



IDENTIFYING DATA

Morphosyntax of the first foreign language: English

Subject	Morphosyntax of the first foreign language: English			
Code	V01G180V01402			
Study programme	(*)Grao en Linguas Estranxeiras			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	9	Mandatory	2nd	2nd
Teaching language				
Department				
Coordinator	Seoane Posse, Elena Celsa			
Lecturers	Bemposta Rivas, Sofía Llantada Díaz, María Francisca Seoane Posse, Elena Celsa			
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General description	Introduction to the morphological and syntactic analysis of the grammatical units of the first foreign language (English). Acquisition of the basic knowledge to be able to analyse, develop and critically evaluate the different strategies of morphosyntactic analysis of the first foreign language (English).			

Competencies

Code	
A1	
A2	
A4	
B3	Que as/os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética.
B5	Que as/os estudantes desenvolvan aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía.
C3	
C4	
C5	
C6	
C7	
C8	
C9	
C13	
D1	
D2	
D3	
D4	
D5	

Learning outcomes

Expected results from this subject	Training and Learning Results			
Understanding of the fundamental concepts of the morphology and the syntax, applied to the description of the first foreign language.	A1	B3	C3	D1
	A2		C4	D2
	A4		C5	D5
			C6	
			C8	
			C13	

Acquisition of the indispensable knowledge to analyse, develop and evaluate critically the distinct strategies of morphosyntactic analysis within a wider concept of sciences of the language.	A1	B5	C3	D1	
	A2		C4	D2	
	A4		C5	D5	
			C6		
			C7		
			C8		
			C9		
	Acquisition of a systematic method of analysis and critique of the bibliographic and electronic resources relative to the morphology and syntax of the first foreign language.	A1		C3	D1
		A2		C4	D2
A4			C5	D3	
			C6		
Initiation in the investigation in morphosyntax by means of the realization of exercises, practical and specific academic works of this field.	A1	B5	C6	D3	
	A2		C7	D4	
	A4		C9	D5	
			C8		

Contents

Topic

UNIT 1: INTRODUCTION TO THE LINGUISTIC STUDY OF ENGLISH (week 1)	1.1. The morphosyntactic study of English 1.2. Language variation: Registers, dialects, standard and vernacular English 1.3. Descriptive and prescriptive approaches to grammar
UNIT 2: AN OVERVIEW OF GRAMMATICAL UNITS: (week 1-3)	2.1. Sentence, clause, phrase and word 2.2. Category vs function 2.3. Word and lexeme categories: the parts of speech 2.4. Survey of lexical words and function words 2.5. The structure of phrases 2.6. Canonical and non-canonical clauses 2.7. Structure of words: Inflection vs derivation 2.8. Word-formation processes
UNIT 3: CLAUSE STRUCTURE (week 4-6)	3.1. Introduction 3.2. The subject 3.3. The object 3.4. Predicative complements 3.5. Types of clause structures 3.6. Multi-word lexical verbs: Phrasal, prepositional and phrasal-prepositional verbs 3.7. Adjuncts
UNIT 4: THE VERB PHRASE (week 7)	4.1. The verb phrase 4.2. Finite vs non-finite verbs 4.3. Auxiliary vs lexical verbs 4.4. An overview of tense, aspect, voice and modality
UNIT 5: THE ADJECTIVE AND THE ADVERB PHRASE (week 8)	5.1. Characteristics of adjectives 5.2. The structure and function of adjective phrases 5.3. Characteristics of adverbs 5.4. The structure and function of adverb phrases
UNIT 6: THE PREPOSITIONAL PHRASE (week 9)	6.1. The structure of prepositional phrases 6.2. Preposition stranding 6.3. PP complements in clause structure
UNIT 7: THE NOUN PHRASE (week 10-11)	7.1. Introduction 7.2. Determiners 7.3. Complements 7.4. Internal and external modifiers 7.5. Pronouns 7.6. Genitive case
UNIT 8: SUBORDINATION AND CONTENT CLAUSES (week 12-13)	8.1. Subordinate clauses 8.2. Clause type in content clauses 8.3. Declarative content clauses 8.4. Interrogative content clauses 8.5. Exclamative content clauses
UNIT 9: RELATIVE CLAUSES (week 14)	9.1. The function of relative clauses 9.2. Integrated vs supplementary relatives 9.3. Relative words in integrated vs supplementary relative clauses 9.4. Fused relatives
UNIT 10: NON-FINITE CLAUSES (week 15)	10.1 Four kinds of non-finite clause 10.2 The form of non-finite clauses 10.3. The functions of non-finite clauses

Planning			
	Class hours	Hours outside the classroom	Total hours
Master Session	49	50	99
Seminars	25	40	65
Troubleshooting and / or exercises	0	27	27
Long answer tests and development	2	10	12
Long answer tests and development	2	20	22

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
	Description
Master Session	(*)Exposición por parte do profesorado dos contidos sobre a materia obxecto de estudo, bases teóricas e/ou directrices dun traballo, exercicio ou proxecto a desenvolver polo alumnado.
Seminars	(*)Actividades enfocadas ao traballo sobre un tema específico, que permiten afondar ou complementar os contidos da materia. Empréganse como complemento das clases teóricas.
Troubleshooting and / or exercises	(*)Actividade na que se formulan exercicios relacionados coa materia. O alumnado debe desenvolver as solucións adecuadas ou correctas mediante a exercitación de rutinas, a aplicación de procedementos de transformación da información dispoñible e a interpretación dos resultados. Serán o complemento da lección maxistral e os seminarios.

Personalized attention	
Methodologies	Description
Troubleshooting and / or exercises	Students can visit professors during office hours, which will be posted at their door and available in faitic. They can also send their questions via email and faitic.

