

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2016/17**

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**Part I Course Overview**

Advanced English Grammar

**Course Title:**

EN2406

**Course Code:**

1 semester

**Course Duration:**

3

**Credit Units:**

B3

**Level:**

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Proposed Area:**

*(for GE courses only)*

English

**Medium of Instruction:**

English

**Medium of Assessment:**

Nil

**Prerequisites:**

*(Course Code and Title)*

Nil

**Precursors:**

*(Course Code and Title)*

Nil

**Equivalent Courses:**

*(Course Code and Title)*

Nil

**Exclusive Courses:**

*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The course aims at providing students with an understanding of the systematic relationship between variation in language and variation in context and at helping students develop the skills to analyze authentic language data. The course also seeks to raise students' awareness of some common errors in English grammar usage.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

Upon successful completion of this course, students should be able to:

| No. | CILOs  | Weighting*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|--|-------------------------------|---|----|----|
|     |  |                               | A1  | A2 | A3 |
| 1.  | Identify the nature of functional grammar;   |                               | √   | √  |    |
| 2.  | Identify the basic organization principles of grammar;                             |                               | √   | √  |    |
| 3.  | Identify the relationship between grammar and meaning;                             |                               | √   | √  |    |
| 4.  | Identify the functions of different constituents in a sentence;                    |                               | √   | √  |    |
| 5.  | Experiment with the ways in which grammatical systems contribute to communication. |                               | √   | √  | √  |
|     |  | 100%                          |   |    |    |

\* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description  | CILO No. |   |   |   |   | Hours/week (if applicable) |
|-----|--|----------|---|---|---|---|----------------------------|
|     |  | 1        | 2 | 3 | 4 | 5 |                            |
| 1.  | <b>Reading the course book</b><br><br>The first eight chapters of the course book contain information related to ALL the topics dealt with in the course. There is a set | √        | √ | √ | √ | √ |                            |

|    |  |   |   |   |   |   |  |  |
|----|--|---|---|---|---|---|--|--|
|    | of questions (with suggested answer keys) at the end of each chapter. Students are encouraged to have completed the reading assignment of the week before class and to discover the basic organizational principles of grammar in class.   |   |   |   |   |   |  |  |
| 2. | <b>Interactive Lecturing</b><br><br>There will be one three-hour lecture every week. In the lectures, basic concepts in Functional Grammar will be examined. The key English grammatical structures and the ways they contribute to communication will be identified. Authentic language in context will be used for illustration.                                   | √ | √ | √ | √ | √ |  |  |
| 3. | <b>In-Class Activities</b><br><br>Students will analyze different texts to discover the relationship between the grammatical structures and the meanings conveyed by the texts. They will also be engaged in activities which allow them to develop critical thinking in the analysis of grammar and to generate appropriate ways in communicating through language. | √ | √ | √ | √ | √ |  |  |

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities   | CILO No. |   |   |   |   | Weighting* | Remarks |
|---|----------|---|---|---|---|------------|---------|
|   | 1        | 2 | 3 | 4 | 5 |            |         |
| Continuous Assessment: <u>100</u> %   |          |   |   |   |   |            |         |
| <b>In-class Tests</b><br><br>Two 50-minute tests (one in the middle of the semester and the other towards the end of the semester) will be designed to help students revise and learn the concepts covered in the course. Their performance in the tests will be assessed individually according to how well they are able to<br><br>(a) reflect on the nature of | √        | √ |   | √ |   |            |         |

|   |  |   |   |   |   |  |      |  |  |
|---|--|---|---|---|---|--|------|--|--|
| <p>functional grammar;<br/> (b) generate theories about the basic organizational principles of grammar; and<br/> (c) reflect on the functions of different constituents in a sentence.</p> <p>Students are encouraged to do continuous revision throughout the course.</p>  |  |   |   |   |   |  |      |  |  |
| <p><b>Individual Assignment</b></p> <p>One individual assignment will be given to students to help them apply their knowledge to the analysis of authentic texts. The assignment will be of two sections.</p> <p>The first section will consist of short analysis questions. Students are required to demonstrate their ability to reflect on the functions of different constituents in a sentence and to generate theories about the basic organizational principles of grammar.</p> <p>The second part will be a short-essay type interpretation question which aims at assessing students' ability to reflect on the ways in which grammatical systems contribute to communication and on the relationship between grammar and meaning.</p> |  | √ | √ | √ | √ |  |      |  |  |
| Examination: __/__% (duration: _____, if applicable)  |  |   |   |   |   |  |      |  |  |
| * The weightings should add up to 100%.   |  |   |   |   |   |  | 100% |  |  |

