



Philadelphia University

Faculty of Arts

Department of English

1st Semester, 2018/2019

Course Syllabus

Course Title: Syntax Level: 3 rd Year Prerequisite (s): Linguistics Co requisite(s): -----	Course Code: 0120325 Credit Hours: (3) Lecture Time: 9:00-10:10 Sunday, Tuesday, Thursday
Lecturer's Name: Dr. Khalil Nofal Rank: Associate. Professor Office Number: Office Hours: Sunday & Tuesday & Thursday 11:00-12:00 Monday & Wednesday 9:45-11:00 Phone: 06- 4799000 Ext: 2420 E-mail: knofal@philadelphia.edu.jo	

Course Coordinator: Dr. Khalil Nofal

Course Descriptions:

This course provides a general survey of the assumptions and techniques of the analysis of syntactic structures. The theoretical origins of various grammatical theories in modern linguistics will be examined with emphasis on the transformational generative approach and its application to English.

Aims (Course Purpose):

The course aims at introducing students to the categories and principal structures of English syntax. The course also aims at teaching them how to recognize and analyze these categories and structures. Furthermore, the course aims to provide them with a descriptive method and terminology which are as explicit and consistent as possible. In addition, the course is expected to develop their skill in syntactic argumentation.

Teaching Methods:

- Lectures
- Assignments & workbook
- Tutorial
- Seminars
- Reports
- Presentations



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Learning Outcomes:

At the end of this module, student will be able to:

- analyse English word structure in terms of affixation, and
- analyse English phrase and sentence structures in terms of categories and functions

Intended Learning Outcomes A1/A5/B5/C2/C3/D1/D2

(Knowledge and Understanding, Intellectual Skills, Practical Skills, Transferable Skills)

Learning Outcomes

By completing this module students should be able to:

a. Knowledge & Understanding:

know and understand (be familiar with) affixation, categories, functions and principal structures of English syntax.

b. Intellectual Skills (cognitive & analytical):

recognize and analyse English word structure, phrase structure and sentence structures in terms of categories and function

c. Practical; Skills

apply their knowledge in using the appropriate terminology in syntactic description.

d. Transferable Skills:

display analytical skill in describing sentences categorically and functionally. Additionally, they should be able to transfer their knowledge of syntax in their daily life in speaking and writing skills.

Contribution to Program Learning Outcomes:

A1,A5,B5,C2,C3,D1,D2

Course of Assessment	Score	Date
First Exam	20%	Week 6
Second Exam	20%	Week 12
Assignment / Seminar / Project / Quizzes / Tutorial	20%	Throughout the course
Final Exam	40%	Week 16



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Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

1. Documentation Style (with illustrative examples)

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

* Book

Trudgill, P. and Hannah, J. (1994, 3rd edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

* Chapter/ extract from an edited collection

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

* Paper in a journal or magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

Journal article:

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.



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Book article:

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

Magazine article:

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

Daily newspaper article:

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

Entry in an encyclopedia:

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <<http://www.ccs.neu.edu/home/1pb/mud-history.html>> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996. <<http://falcon.eku.edu/honors/beyond-mla/>> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

2. Protection of Copyright

Publications in all forms require permission from the copyright owner in advance. You are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher or a license from the Copyright Licensing Agency Limited. (www.cla.co.uk).

Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.



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3. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

Course Outline:

Week	Chapter	Subject
(1)	0	Introduction
(2)	0	Introduction
(3)	1	The morpheme
(4)	2	The word
(5)	2	The word
(6)	2	The word
(7)	5	The structure of the word
(8)	3	The phrase
(9)	3	The phrase
(10)	3	The phrase
(11)	6	The structure of the phrase
(12)	6	The structure of the phrase
(13)	6	The structure of the phrase
(14)	4	The sentence
(15)	7	The structure of the sentence (Functions)
(16)	8	The structure of the sentence (Realization)

► **Make-up exams will be offered for valid reasons only with consent of the Dean. They may be different from regular exams in content and format.**

Attendance Policy

Lecture attendance is mandatory. Student is allowed maximally 15% absentia of the total module hours. More than this percentage, student with an excuse will be drawn from the module. Otherwise, student will be deprived from the module with zero mark assigned.

Course Policies:

You are allowed up to 15% absences. If you exceed this number, you will fail the course.



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Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend but you will be considered absent.

No Make- up exams, no exceptions.

Plagiarism is a serious academic offense that will result in your failing the course.

Learning spark notes by hearts and repeating the information word by word in the exam is a type of plagiarism.

Participation is an essential part of course work. It does not merely mean coming to class; it involves preparing beforehand and playing an active role in class discussion.

Expected Workload:

On average you should expect to spend at least (3) hours per week on this module.

Text Book(s):

Title: English Syntactic Structures

Author(s)/Editor(s): Flor Aarts, Jan Aarts

Publisher: Prentice Hall International (UK) Ltd.

ISBN

In addition to the above, the students will be provided with handouts by the lecturer, and they will do some exercises in the workbook

References:

Students will be expected to give the same attention to these references as given to the Module textbook(s)

1. Quirk et. Al. (1972) A Grammar of Contemporary English - Longman.
2. Quirk et. Al. (1985) A Comprehensive Grammar of the English Language Longman.
3. Carnie, A.(2007). Syntax. A Generative Introduction. Blackwell Publishing.
4. Lobeck, A(200). Discoursing Grammar. An introduction to English Sentence Structure. Oxford University Press.
5. Headleston,R.and Pullum,G.(2007). A Student's Introduction to English Grammar. Cambridge University Press.