

UNIVERSIDAD DE CHILE  
 FACULTAD DE FILOSOFÍA Y HUMANIDADES  
 DEPARTAMENTO DE LINGÜÍSTICA  
 PROGRAMA DE MAGÍSTER EN LINGÜÍSTICA  
 MENCIÓN LENGUA INGLESA

## ENGLISH GRAMMAR

### COURSE SYLLABUS

#### 0. ABSTRACT

This course is intended to give a descriptive and explanatory account of some current semantically and cognitively-based sentential and textual models of the English language. Firstly, besides focusing on the main characteristics and functional aspects of complex syntactic constructions, mainly at the intra-sentential, intra-clausal and intra-phrasal levels (together with their corresponding morphosyntactic markers), the course aims at verifying the consistency and validity of the descriptive models being examined by means of data analysis collected from authentic English texts. Moreover, descriptions are made of the operation of grammatical constructions and elements at text level, with the aim of developing an awareness of text-based grammatical models which are cognitively and semantically-oriented. Such descriptive models are also applied to the analysis of English texts in different discourse modes and genres.

#### 1. IDENTIFICATION

Course:	English Grammar
Academic term:	First semester 2011
Weekly classes:	1.5 hours
Lecturer:	Carlos Zenteno

#### 2. OBJECTIVES

- 2.1. To become familiar with the main characteristics, scope and analytical methods of some of the descriptive / explanatory models which account for the operation of the (intra /inter/ extra)sentential and textual elements and structures of the English grammatical system.
- 2.2. To develop the ability to apply the descriptive framework of such sentential and textual models to the analysis of relevant English data.
- 2.3. To develop the ability to view, in an analytical, contrastive and critical fashion, certain descriptive categories, aspects and findings presented in some of the theoretical models to be examined.
- 2.4. To become familiar with some prominent aspects and perspectives of English grammar interlanguage.

#### 3. COURSE CONTENTS

- 3.1. Basic English sentence / clause structuring and constituency. The NP and VP as central clausal constituents. Structural differences between the NP and the VP. Recursiveness within the NP. The grammatical pentagon' and the 'basic sentence syntactic formula'. A 'cognitive-semantic' view of grammar.
- 3.2. The relations holding between clause, complex NP, sentence and proposition. Subordinate clauses versus constituent clauses.

- 3.3. Basic semantic roles at the sentential / clausal level. Case grammar and the distinction between deep and surface structure: From roles to rules.
- 3.4. Basic and derived syntactic structures. The relevance of the notion of ‘transformation’. Optional and obligatory transformations. Subject and object raising.
- 3.5. Syntax and cognition. Reification (a cognitive-semantic view) versus nominalisation (a syntactic view).
- 3.6. VP syntactic-semantic structuring: Tense versus time, aspect versus aspectuality, and mood versus modality.
- 3.7. Grammaticalisation and grammatical metaphor as a syntactic processes.
- 3.8. Cognitive metaphor. A cognitive view of some grammatical elements and constructions.
- 3.9. Constructions: A cognitive view
- 3.10. Thematisation versus topicalisation. Related distinctions: theme / rheme and topic / subtopic.
- 3.11. Locative and existential constructions. ‘There’ sentences.
- 3.12. Comparative clauses as an instance of subordination. An alternative view: Comparative constructions as an instance of quasi-coordination.
- 3.13. Text grammar. An overview. Syntactic processes and elements involved in textualisation.
- 3.14. Some textual aspects of some discourse types: narrative discourse, argumentative discourse, expository discourse, and evaluative discourse.
- 3.15. English interlanguage and grammar acquisition by second/foreign language learners. Psycholinguistic aspects of grammaticisation. Grammatical consciousness raising.

#### 4. EVALUATION

- 4.1. A midterm examination. (50%)
- 4.2. An individual/joint small-scale oral presentation (supplemented with a (set of) handout(s)). This presentation is to be on either a further expansion or an introduction to one of the course subjects. (10%)
- 4.3. A final oral presentation and written report on:
  - a) Either: A contrastive view of (a) given grammatical category(ies)/ process(es) either at the sentential or textual level, as presented by at least two different authors or models;
  - b) Or: A discussion of a given theoretical model and its application to data analysis. (40% [NB. 4.1., 4.2., and 4.3. add up to 50% of the course final evaluation.]
- 4.4. A final written examination. (50 %)

#### 5. BIBLIOGRAPHY

##### 5.1. BASIC BIBLIOGRAPHY (1)

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### 5.1. BASIC BIBLIOGRAPHY (2)

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### 5.2 COMPLEMENTARY BIBLIOGRAPHY

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