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MULTILINGUAL
EDUCATION

610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)

SYLLABUS
OF THE UPDATED COURSE

THEORETICAL GRAMMAR
(BA LEVEL)

Prepared by the MultiEd team

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Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP	
Theoretical Grammar, BA	
Vasyl Stefanyk Precarpathian National University	
Master/bachelor level	Bachelor level
Branch of knowledge	035 Philology
Specialization	035.041 "Germanic languages and literatures (including translation)", English as a major
Qualifications	Bachelor of Philology
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Compulsory course
Course prerequisites	English level B2
Semester of the course	7
Course Volume	3 ECTS 90 hours 30 hours of class work 60 hours of self-study and consultations
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Language of Instruction	English
Developer	Yakiv Bystrov, DSc, Professor, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk

Brief Course Description (up to 2000 symbols)

The course "Theoretical Grammar" is intended for students doing a Bachelor degree. The course fosters students' analytical and critical thinking, and provides students with a comprehensive view of the grammatical system of English in relation to its structural, semantic and communicative aspects. The tasks of the course are as follows: 1) to form students' knowledge of the structure and functioning of English and 2) to expand students' knowledge of the problematic character of the main notions of the grammatical theory of the English language.

The course consists of the following chapters:

1. Grammar as a system. Basic notions of morphology.
2. Grammatical classes of words.
3. The noun and its grammatical categories.
4. The adjective and its grammatical categories.
5. The verb and its grammatical categories.
6. Non-finite forms of the verb.
7. Word phrase as a nominative unit of syntax.
8. Simple sentence structures.
9. Constituent analysis of the sentence.
10. Communicative analysis of the sentence.

Method of instruction:

The professor will conduct the course through interactive lectures and discussions, PowerPoint presentations, practical training, and through students' active participation (individual tasks).

Course requirements:

The students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussions (with completed assignments, questions, and contributions).

New, Updated, and Modified Components

A. Key Terms and Notions
B. Competencies
C. Curriculum Learning Outcomes
D. Course Assessment and Feedback Approach
E. Course Final Assessment
F. Assessment Criteria for Final Exam Assignments
G. Recommended Books and Resources

Key Terms and Notions	
Morphology, syntax, prescriptive grammar, descriptive grammar, morpheme, allomorph, state of complementary distribution, grammatical meaning, grammatical category, grammatical opposition, word form, paradigmatic relations, syntagmatic relations, parts of speech, lexical words, function words, noun, adjective, verb, infinitive, gerund, present participle, past participle, word phrase, sentence, simple sentence, one-member/two-member sentence, complete/incomplete sentence, extended/unextended sentence, homogeneous parts, subject, predicate, object, attribute, adverbial modifier, composite sentence, theme, rheme.	
Course Aim	
The course "Theoretical Grammar" is aimed to raise students' awareness of the systematic notion of grammatical system of the English language in respect to its structure and functioning, and to provide students with the necessary background for their further teaching of English and their further research work.	
Competencies	
Generic competencies	GC 4. Ability to be critical, self-critical, and responsible for decision-making in unpredictable contexts. GC 5. Ability to study and acquire contemporary knowledge of foreign language, linguistics, literature studies, and translation. GC 6. Ability to search, process, and analyze information from various sources. GC 7. Ability to identify, define, and solve problems. GC 8. Ability to work in a team and independently. GC 9. Ability to communicate professional ideas in the first (English) and the second foreign languages. GC 10. Capacity for critical thinking, analysis, and synthesis. GC 12. Ability to apply information and communication technologies usage skills to studying foreign languages; GC 13. Ability to conduct linguistic researches at a proficient level, considering the basic principles of academic integrity and intellectual property protection.
Specific competencies	SC 2. Ability to apply in practice the knowledge about language as a semiotic system, its nature, theory and history, functions, and levels. SC 3. Ability to apply the knowledge of history and theory of the English language to the professional activity. SC 7. Ability to analyze dialects and social language varieties, to describe sociolinguistic situation, to apply in practice the knowledge of culture, history, and traditions of the English-speaking countries. SC 9. Ability to freely, fluently, and effectively use the English language, both orally and in writing, in a variety of genres, styles, and registers of communication (formal, informal, neutral), to solve communication issues in different life spheres. SC 11. Ability to freely use specific terminology to solve professional problems.
Curriculum Learning Outcomes	
CLT 2	to work with information efficiently: to select necessary information from various sources, including professional resources and electronic databases, to critically analyse and interpret the information, organize, classify, and systematize it;
CLT 3	to organize the process of learning and self-education with a great degree of autonomy;
CLT 7	to comprehend the main issues of philology and the approaches to their solution, applying appropriate methods and innovative approaches;
CLT 9	to know and understand the system of language, general characteristics of literature as art of word, history of the English language and literature; to be able to apply this knowledge to professional activity;
CLT 10	to characterize dialect and social varieties of the English language, to describe a sociolinguistic situation; to apply in practice the knowledge of culture, history, and traditions of the English-speaking countries;
CLT 12	to analyse linguistic units, to trace their correlation; to characterize linguistic phenomena and processes that predetermine them;
CLT 17	to collect, analyse, systematize, and interpret language and speech facts, to use them for solving the complex problems and specialized tasks;
CLT 21	to have the skills in carrying out scientific and/or applied research in the field of philology, to adhere to the rules of academic integrity.