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task          | Criterion   | Excellent<br>(A+, A, A-)  | Good<br>(B+, B, B-)   | Adequate<br>(C+, C, C-)   | Marginal<br>(D)  | Failure<br>(F)  |
|--------------------------|---|---|---|---|--|---|
| 1. In-class Tests        | Analysis and Interpretation                               | Students demonstrate excellent skills in analyzing how grammatical systems contribute to communication and in explaining the relationship between grammar and meaning.  | Students demonstrate good skills in analyzing how grammatical systems contribute to communication and in explaining the relationship between grammar and meaning.   | Students demonstrate adequate skills in analyzing how grammatical systems contribute to communication and in explaining the relationship between grammar and meaning.   | Students demonstrate very limited skills in analyzing how grammatical systems contribute to communication and in explaining the relationship between grammar and meaning.  | Students cannot demonstrate skills in analyzing how grammatical systems contribute to communication and in explaining the relationship between grammar and meaning.   |
| 2. Individual Assignment | Analysis, Interpretation, Content, Organization, Language | <p>Students demonstrate excellent skills in explaining how grammatical systems contribute to communication and in explaining the relationship between grammar and meaning.</p> <p>They also consistently maintain a high degree of grammatical accuracy in giving explanations.</p> | <p>Students demonstrate good skills in explaining how grammatical systems contribute to communication and in explaining the relationship between grammar and meaning.</p> <p>They also show a relatively high degree of grammatical control in giving explanations.</p> | <p>Students demonstrate adequate skills in explaining how grammatical systems contribute to communication and in explaining the relationship between grammar and meaning.</p> <p>They also communicate with reasonable accuracy in giving explanations.</p> | <p>Students demonstrate very limited skills in explaining how grammatical systems contribute to communication and in explaining the relationship between grammar and meaning.</p> <p>They also use simple structures correctly in giving explanations.</p> | <p>Students cannot demonstrate skills in explaining how grammatical systems contribute to communication and in explaining the relationship between grammar and meaning.</p> <p>They also show only limited control of a few simple grammatical structures and sentence patterns in giving explanations.</p> |

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

*Nature of Functional Grammar*

- Text and context;
- Levels of analysis;
- Experiential meaning, interpersonal meaning, textual meaning.

*Basic Organization of Grammar*

- Noun group, verb group, adjective group, adverb group, prepositional phrase;
- Finite clause, non-finite clause;
- Sentence;
- Different constituents in a group, clause and sentence.

*Representing Things*

- Different kinds of nouns;
- Structure of a noun group;
- Nominalization.

*Doing and Happening*

- Different kinds of verbs;
- Structure of a verb group;
- Transitivity patterns;
- Ergativity.

*Processes and Participants*

- Participant roles;
- Action process, mental process, relational process, existential process;
- Meaning making potential of English grammar.

*Representing Times*

- Tense;
- Temporal Adjuncts;
- Choice of tenses;
- Meaning making potential of English tenses.

*Common Errors*

- Common errors in English

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

|    |   |
|----|---|
| 1. | Lock, G. (1996). <i>Functional English grammar: an introduction for second language teachers</i> . Cambridge: Cambridge University Press. |
|----|---|

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

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| 1. | Bloor, T & Bloor, M. (1995). <i>The functional analysis of English – a Hallidayan approach</i> . |
|----|--|

|     |   |
|-----|---|
|     | London; New York: Arnold.   |
| 2.  | Butt, D. et al. (1995). <i>Using functional grammar: an explorer's guide</i> . Revised Edition. Macquarie University: National Centre for English Language Teaching and Research. |
| 3.  | Coffin, C., Hewings, A. and O'Halloran, K. (eds.) (2004). <i>Applying English grammar: functional and corpus approaches</i> . London: Arnold.                                     |
| 4.  | Downing, A & Locke, P. (1992). <i>A university course in English grammar</i> . Prentice Hall International English Language Teaching.   |
| 5.  | Eggins, S. (1994). <i>An introduction to systemic functional linguistics</i> . London: Pinter Publications.   |
| 6.  | Halliday, M.A.K. (2004). <i>An introduction to functional grammar</i> . 3 <sup>rd</sup> edition. London: Edward Arnold.   |
| 7.  | Lock, G. (1996). <i>Functional English grammar: an introduction for second language teachers</i> . Cambridge University Press.  |
| 8.  | Sinclair et al (eds.) (1990). <i>Collins COBUILD English grammar</i> . London and Glasgow: Collins.   |
| 9.  | Thompson, G. (1996). <i>Introducing functional grammar</i> . London; New York: Arnold.  |
| 10. | Yule, G. (1998). <i>Explaining English grammar</i> . Oxford University Press.   |