <td data-bbox="890 546 986 658">✓</td> <td data-bbox="986 546 1082 658">✓</td> <td data-bbox="1082 546 1177 658">✓</td> <td data-bbox="1177 546 1273 658">✓</td> <td data-bbox="1273 546 1369 658">✓</td> <td data-bbox="1369 546 1457 658">✓</td> </tr> <tr> <td data-bbox="443 658 707 725">2. Term paper</td> <td data-bbox="707 658 890 725">40%</td> <td data-bbox="890 658 986 725">✓</td> <td data-bbox="986 658 1082 725">✓</td> <td data-bbox="1082 658 1177 725">✓</td> <td data-bbox="1177 658 1273 725"></td> <td data-bbox="1273 658 1369 725"></td> <td data-bbox="1369 658 1457 725"></td> </tr> <tr> <td data-bbox="443 725 707 792">3. Quiz</td> <td data-bbox="707 725 890 792">35%</td> <td data-bbox="890 725 986 792"></td> <td data-bbox="986 725 1082 792"></td> <td data-bbox="1082 725 1177 792"></td> <td data-bbox="1177 725 1273 792">✓</td> <td data-bbox="1273 725 1369 792">✓</td> <td data-bbox="1369 725 1457 792">✓</td> </tr> <tr> <td data-bbox="443 792 707 869">Total</td> <td data-bbox="707 792 890 869">100%</td> <td colspan="6" data-bbox="890 792 1457 869"></td> </tr> </tbody> </table> <p data-bbox="443 891 1457 1037">Assessment is both for and of learning, with weekly seminar presentations and assigned readings providing the format for interactive student-led discussions on key areas of grammar. The term paper and the quiz provide opportunities to explore these discussions in greater detail.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	1. Seminar presentation	25%	✓	✓	✓	✓	✓	✓	2. Term paper	40%	✓	✓	✓				3. Quiz	35%				✓	✓	✓	Total	100%																
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Reading List and References	<p data-bbox="443 1597 1473 2110">Recommended reading Barry, A. 2002. <i>English Grammar: Language as Human Behaviour</i>. New York: Prentice Hall. Biber, D., S. Johansson, G. Leech, S. Conrad and E. Finegan. 1999. <i>Longman Grammar of Spoken and Written English</i>. Harlow: Pearson Education Ltd. Carter, R., R. Hughes and M. McCarthy. 2000. <i>Exploring Grammar in Context</i>. Cambridge: Cambridge University Press. Carter, R., and M. McCarthy. 2006. <i>The Cambridge Grammar of English</i>. Cambridge: Cambridge University Press. Greenbaum, S. and Nelson, G. 2001. <i>An Introduction to English Grammar</i>. Harlow: Pearson Education Ltd. Huddleston, R. and Pullum, G. 2006. <i>The Cambridge Grammar of the English Language</i>. Cambridge: Cambridge University Press.</p>																																																															

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Further reading

Halliday, M. and Matthiessen, C. 2014 *Halliday's Introduction to Functional Grammar* (4th Edition) Abingdon: Routledge.

Kolln, M. and Funk, R. 2006. *Understanding English Grammar*. New York: Longman.

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Leech, G., Duchar, M., and Hoogenraad, R. 2006 *English Grammar for Today, A New Introduction* (2nd Edition) Basingstoke and New York: Palgrave Macmillan.

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

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