

# **ENGE 1520 Grammatical Structure of English**

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Lecturer: Dr. Suzanne Wong  
Email: [suzanne@cuhk.edu.hk](mailto:suzanne@cuhk.edu.hk)  
Office: FKH324 / Phone: 3943-7011

Teaching Assistant: tbc  
Email: tbc  
Office: tbc / Phone: tbc

## **Course description**

This course is designed to provide students with the terminology and analytical skills necessary to describe the grammatical structure of English sentences and their parts.

## **Learning outcomes:**

After completing this course, students should be able to:

- identify English grammatical structures
- describe those structures accurately and concisely
- write about and discuss issues relating to the grammar of English

## **Scope:**

The course deals with **contemporary** English, that is, English as it is currently used in both writing and speech. Topics covered will include (subject to minor modification):

- Form & function in grammatical analysis
- The major sentence constituents
- Adverbials
- Adjectives, adverbs & their phrases
- Prepositions & prepositional phrases
- Determiners & noun phrases
- Verb phrases & clauses
- Coordination & subordination
- Information structure

## **Assessment:**

Tutorial participation	10%
1 essay assignment	30%

1 mid-term quiz                      20%

Final examination                      40%

- Students taking this course are expected to attend **all** lectures and tutorials. 5% will be deducted from the tutorial marks for each tutorial absence without good reason. Absence on medical grounds must be supported by a medical certificate signed by a registered doctor.
- The mid-term essay must be submitted in hard copy **and** in electronic form via the University's VeriGuide system.

### **Main texts:**

**Nelson, Gerald (1998) *The Internet Grammar of English*.** London: Survey of English Usage, University College London.

This is available online at

<http://www.ucl.ac.uk/internet-grammar> (English version),

[http://www.cuhk.edu.hk/eng/IGE\\_chn/home.htm](http://www.cuhk.edu.hk/eng/IGE_chn/home.htm) (simplified Chinese version)

### **I also recommend the following:**

Ballard, K. (2007) *The Frameworks of English*. 2nd edn. London: Palgrave Macmillan.

Biber, D., S. Conrad, & G. Leech (2002) *The Longman Student's Grammar of Spoken and Written English*. London: Longman.

Börjars, K. & K. Burridge (2001) *Introducing English Grammar*. London: Edward Arnold.

Carter, R. & M. McCarthy (2006) *Cambridge Grammar of English*. Cambridge.

Chalker, S. (1994) *The Oxford Dictionary of English Grammar*. Oxford: Oxford University Press.

Collins, P. (1999) *English Grammar*. London: Longman.

Crystal, D. (1992) *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell.

Crystal, D. (2004) *Rediscover Grammar*. London: Longman.

Eppler, E. D. & G. Ozon. (2012) *English Words and Sentences: An Introduction*. Cambridge: Cambridge University Press.

Greenbaum, S. (1996) *Oxford English Grammar*. Clarendon Press.

Huddleston, R. and G. K. Pullum (2005) *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.

Hurford, J. (1994) *Grammar: A Student's Guide*. Cambridge: Cambridge University Press.

Kroeger, P. R. (2005) *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press.

Leech, G. (1989) *An A-Z of English Grammar and Usage*. London: Edward Arnold.

Nelson, G. (2010) *English: An Essential Grammar*. Routledge.

Nelson, G. & S. Greenbaum (2015) *An Introduction to English Grammar*. 4<sup>th</sup> edn. Routledge.

- **Please note:** This course does **NOT** cover “Functional Grammar” or “Systemic Functional Grammar,” which are very different approaches to grammar. Books on these topics will not help you in this course. This course deals with **traditional descriptive grammar**.
- If you have forgotten the basics of traditional grammar (e.g. you’ve heard about prepositions but are not quite sure what they are), a very useful refresher course is:

Crystal, D. (2004) *Rediscover Grammar*. London: Longman.

- The following websites were designed for beginners and intermediate learners. They are **NOT** suitable at University level:

[englishgrammar.org](http://englishgrammar.org)

[englishpage.com](http://englishpage.com)

[englishtown.com](http://englishtown.com)

[learnenglish.britishcouncil.org](http://learnenglish.britishcouncil.org)

[ego4u.com](http://ego4u.com)

Wikipedia grammar pages

**Grade A / Excellent: Outstanding performance on ALL learning outcomes.**

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The ‘A’ grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

**Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.**

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

**Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

**Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

**Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

**Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.**

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

**Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.**

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

**Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.**

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

**Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.**

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

**Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.**

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

**Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.**

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.