

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **English syntax and morphology**
2. Course code: 15-SIMJAN-CH-11
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **English and Chinese Studies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **Year 2**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **practical classes: 30 hours**
9. Number of ECTS credits: **3**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: prof. UAM dr hab. **Piotr Ceglowski**, cpiotr@wa.amu.edu.pl (co-ordinator)
11. Language of classes: **English**
12. Online learning: yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims):
 - (a) transmission of knowledge about the syntactic and morphological structure of the English language;
 - (b) transmission of knowledge about the theoretical underpinnings of the generativist theory of language (the Language Faculty, sources of language in the human mind/brain, Universal Grammar, Principles and Parameters)
 - (c) development of the ability to analyse the structure of English words (morphological level), as well as sentences (syntactic level – grammatical categories, phrasal structure);
 - (d) development of the ability to communicate and work in a group
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): None.
3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes (EK)
15-SIMJAN-US-01	identifies main characteristic features of the syntactic and morphological structure of English	K_W01; K_W03; K_W06; K_W09;
15-SIMJAN-US-02	identifies the strong and weak points of the theoretical aspects of the theory of generative grammar relating to the specific aspects of the human language	K_W04; K_W08
15-SIMJAN-US-03	identifies the basic ingredients of the syntactic structure of an English sentence (grammatical categories, elements of phrasal structure)	K_W07; K_U08
15-SIMJAN-US-04	formulates and prepares analyses of the morpho-syntactic structure of English sentences and words based on available research	K_U03; K_U04; K_U09; K_U11; K_U15; K_U16; K_K01; K_K05; K_K08

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Theoretical underpinnings: Generative Grammar, the Language Faculty, Universal Grammar, Principles and Parameters	15-SIMJAN-US-01; 15-SIMJAN-US-02
Basic elements of morphological analysis: the structure of words, word – formation processes, inflection	15-SIMJAN-US-01; 15-SIMJAN-US-03; 15-SIMJAN-US-04
Words as grammatical categories – manners of identification (meaning, structure, distribution)	15-SIMJAN-US-01; 15-SIMJAN-US-03; 15-SIMJAN-US-04
Constituency, constituency tests	15-SIMJAN-US-01;

	15-SIMJAN-US-03; 15-SIMJAN-US-04
Phrases, endocentricity	15-SIMJAN-US-01; 15-SIMJAN-US-03; 15-SIMJAN-US-04
Basics of predicate-argument structure, types of predicates	15-SIMJAN-US-01; 15-SIMJAN-US-03; 15-SIMJAN-US-04
On the interface between semantics and syntax: verb types and transitivity	15-SIMJAN-US-01; 15-SIMJAN-US-03; 15-SIMJAN-US-04
Sentence structure: subject, predicate, object, adjunct	15-SIMJAN-US-01; 15-SIMJAN-US-03; 15-SIMJAN-US-04
Complex verbs, affix hopping, the role of T(ense)	15-SIMJAN-US-01; 15-SIMJAN-US-03; 15-SIMJAN-US-04
Coordination vs. embedding	15-SIMJAN-US-01; 15-SIMJAN-US-03; 15-SIMJAN-US-04

5. Reading list:

- Carnie, Andrew. 2013. *Syntax: A Generative Introduction. Third Edition*. Malden: Willey-Blackwell Malden : Blackwell Publishing
- Gelderen van, Elly. 2010. *An Introduction to the Grammar of English*. Amsterdam: John Benjamins
- Koeneman, Olaf & Zeijlstra, Hedde 2017. *Introducing Syntax*. Cambridge: Cambridge University Press.
- O'Grady, W – M. Dobrovolsky – M. Aronoff. 1989, 1993. *Contemporary Linguistics: An Introduction*. New York : St. Martin's Press

III. Additional information

- Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	
Interactive lecture	
Problem – based lecture	
Discussions	X
Text-based work	X
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	X
Experiential work	X
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	X
Other (please specify) -	
...	

- Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	15-SIMJAN-US_01	15-SIMJAN-US_02	15-SIMJAN-US_03	15-SIMJAN-US_04		
Written exam	X	X	X	X		
Oral exam						
Open book exam						
Written test	X	X	X	X		
Oral test						
Multiple choice test						
Project						
Essay						
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
...						

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Independent study*	Preparation for classes	20
	Reading for classes	25
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	
	Exam preparation	15
	Other (please specify) -	
	...	
Total hours		90
Total ECTS credits for the course		3

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

FINAL GRADE (CREDIT)

- attendance (permissible number of absences – 2 classes/sem.) – failure to meet this condition may result in refusal to grant the credit,
- 90% - test results – written tests (2 test per semester)
- 10% - active in-class participation (participation in discussions, active use of the rudimentary notions from the field of descriptive grammar and linguistics introduced in the course of the classes)

GRADE CRITERIA (DESCRIPTIVE) :

VERY GOOD

mean score of all tests - min. 90%; active participation – in-class discussions; very good, extensive preparation (familiarity with the assigned reading materials, accurate use of the notions from the field of descriptive grammar (syntax and morphology) and general linguistics

GOOD+

mean score of all tests - min. 85%; active participation – in-class discussions; good preparation (familiarity with the assigned reading materials, accurate use of the notions from the field of descriptive grammar (syntax and morphology) and general linguistics

GOOD

mean score of all tests - min. 80%; active participation – in-class discussions; relatively good preparation (familiarity with the assigned reading materials, accurate use of the notions from the field of descriptive grammar (syntax and morphology) and general linguistics

SATISFACTORY+

mean score of all tests - min. 75%; limited participation – in-class discussions; the student is prepared (familiar with the assigned reading materials, uses the notions from the field of descriptive grammar (syntax and morphology) and general linguistics) in a limited manner

SATISFACTORY

mean score of all tests - min. 60%; poor participation – in-class discussions; the student is weakly prepared (marginally familiar with the assigned reading materials, uses the notions from the field of descriptive grammar (syntax and morphology) and general linguistics) in a very limited manner

FAIL

mean score of all tests – less than 60%; the student is not prepared (unfamiliar with the assigned reading materials, unaware of the relevance of the rudimentary notions from the field of descriptive grammar (syntax and morphology) and general linguistics)