

University of Puerto Rico  
Rio Piedras Campus  
College of Humanities- English Department

SYLLABUS

- A. Professor: Marlene Aponte, JD, MA TESL, (PhD Candidate 2018)  
marlene.aponte@upr.edu  
T-TH 2:40-3:30pm Richardson Seminar Room (Pedreira 108)  
T-TH 8:00-9:00am or by appointment at office (TBA)
- B. Course Title: The Grammar of Modern English<sup>i</sup>
- C. Code: INGL 4206 Room LPM 308 - Section 1 9:00-10:40  
Section 2 11:00-12:40
- D. Credit Hours: 45 hours/ 3 credit hours
- E. Prerequisites: This course is for students who are proficient in English. Students should have taken one of the following: INGL 31033104 or INGL 3011-3012, or be at Level 5 on the English Department Placement Test or have Advanced Placement in English. This is NOT a skills course.
- F. Course description: This course is designed for students who are interested in understanding the syntactic structure of Modern English. While the material presented is not tied to any particular grammatical model, it provides an understanding of constituent structure. During this course the student will become familiar with the key concepts and tools of syntactic analysis, such as the features of word class categories and the use of tree diagrams.
- G. Objectives: By the end of this course, students will be able to:
- Analyze the structure of English sentences and their component parts.
  - Recognize and differentiate the main constituents of English phrases, clauses, and sentences.
  - Recognize and differentiate the main sentence, clause and phrase types found in English.
  - Categorize and classify English verbs according to their form and according to their function in the sentence.
  - Define and differentiate the various word classes of English.
  - Explore the various ways that sentence constituents can be realized.
  - Analyze the typical grammatical errors made by Spanish speakers learning English

H. Course Outline: (tentative and subject to change) 45 contact hours, subject to 11.25 alternative method classes

Session 1: Introduction to course. Discussion of Ch. 1: Identifying verb types. Read Ch. 1 and 2 for next class.

Session 2: Discussion of Ch. 2: Relating words, phrases and slots. Quiz #1 at end of class (closed book). Read Ch. 3 for next class.

Session 3: Discussion of Ch. 3: Expanding verb phrases. Quiz #2 at end of class (open book). Read Ch. 4 for next class.

Session 4: Discussion of Ch. 4: Exploring noun phrases. Quiz #3 at end of class (open book). Read Ch. 5 for next class. Do Assignment #1 for next class.

Session 5: Special Assignment #1 collected. Discussion of Ch. 5: Rearranging & compounding. Quiz #4 at end of class (open book). Read Ch. 6 for next class.

Session 6: Special Assignment #1 returned. Begin discussion of Ch. 6: Constructing relative clauses. Finish reading Ch. 6 for next class.

Session 7: Finish discussion of Ch. 6. Quiz #5 at end of class. Read Ch. 7 for next class.

Session 8: Begin discussion of Ch. 7: Reducing relative clauses to phrases. Finish reading Ch. 7 for next class. Do Special Assignment #2 for next class.

Session 9: Special Assignment #2 collected. Finish discussion of Ch. 7. Quiz #6 at end of class. Read Ch. 8 for next class.

Session 10: Special Assignment #2 returned. Begin discussion of Ch. 8: Making noun clauses, gerunds and infinitives. Finish reading Ch. 8 for next class.

Session 11: Finish discussion of Ch. 8. Quiz #7 at end of class (open book). Read Ch. 10 for next class. (Note: we will skip Ch. 9—anyone desiring extra credit may do this chapter and its exercises.)

Session 12: Discuss Ch. 10: What can you do now that you can do grammar? Quiz #8 at end of class (open book).

Session 13: Analysis of common student errors in English based on Level 1 student papers.

Session 14: Review for final exam.

Session 15: Last day of class. Final exam (open book).

I. Teaching Strategies: Lecture, class discussion of text and homework, intensive practice

\*Cumplimiento con la Ley 51

Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el(la) profesor(a) al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el(la) profesor(a).

J. Evaluation:

Attendance and class participation in exercises	25%
Special assignments (2)	25%
Quizzes (8)	25%

**Attendance Policy:**

0 absences = 100%	3 latenesses (more than 5 minutes) = 1 absence
1 absence = 95%	
2 absences = 90%	If you miss a weekly quiz and take a makeup
3 absences = 85%	during the next class, the penalty is:
4 absences = 80%	minus 1 point. No makeups will
5 absences = 75%	be given after the second week.
6 absences = 70%	
7 absences = 65%	
8 absences = 60%	
9 absences = 55%	
10 absences = 50%	
11 absences = 45 %	
12 absences = 40%	
13 absences = 35%	
14 absences = 30%	
15 absences = 25%	

K. \*Grading system: A, B, C, D, F

\*Differentiated evaluation for special needs' students.

L. Bibliography:

Primary Text:

**Morenberg, Max. 2001. *Doing Grammar*, 3<sup>rd</sup> ed. Oxford/New York: Oxford University Press.**

Secondary Texts (Optional as references):

Bresnan, Joan. 2001. *Lexical-Functional Syntax*. Oxford: Blackwells.

Chomsky, Noam. 1995. *The Minimalist Program*. Cambridge: MIT Press.

Cook, Vivian and Mark Newson. 1996. *Chomsky's Universal Grammar*. Oxford: Blackwell.

Foley, William A. and Robert D. Van Valin. 1984. *Functional Syntax and Universal Grammar*. Cambridge: CUP.

Goldberg, Adele E. 1995. *Constructions: A Construction Grammar Approach to Argument Structure*. Chicago: Univ. of Chicago Press.

Pollard, C. and I. Sag. 1994. *Head-Driven Phrase Structure Grammar*. Chicago: Univ. of Chicago Press.

Quirk, R., S. Greenbaum, G. Leech, and J. Svartvik. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.

Radford, Andrew. 1988. *Transformational Syntax*. Cambridge: CUP.

Radford, Andrew. 2002. *Syntactic Theory and the Structure of English: A Minimalist Approach*. Cambridge: CUP.

Sampson, Geoffrey. 1977. *Schools of Linguistics*. Stanford: Stanford University Press. Van Valin, Robert D. Introduction to Syntax. Cambridge: CUP.

Verspoor, M. and K. Sauter. 2000. *English Sentence Analysis: An Introductory Course*. Amsterdam: Benjamins.

O. Internet Resources:

Government and Binding, a step-by-step guide: [www.sil.org/mexico/linq/E002-IntroGB.htm](http://www.sil.org/mexico/linq/E002-IntroGB.htm)

Minimalist Syntax Homepage: <http://minimalism.linguistics.arizona.edu/AMSA/papersindex.html>

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<sup>i</sup> This is a 2018 adapted version of Alicia Pousada PhD's syllabus for this course.