

INGL 4206-Grammar of Modern English: Sentence and Clause Structure

Tuesdays 5:00-7:50pm (online meetings with Zoom)

Prof. Marina Martinez Cora
marina.martinez@upr.edu

Office hours, Tuesdays 3 to
4 pm or by appointments

Texts: Morenberg, Max. (2014) *Doing Grammar* (5th ed.). Oxford/New York: Oxford University Press.

Catalog Course Description: Syntactic analysis of constituent structure of English, proceeding from the simple sentence to the complex, including the noun phrase, adjective clause, noun clause, gerund and infinitive phrases, and compound structures.

Additional Information: This course is designed for those students who are interested in understanding the syntactic structure of Modern English for analysis, criticism and/or composition. Our aim is to provide students with information about and experience in analyzing, parsing, and composing grammatical constituents in English. The course is designed so that students will take control of their own learning needs and outcomes. This is different from your regular lecture course; students will dedicate time to reading and learning content outside class time and completing exercises both in class and as assigned homework with structured guidance from the professor. Classes will be interactive and students will be given ample opportunity to work individually and to participate in small group work and whole class problem solving activities. This course has a two-fold purpose: to familiarize the student with field specific problems and terminology; and to provide a theoretical background for those interested in continuing the study of grammar. To enroll in this course, students should have taken English 3103-3104, or 3011-3012, and/or have scored at level five on the Placement Test.

Objectives:

At the conclusion of the course, students will be able to:

- a. identify different grammatical constituents;
- b. use tools of syntactic analysis such as word class categories and tree diagrams;
- c. differentiate the main constituents of phrases, clauses and sentences;
- d. classify the typology of English verbs;
- e. reduce grammatical constituents embedded in larger structures

Evaluation:

Chap. Exams: 2 (100 points each)	40%
Final Exam/Short Presentation (75 points in total)	15%
Homework (short homework questions)	25%
Participation: Quality 10% (quizzes, bibliography)	<u>20%</u>
Effort 10% (active participation, readiness)	
	100%

Only with evidence of a valid excuse (medical, death in the family) you can make up any work assigned or examination.

Exams: There will be two exams and a final (or short presentation). Be sure to schedule your appointments/travel so that they do not conflict with course examinations. If you miss a test without a valid written excuse, then your total average will reflect a missing score (a "0").

Final exam/presentation: You can either take a final exam, or complete a short research project. The project consists of describing an observation you have made on some grammatical phenomenon, finding bibliographic sources for this topic, and preparing a short, original essay analyzing the phenomenon. It should include a two-page bibliography (only 10% of sources can

be general material from the internet). This should be planned in advance, so that you should meet with Prof. Martinez Cora before March 20 to discuss your topic. We will discuss how to conduct analysis of phenomena in class and during lab sessions. If any material is plagiarized, you will get a zero (“0”) on the essay.

Attendance & Participation: A significant percentage of your grade depends on your daily participation in class (20%). You will be evaluated on your readiness, participation in class discussions, for completing your work on time, and on the quality of your response. It is important that you complete the readings at home, so that class time can be spent discussing the material. I might give a pop quiz on the material assigned for the day or assign bibliographic searches to turn-in on that day. Perfect attendance and outstanding participation will provide the student additional percentage points. Skipping classes or failure to hand in assignments will lower your participation grade as well as your final grade. **No cell phone use** is allowed during class time unless scheduled as part of class activities. Unauthorized use of cell phones during class may result in a zero in class participation. Every three late arrivals equal an absence. Missing 15 minutes or more from class time, unless excused, equals an absence.

Homework: I will assume that you have prepared the assigned readings and exercises before class. I might assign a few questions or exercise to answer before class. All work is due on the day assigned. Failure to turn in work on time will result in a zero. I will assign two sets of questions on specific chapters to turn your answers in. These will test your ability to apply concepts you have learned throughout the semester. A student **MUST BE PRESENT** in class to hand in his / her assignment. Otherwise, he / she will receive a grade of 0,

Grading System: A, B, C, D, F

Students with special needs will be provided reasonable accommodation in evaluation procedures according to their needs (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 algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a).”

NEED HELP? I will be happy to help you during office hours with anything related to the course material. Send me an email during my office hours and we will connect via Zoom or Blue button platform. During class time, it's up to you to let me know if you do not understand. Do not let things go too far before you ask for help.

Students with special needs will be provided reasonable accommodation in evaluation procedures according to their needs (Ley 51):

“Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. 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 el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a

Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.”

Also, they are protected against sexual harassment by Certificación 39 (2018-2019):

“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.”

Statement on Academic Honesty:

"La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que 'la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta'. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. **Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y a distancia deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.**"

Need help? I will be happy to help you during my office hours with anything related to the course material. Send an email message and I will send you a link and we will connect virtually.

Schedule: Morenberg, Max. (2014) *Doing Grammar* (5th ed.). Oxford/New York: Oxford University Press.

Dates	Topic/Activities (in-class)	Text & material
January		
19	Introduction: Course Introduction / Discussion of Syllabus	
26	Relating Words, Phrases, and Slots	Chapter 1 (MM)
February		
2 & 9	Identifying Verbs and Core Sentences	Chapter 2 (MM)
16 & 23	Expanding Verb Phrases	Chapter 3 (MM)
March 2	Exam #1 (1.5 hour class)	Chapter 1- 3 (MM)
March		
2 & 9	Exploring Noun Phrases	Chapter 4 (MM)
16 & 23	Rearranging and Compounding	Chapter 5 & 6 (MM)
30	Constructing Relative Clauses	Chapter 6

April		
6	Constructing Relative Clauses	Chapter 6 (MM)
13 & 20	Reducing Relative Clauses to Phrases	Chapter 7 (MM)
27	Making Noun Clauses, Gerunds, and Infinitives	Chapter 8 (MM)
May		
4	Exam #2	Chapter 4-8 (MM)
11 & 18	Final Exam/Research Essay and Presentation	

References:

- Bresnan, J. (2001). *Lexical-functional syntax*. Oxford: Blackwell.
- Brinton, L. J. & Brinton, D. M. (2010). *The linguistic structure of modern English: A linguistic introduction*. Amsterdam / Philadelphia: Benjamins.
- Chomsky, N. (1995). *The minimalist program*. Cambridge: MIT Press.
- Curzan, A. & Adams, M. P. (2011) *How English Works: A Linguistics Introduction (3rd Ed.)*. Pearson Long man.
- Downing, A. (2015) *English Grammar: A University Course (3rd Ed.)*. Oxon: Routledge.
- Fabb, N. (2005). *Sentence structure (2nd ed.)*. Oxon: Routledge.
- Foley, W. A. & Van Valin, R. D. (1984). *Functional syntax and universal grammar*. Cambridge: CUP.
- Haegeman, L. (1994). *Introduction to government and binding theory (2nd ed.)*. Oxford, UK/Cambridge US: Blackwell.
- Moravcsik, E. A. (2006). *An introduction to syntax: Fundamentals of syntactic analysis*. London / New York: Continuum.
- Morenberg, Max. (2010) *Doing Grammar (4th ed.)*. Oxford/New York: Oxford University Press.
- Pollard, C. & Sag, I. (1994). *Head-driven phrase structure grammar*. Chicago: University of Chicago Press.
- Radford, A. (2002). *Syntactic theory and the structure of English: A minimalist approach*. Cambridge: CUP.
- Sag, I. A., Wason, T. & Bender, E. (2013). *Syntactic Theory: A formal introduction (2nd Ed.)*. CSLI Publications.
- Truss, L. (2006). *Eats, Shoots & Leaves: The zero tolerance approach to punctuation*. New York: Gotham.
- University of Arizona, Department of Linguistics. *The minimalist syntax homepage*. Retrieved from: <http://minimalism.linguistics.arizona.edu/>
- Verspoor, M. & Sauter, K. (2000). *English sentence analysis: An introductory course*. Amsterdam: Benjamins.
- Washington University. *Phrase, structure, rules, trees, constituents, recursion...*
Retrieved from: http://faculty.washington.edu/wassink/LING200/lect14_syntax2.pdf