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| --- |
| **Course Title**: Syntax |
| **Course Code**: ENG3345-3 |
| **Program**: Bachelor of Arts in English |
| **Department**: Department of English |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 6 - Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG3345-3 Syntax is an advanced study of the structure of English sentences, focusing on the categories of English words, the analysis of phrase and sentence structures, and the intricate relationships established between phrases in sentences. The course delves into a variety of syntactic frameworks, with an emphasis on the Minimalist Program. Students are introduced to essential syntactic theories and their practical applications. The multifaceted approach taken in this course includes techniques to examine word categories, tests to judge phrase or sentence ambiguity, and critical assessments of grammaticality and ungrammaticality. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG2341-3 Introduction to Theoretical Linguistics | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG3345-3 Syntax is to equip students with comprehensive knowledge and understanding of the syntactic structures of the English language. The course aims to build students' ability to identify, analyze, and describe the essential elements and relations within phrases and sentences, focusing on NP, VP, AP, PP, ADVP, IP, and CP. Through active engagement with contemporary syntactic theories, especially the Minimalist Program, students will learn to apply various analytical techniques to judge the ambiguity and ungrammaticality of phrases and sentences. The course seeks to cultivate a strong foundation in syntax, enabling students to develop a profound and critical understanding of the underlying principles governing English language structure. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 45 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Identify the categories of the English words | K2 | Employ interactive semantic sorting activities where students categorize words into nouns, verbs, adjectives, etc., based on their functional roles in example sentences. | Assignment 1 (5 Marks) |
| 1.2 | Demonstrate comprehension and analysis of the foundational phrase and sentence structures in English syntax | K2 | Utilize sentence diagramming exercises to help students visually deconstruct phrases and sentences, thereby aiding in the recognition of their constituent parts. | Quiz (10 Marks) |
| 1.3 | Exhibit an understanding and critical evaluation of the relational types among various phrases [NP, VP, AP, PP, ADVP, IP, CP] in complex sentences | K1 | Facilitate a class discussion where students identify and debate the relationships between different types of phrases in example sentences provided on the board. | Formative Assessment 1 (5 Marks) |
| 1.4 | Articulate a nuanced understanding and offer informed assessments of contemporary syntactic theories, with a focus on the Minimalist Program | K3 | Incorporate debates or structured group discussions that allow students to evaluate the pros and cons of various syntactic theories, placing special emphasis on the Minimalist Program. | Formative Assessment 2 (5 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Apply multiple techniques to examine the English words and identify their categories and how they are used in phrases and sentences | S4 | Guide students through hands-on exercises using substitution and ellipsis tests to explore word categories and their functional roles in phrases and sentences. | Midterm Exam (30 Marks) |
| 2.2 | Use different tests to judge the ambiguity of a phrase or a sentence | S2 | Introduce students to syntactic and semantic tests, such as constituency and paraphrasing, that they can employ to analyze the potential ambiguity in phrases or sentences. | Final Exam (40 Marks) |
| 2.3 | Critically judge and illustrate the ungrammaticality of phrases and sentences | S2 | Organize peer review sessions where students examine and critique the grammaticality of phrases and sentences, using prescriptive and descriptive rules as a basis for their judgments. | Assignment 2 (5 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Appreciate the significance of understanding syntax for effective communication and academic research in English | V2 | Facilitate a class discussion that prompts students to explore real-world applications of syntax, such as in the fields of linguistics, law, and computational linguistics, to deepen their understanding of its importance. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Demonstrate the capacity to independently analyze complex English sentences using the principles of syntax | V2 | Initiate a discussion around the steps involved in analyzing complex English sentences, encouraging students to share their personal strategies for tackling this task. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Show a commitment to ethical considerations when interpreting and representing linguistic data, especially in academic writing | V1 | Lead a discussion on the ethical aspects of syntax studies, such as acknowledging sources, respecting linguistic diversity, and avoiding plagiarism. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Categories and Phrases | 3 |