Assessment and feedback approach		
Teacher-based approach		
Type of work, activity, task	**Max points**	**Extra information**
Interactive classes, discussions	Total: **40** 5*8	During the course on Topics 1-6. Questions and assignments correlate with practical issues introduced in the course (students' attendance and interaction in class are taken into account). Feedback is given regularly during the classes.
Multiple Choice test	Total: **10** 0.25*40	*Test consists of 40 questions with the four variants of the answer. Each correct answer equals 0.25 points. Questions represent theoretical and practical issues introduced within the course and tasks during at the seminars including students' independent work.
Course Final Assessment		
Type of work, activity, task	**Max points**	**Extra information**
Final written work (incl. 3 tasks)	Total: **50**	* The written work is based on the theoretical and practical issues discussed within the course. Two theoretical issues equal 20 points. Practical assignment equals 20 points. Language competence and structure equals 10 points.
Total:	**100**	

Assessment Criteria for Final Exam Assignments on a 50-point scale				
Points / Criteria	**Descriptors**			
Content (max. score 40)	**5**	**4**	**3**	**2**
Theoretical Competence (20)	Student demonstrates profound knowledge of the theoretical material, creatively applies the linguistic methods in practice, follows the principles of academic integrity	Students demonstrates the knowledge of the theory but not always applies the methodology correctly	Student doesn't know the theory well and the analysis is superficial	Student doesn't know the theory and cannot apply the linguistic methods
Practical Analysis (20)	Student substantiates their point of view thoroughly, profoundly, and logically, demonstrates creative approach to practical analysis of language material	Student fulfills all the tasks but the conclusions are not always fully substantiated	Student doesn't fulfill all the tasks, doesn't substantiate conclusions, or makes invalid conclusions	Student fulfills less than half of the tasks, doesn't substantiate their point of view, doesn't make conclusions
Language (max. score 10)	**5**	**4**	**3**	**2**
Language competence and structure	Students use a wide range of advanced grammatical constructions, vocabulary and transition words. Logical and coherent presentation of the ideas.	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes. Logical and coherent presentation of the ideas with minor structural improvements possible.	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes. Paper has a clearly defined structure but lacks logics of presentation.	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes. Lack of logic and structural parts of the paper are not clearly defined

*1 – the work does not reach a standard described by any of the descriptors given above
*0 – the work does not reach a standard described by any of the descriptors given above

Recommended Books and Resources

Collins P. and Hollo C. English Grammar. An introduction. Second edition. Palgrave Macmillan, 2010.
Downing A., Locke P. English Grammar. A University Course. Second edition. Taylor & Francis e-Library, 2006.
Booij G. The Grammar of Words. An Introduction to Linguistic Morphology. Oxford University Press, 2007.
Huddleston R., Pullum G.K. A Student's Introduction to English Grammar. Cambridge University Press,

2005.
Carstairs-McCarthy A. An Introduction to English Morphology Words and Their Structure. Edinburgh University Press, 2002.
Greenbaum S., Nelson G. An Introduction to English Grammar. Second Edition. Pearson Education Limited, 2002.
Dixon R. M. W. A Semantic Approach to English Grammar. Second Edition. Oxford University Press, 2005.
Müller S. Grammatical theory: From transformational grammar to constraint-based approaches. Berlin: Language Science Press, 2016.
McElvenny, James (ed.). *Form and formalism in linguistics* (History and Philosophy of the Language Sciences 1). Berlin: Language Science Press, 2019.
Parrott M. Grammar for English Language Teachers. Cambridge University Press, 2000.
Plag I., Braun M. et al. Introduction to Linguistics. Second revised edition. Mouton de Gruyter, 2009.
Radford A. An Introduction to English Sentence Structure. Oxford University Press, 2009.
Trijp, Remi van. *The evolution of case grammar* (Computational Models of Language Evolution 4). Berlin: Language Science Press, 2016.

Course Quality Monitoring

1. Syllabus feedback from external (peer-)reviewers
2. Feedback from students who attend the course
3. Students' performance in the course