Universitat de Lleida

DEGREE CURRICULUM
GRAMMAR AND MEANING IN ENGLISH

Coordination: GALLEGO BALSÀ, LÍDIA

Academic year 2018-19

Subject's general information

Subject name	GRAMMAR AND MEANING IN ENGLISH
Code	101265
Semester	1st Q(SEMESTER) CONTINUED EVALUATION

Typology

Degree	Course	Character	Modality
Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	2	COMPULSORY	Attendance-based
Bachelor's Degree in English Studies	2	COMPULSORY	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups

Activity type	PRAULA	TEORIA
Number of credits	3	3
Number of groups	1	1

Coordination	GALLEGO BALSÀ, LÍDIA
Department	ENGLISH AND LINGUISTICS
Important information on data processing	Consult this link for more information.
Language	English

GRAMMAR AND MEANING IN ENGLISH 2018-19

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BAIGET BONANY, ESTER	ebaiget@dal.udl.cat	3	
GALLEGO BALSÀ, LÍDIA	lgallegobalsa@dal.udl.cat	3	

Learning objectives

Provide the students with the terminology and the fundamental tools to make syntactic analysis within the systemic-functional perspective.

Competences

Basic competences

CG2 Analyse and synthesise data from different documentary sources

CG6 Work in a team (intra and interdisciplinary) and manage personal relationships

CG16 Use the terminology and techniques of disciplinary or professional scope

Specific competences

CE6 Identify and implement the foundations of scientific research in linguistics, literature and culture in the English language

CE7 Apply the knowledge acquired to the professional world

Subject contents

1. PART A

2. Generative grammar: preliminaries.
3. Parts of speech.
4. Constituents, trees and rules
5. Structural relations.
6. Binding theory.
7. X-bar theory.
8. Functional-structural view of the experiential strand of meaning Orienting language
    1. The role of subject and their role in the clause
    2. The Finite element
    3. Modality
    4. Polarity
    5. An interpersonal view of the clause
    6. Mood

9. Organising language
    1. A textual view of the clause
    2. Theme and Mood
    3. Types of Theme
    4. Thematic constructions
    5. Analysing Theme
    6. Texture
10. From text to clause
    1. Textual themes and clause boundaries
    2. Combining clauses
    3. Identifying clause boundaries
11. Guidelines for grammatical analysis
    1. A focus on written texts
    2. Summary of grammatical texts
    3. The three-strand analysis
    4. Interpreting the analysis: Patterns of meaning in text
    5.

Development plan

The development plan of this subject will be provided to the students at the begining of this course.

Evaluation

The evaluation will be continued and will consist of a test at the end of each unit. There will also be a midterm and a final exam

Assessment Part A (50%):

Attendance and participation: 5%

Midterm exam; 20 %

Quizzes (3): 25% (8,3% each)

* In the event that a student provides written evidence that they were unable to attend scheduled activities within the continuous evaluation (for remunerated work, second or subsequent tuition of the subject), they may opt for a single test of validation of competences and knowledge that will be done on the day and in the schedule established in the calendar of evaluation of the Degree for the final test of the ordinary evaluation. This test will consist of an oral exam and an oral presentation.

The application for this assessment modality must be made before October 12, 2017 with documentary accreditation and, once done, it can not be modified.

Bibliography

Bibliography

GENERATIVE GRAMMAR

Carnie, A. (2012) *Syntax. A generative introduction (3rd edition)*. Oxford: Wiley-Blackwell.

Carnie, A. (2012) *The syntax workbook*. Oxford: Wiley-Blackwell.

Cook, V. & M. Newson (2007) *Chomsky's Universal Grammar: an introduction (3rd edition)*. London: Wiley.

Haegeman, L. (2006) *Thinking syntactically. A guide to argumentation and analysis*. Oxford: Blackwell.

FUNCTIONAL GRAMMAR

Coffin, C. , J. Donohue and S. North (2009) *Exploring English grammar: From formal to functional*. London: Routledge.

Fontaine, L. (2013) *Analysing English Grammar. A systemic functional approach*. Cambridge: Cambridge University Press.

Jones, R. H. & G. Lock (2011) *Functional grammar in the ESL classroom.* Houndsmills, Basingstoke: Macmillan.