|  | The structure of the verb group (VGP) in the VP | 3 |
| **3.** | The structure of the PP, AP, AdvP, and NP | 3 |
| **4.** | Clauses as parts of NPs and Aps | 3 |
| **5.** | Complement Options | 3 |
| **6.** | Constituency Tests/Phrase Structure Rules | 3 |
| **7.** | Syntactic Ambiguity | 3 |
| **8.** | CP Complements | 3 |
| **9.** | Transformational Rules (Yes-no Questions) | 3 |
| **10.** | Transformational Rules (Wh- Questions) | 3 |
| **11.** | Transformational Rules (Relative Clauses) | 3 |
| **12.** | Principles of Minimalist Program | 3 |
| **13.** | Binary Branching | 3 |
| **14.** | Break | 3 |
| **15.** | Practice and revision | 3 |
| **Total** | | **45** |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **1.3 Exhibit understanding and critical evaluation of relational types among various phrases in complex sentences.**  Reasoning: This assessment, aligned with CLO 1.3, evaluates students' understanding and critical evaluation of the relationships among different phrase types (such as NP, VP, AP, PP, ADVP, IP, CP) in complex sentences. It includes comprehensive course content including but not limited to this CLO, as determined by the course teaching team. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **1.4 Articulate understanding and assessments of contemporary syntactic theories, focusing on the Minimalist Program.**  Reasoning: Aligned with CLO 1.4, this assessment tests students' nuanced understanding of contemporary syntactic theories, particularly the Minimalist Program. It encompasses cumulative course content including but not limited to the CLO, reflecting the comprehensive curriculum plan. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **1.1 Identify the categories of English words.**  Reasoning: Focusing on CLO 1.1, this assignment assesses students’ ability to identify different categories of English words. It includes cumulative course content including but not limited to this CLO, as outlined by the course teaching team. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **2.3 Critically judge and illustrate ungrammaticality in phrases and sentences.**  Reasoning: Targeting CLO 2.3, this assignment evaluates students' skills in critically judging and illustrating the ungrammaticality of phrases and sentences. It incorporates cumulative course content including but not limited to this CLO, following the curriculum set by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **1.2 Demonstrate comprehension and analysis of foundational phrase and sentence structures in English syntax.**  Reasoning: This quiz, aligned with CLO 1.2, assesses students' understanding and analysis of basic phrase and sentence structures in English syntax. It covers comprehensive course content including but not limited to this CLO, in accordance with the course's scope and sequence. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **2.1 Apply techniques to examine English words, their categories, and usage in phrases and sentences.**  Reasoning: The midterm exam, focusing on CLO 2.1, evaluates students' ability to apply various techniques to examine English words, their categories, and their incorporation into phrases and sentences. It includes comprehensive content including but not limited to this CLO, as decided by the course teaching team. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **2.2 Use tests to judge the ambiguity of phrases or sentences.**  Reasoning: Aligned with CLO 2.2, the final exam tests students' proficiency in using different methods to determine the ambiguity of phrases or sentences. The exam encompasses comprehensive course content including but not limited to this CLO, offering a cumulative assessment of syntactic analysis skills. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | **Compiled material from the following textbooks will be used:**  1. O’ Grady, W. (1997). Syntax: The analysis of sentence structure. In W. O’Grady, M. Dobrovolsky, & F. Katamba (Eds.), Contemporary linguistics: An introduction (pp. 181-244).  2. Gelderen, Elly Van. 2010. An Introduction to the Grammar of English. Amsterdam: John Benjamins Publishing Company  3. Radford, Andrew. 2016. Analysing English Sentences. Cambridge: Cambridge University Press. |
| **Essential References** | • Adger, David. 2003. Core Syntax: A Minimalist Approach. Oxford: Oxford University Press.  • Newson, Mark, et al.2006. Basic English Syntax with Exercises. Budapest: Bolcsesz konzorcium.  • Carnie, Andrew. 2008. Constituent Structure. Oxford: Oxford University Press.  • Radford, Andrew. 2009. An Introduction to English Sentence Structure. Cambridge: Cambridge University Press |
| **Electronic Materials** | **The Internet Grammar of English**   * A comprehensive, interactive platform focusing on English grammar, including syntax.   [Visit Internet Grammar of English](https://www.ucl.ac.uk/internet-grammar/home.htm) |
| **Other Learning Materials** | <https://www.grammarbook.com/> is a great resource for learning English syntax. The site offers in-depth explanations of grammar rules, as well as practice exercises and quizzes. GrammarBook.com also has a number of specialized resources for learners of different levels, including business English and academic English. |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |