

## **PROGRAMA DE ASIGNATURA**

### **1. NOMBRE DE LA ASIGNATURA**

*Gramática Inglesa*

### **2. NOMBRE DE LA ASIGNATURA EN INGLÉS**

English Grammar

### **3. TIPO DE CRÉDITOS DE LA ASIGNATURA**

SCT/

UD/

OTROS/

### **4. NÚMERO DE CRÉDITOS**

10 créditos

### **5. HORAS DE TRABAJO PRESENCIAL DEL CURSO**

3 horas

### **6. HORAS DE TRABAJO NO PRESENCIAL DEL CURSO**

3 horas

### **7. OBJETIVO GENERAL DE LA ASIGNATURA**

This course is intended to provide a thorough grounding on contemporary work on English Grammar, from a Cognitive Linguistic perspective. It gives a comprehensive, descriptively adequate and explanatory account of core issues in grammatical theory, which regards the issue of correspondence between grammatical organisation and conceptualisation as central. The aim

of the course is to build critical awareness of the complex issues associated with the formulation of grammatical descriptions that felicitously reflect language's relevance to the humans' mental capacity of constructing meaning. This course is also considered to provide the basis for the students who wish to attend the English Grammar Seminar in the second semester.

## **8. OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA**

- i. Present the student with a set of grammatical phenomena in English, whose felicitous description is of core significance for contemporary grammatical theory.
- ii. Familiarise the student with the theoretical framework to which the analysis of these phenomena pertain, its conceptual and empirical scope, its relevance to contemporary inquiry into linguistics at large, and the descriptive and analytical tools implemented in the grammatical analysis.
- iii. Draw systematic correspondences that hold between grammatical categories and conceptualisation.
- iv. Become familiar with the scope, aims, descriptive and analytical tools of contemporary grammatical theory.
- v. Increase critical awareness of the various theoretical and empirical problems underlying the analysis of grammatical phenomena.
- vi. Appreciate the intrinsic relation between structure and meaning and between theory and linguistic data.
- xii. Obtain the ability to independently draw systematic correspondences between data pertaining to distinct levels of descriptions, like lexical or phrasal structure and the corresponding conceptualisations.
- xiii. Get a sufficient grounding in grammatical analysis that will enable the student to cope better with advanced modules on grammatical analysis, which presuppose background knowledge in this area.

## **9. SABERES / CONTENIDOS**

- i. Defining language. What is special about it? Linguistic knowledge and cognition. Language modularity and universality of cognitive traits.
- ii. Language and Grammar. Form and meaning. The architecture of grammar as a human capacity. The significance of grammatical meta-language. Theoretical and empirical problems associated with grammatical descriptions.
- iii. The basic units of grammatical description. Lexical vs. grammatical categories. Grammar vs. Semantics. Linguistic meaning vs.

- Conceptualisation. Semantics vs. encyclopaedic knowledge.
- iv. Grammar and linguistic signification. Grammar as a meaningful schematic representation. The symbolic thesis on language.
  - v. Lexico-grammar as a continuum.
  - vi. Grammatical categories as conceptual categories.
  - vii. Grammatical categories on a continuum of construing potential.
  - viii. Nouns and Verbs. Parallels and differences.
  - ix. Lexical and grammatical perfectivity. The MASS/COUNT-IMPERFECTIVITY relation.
  - x. Adjectives and Adverbs. Processual and non-processual relations.
  - xi. Grammar as a structured inventory. The nature of grammatical rules and constraints.
  - xii. Phrasal composition. Compositionality and conceptual integration. The notions of Trajector and Landmark.

## **10. METODOLOGÍA**

To the end of achieving the aims and objectives as outlined above, this module is organised around the following axes: in-class lectures, in-class analysis and discussion, off-class activities and a final preparation of an essay on a prescribed subject. The latter is designed so that in practice it familiarises the student with the methodology, organisation and presentation of research-oriented work. The weekly program comprises a session divided into two hourly parts. The first one is devoted to the analysis, discussion and development of themes that have been given to the students as material for off-class practice. The second is devoted to introducing new material and empirically analysing data. The students are required to prepare the assigned material and actively participate in its analysis in the class.

## **11. METODOLOGÍAS DE EVALUACIÓN**

- i. In each lecture, activities in the form of grammatical analysis and development of small scale self-contained themes will be given to the students for preparing them as an off-class work assignment. The students are required to bring along the work they have come up with and actively participate in its presentation in the session devoted to practice. Meeting this requirement occupies a 20% over the whole mark.
- ii. A small essay on a prescribed subject (a critical analysis of a theoretical or empirical issue or a thorough and comprehensive analysis of a grammatical phenomenon or clausal data). This is assessed with a maximum participation of 80% over the whole mark and has to be handed in by the 10th of July 2015.

## 12. REQUISITOS DE APROBACIÓN

**ASISTENCIA 90%**

**NOTA DE APROBACIÓN MÍNIMA 4.0**

**REQUISITOS PARA PRESENTACIÓN A EXÁMEN: N/A**

**OTROS REQUISITOS:**

## 13. PALABRAS CLAVE

grammar; structure; meaning; conceptualisation

## 14. BIBLIOGRAFÍA OBLIGATORIA

-Langacker, R. W. (2008). *Cognitive Grammar*. Oxford: Oxford University Press.

## 15. BIBLIOGRAFÍA COMPLEMENTARIA

-Huddleston, R. & G. K. Pullum (2005). *A Student's Introduction to English Grammar*. Cambridge, Cambridge University Press.  
-Langacker, R. W. (2000). *Grammar and Conceptualisation*. Berlin: Mouton de Gruyter.  
-Taylor, J. (2002). *Cognitive Grammar*. Oxford: Oxford University Press  
-Taylor, J. (2007). *A Glossary of Cognitive Linguistics*. Edinburgh: Edinburgh University Press

## 16. RECURSOS WEB