Assessment			
	Description	Qualification	Training and Learning Results
Master Session	Active participation in main "theoretical" classes will be taken into account for the continuous evaluation.	5	D1 D2 D3 D4 D5
Seminars	Active participation in practical classes will be taken into account for the continuous evaluation.	5	D1 D2 D3 D4 D5
Troubleshooting and / or exercises	(cast-eng)The correct realisation of the exercises proposed in the practical sessions will be taken into account for the continuous evaluation.	10	C3 C4 C5 C7 C8 C9 C13
Long answer tests and development	Written test sat during the first week of April with combination of short questions and exercises. This test evaluates the knowledge acquired so far.	30	C3 C4 C5 C7 C8 C9 C13
Long answer tests and development	Final test sat during the third week of Mayl with combination of short questions and exercises. This test evaluates the whole subject.	50	C3 C4 C5

Other comments on the Evaluation

The evaluation will be continuous. The following compulsory tasks will be taken into consideration for the final grade (proportion of the total grade in parenthesis):

1. Active participation and prior readings, when necessary, in the classes (5%) and seminars (5%).
2. Tasks and exercises to

be handed in to the professor when she asks for them (10%) 3. Written test of the contents dealt with so far. It will take place on the week of 4th April (30%) 4. Final written test of all the contents of the whole semester. It will take place on the week of 16 May (50%)

In order to pass the subject you need a pass (5 out of 10) in the final written test (item 4 above).

If you fail in May you may sit the July final test, which will be 100% of your grade.

If a student cannot follow the continuous evaluation they need to explain it to the professor at the beginning of the semester.

Plagiarism will mean a fail in the subject.

Sources of information

Bibliography

Textbook: Biber, Douglas, Susan Conrad and Geoffrey Leech. 2002. *Longman Student Grammar of Spoken and Written English*. London: Longman.

(There are a few copies in the library but not enough for all students; they must have their copy of the book).

Bibliografía (general references)

Aarts, B. 1997. *English Syntax and Argumentation*. London: Macmillan.

Aarts, B. 2007: *Syntactic Gradience. The Nature of Grammatical Indeterminacy*. Oxford: Oxford University Press.

Aarts, B., D. Denison, E. Keizer & G. Popova. 2004: *Fuzzy Grammar*. Oxford: Oxford University Press.

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*Biber, Douglas, Susan Conrad and Geoffrey Leech. 2002. *Longman Student Grammar of Spoken and Written English*. London: Longman.

Brinton, L and D. Brinton. 2010 (2000). *The Linguistic Structure of Modern English*. Amsterdam and Philadelphia: John Benjamins

Burton-Roberts, N. 1997: *Analysing Sentences*. London and New York: Longman.

Carnie, A. 2006: *Syntax*. London: Blackwell.

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Culpeper, Jonathan, Francis Katamba, Paul Kerswill, Ruth Wodak and Tony McEnery (eds.) 2009. *English Language. Description, Variation and Context*. Lancaster: Palgrave Macmillan.

Crystal, D. 2004, *Making Sense of Grammar*. London: Longman

Downing, A. & P. Locke 2006 (1992): *A University Course in English Grammar*. Hemel Hempsted: Prentice Hall International.

Gelderen, Elly van. 2010. *A Introduction to the Grammar of English. Revised Edition*. Amsterdam and Philadelphia: John Benjamins.

Givón, T. 1993: *English Grammar*. Amsterdam and Philadelphia: John Benjamin Publishing Company.

Huddleston, R. 1984: *Introduction to the Grammar of English*. Cambridge: Cambridge University Press.

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*Huddleston, R. & G. Pullum 2002: *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

Huddleston, Rodney and Geoffrey Pullum (2005). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.

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- Kuiper, K. And W.S. Allan. 2010. *An Introduction to English Language*. 3rd edition. London: Palgrave Macmillan.
- Mackenzie, J.L. and E. Martínez Caro, 2012. *Compare and Contrast: A Grammar of English for Speakers of Spanish*. Granada: Comares.
- Matthews, P. H. 1984: *Syntax*. Cambridge: Cambridge University Press.
- Matthews, P. H. 2007: *Syntactic Relations. A Critical Survey*. Cambridge: Cambridge University Press.
- Miller, J. 2002: *An Introduction to English Syntax*. Edinburgh: E.U.P.
- Muñoz, C. 1995: *Clause Analysis. A Practical Approach*. Barcelona: PPU.
- *Quirk, R. et al. 1985: *A Comprehensive Grammar of the English Language*. London: Longman.
- Rojo, G. & Jiménez Juliá, T. 1989: *Fundamentos de análisis sintáctico funcional*. Santiago de Compostela: Servizo de Publicacións e Intercambio Científico.
- Van Valin, R.D. 2001. *An Introduction to Syntax*. Cambridge: Cambridge University Press.
- Wardaugh, Ronald 2008: *Understanding English Grammar. A Linguistic Approach*. London: Blackwell.
- Young, D.J. 1980: *The Structure of English Clauses*. London: Hutchinson.

Recommendations

Subjects that it is recommended to have taken before

Modern language: first foreign language I: English/V01G180V01104
Modern language: first foreign language II: English/V01G180V01105
Modern language: first foreign language III: English/V01G180V01203
Modern language: first foreign language IV: English/V01G180V01204
Linguistics: Describing language/V01G180V01201
First foreign language V: English/V01G180V01302

Other comments

In order to be able to follow this class, students should be able to recognise the basic units of grammatical analysis, both word classes (adjectives, adverbs, auxiliary verbs) and syntactic functions (subject, direct object, transitive verb).

It is essential that students sign up for FAITIC and follow the instructions there.
