

**University of Puerto Rico
Río Piedras Campus
School of Humanities
Graduate Program in Translation**

A) Course Title

English Syntax

B) Course Code

TRAD 6457-OU1

C) Number of Credits

03 Credits

D) Prerequisites, co-requisites and other requirements

Proficiency in English

E) Course Description

Transpositions of structures which are impossible to translate literally are the focus. The presentation is by British empirical methods and inductive reasoning. All examples have actually occurred in print and range throughout the world, nineteenth century to the present, literary and even non-standard usage. Multiple possibilities according to different contexts, registers, and genres are analyzed in detail, including punctuation.

F) Objectives

1. To analyze the structure of sentences and their component parts
2. To classify verbs according to their form and function in the sentence
3. To recognize the main sentence, clause, and phrase types
4. To explore various transformations possible in English, with attention to word order.

G) Teaching Strategies

1. Summaries by teacher
2. Practice by students

3. Frequent testing and review

H) Course Summary and Distribution of Class Hours

<u>Topic</u>	<u>Class Hours</u>
Tenses and Verb Groups	6
Subjunctive Mood	6
<i>Se</i> and Related Usage	6
Description in Spanish	6
Free Adjuncts	6
Word Order	6
Review of Semester	6
Final Test	6
Review of Final Test Results	<u>6</u>
Total	45

I) Educational Resources

Students will have access to appropriate library materials online, paid by the University of Puerto Rico. Professor will send course materials to students via email.

J) Course Calendar

TRAD 6457-2U1 “English Syntax” Fall 2021; Dr. M. Charlotte Ward. Mon. 5:30–8:20PM

August 16: GoogleMeet, 5:30 pm, Puerto Rican time. Introduction to course expectations. 1st assignment due August 18, for which extracts from Brian Steel, Translation from Spanish (Sociedad General Española de Librería, 3rd ed., 1997), sent by professor.

August 23: Test on Chapter 1, “Tenses and Verb Groups, especially perfect and continuous, modals, person expressed” Assignment from Chapter 2, “Subjunctive Mood,” due August 30.

August 30: Individual reviews of test results with grammar and punctuation rules based on Simon & Schuster Handbook for , eds. Lynn Troyka and Douglas Hesse (11th ed., 2016).

Assignment from Chapter 2, “Subjunctive Mood,” due August 23.

September 6: Labor Day, NO CLASS

September 13: Test on Chapter 2, “Subjunctive Mood,” especially “if” clauses, indicative, imperative, 3rd person singular. Assignment from Chapter 3, “Se and Related Usage,” due September 15.

September 20: Individual reviews of test results. Reflexive rendered by English passive, impersonal, intensive, lexical.

September 27: Test on Chapter 3. Assignment from Chapter 4, “Description in Spanish,” due September 29.

October 4: GoogleMeet. Review of test results on previous assignments and MLA Handbook (9th ed., 2000).

October 11: Test on Chapter 4. Assignment from Chapter 5, “Free Adjuncts,” due October 13.
 October 18: Individual reviews of test results. Remarks on formal English rejection of historic present and fewer relative clauses.
 October 25: Test on Chapter 5. Assignment from Chapter 6, “Word Order,” due October 27.
 November 1: Individual reviews of test results. Remarks on emphatic and multiple adjective inversion in English.
 November 8: Test on Chapter 6. Assignment from review of all chapters, with summary of different registers (literary, journalistic, colloquial).
 November 15: Individual reviews of test results. Further practice examples.
 November 22: Individual suggestions for study.
 November 29: Final test on all chapters, due December 1.
 December 6: GoogleMeet. Discussion of exam results

K) Evaluation

Quizzes (6)	60 %
Final exam	20 %
Class participation	20 %
Total.....	100 %

(Evaluation will take into consideration the particularities of students with special needs.)

L) Reasonable Accommodation

Students receiving Vocational Rehabilitation services must inform the instructor at the beginning of the semester so that reasonable accommodation and any necessary equipment can be provided, in keeping with the recommendations of the Coordinating Office for People with Disabilities (Oficina de Asuntos para las Personas con Impedimentos -- OAPI) under the Office of the Dean of Student Affairs. Students with special needs must also inform the instructor of any accommodation-related needs.

M) Academic Integrity

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR General Student Bylaws (Certification No. 13, 2009-2010, of the UPR Board of Trustees) establishes that “academic dishonesty includes but is not limited to: fraudulent actions, obtaining grades or academic degrees using false or fraudulent pretexts, entirely or partially copying academic work from another person, entirely or partially plagiarizing the work of another person, entirely or partially copying responses from another person to examination questions, having another person take any test, oral or written examination on the student’s behalf, as well as assisting or facilitating any person to incur in the aforementioned conduct.” Fraudulent conduct refers to “behavior with the intent to defraud, including, but not

limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University of Puerto Rico or any other institution.” Any of these actions shall be subject to disciplinary sanctions in accordance with the respective disciplinary procedure, as stated in the current UPR Student Bylaws.

N) Grading Scale

Quantifiable

- A 90–100
- B 80–89
- C 70–79
- D 60–69
- F 59 or less

O) Bibliography

- Baranowski, Edward, et al. *Bilingual Grammar of English-Spanish Syntax*. University Press of America, 2014. 1st ed., rev. 2nd ed. William Bradford and Sam Hill, 1990.
- Birton-Roberts, Noel. *Analysing Sentences: An Introduction to English Syntax*, 1997, 4th ed. 2016.
- Blau, Eileen Kay. *The Effect of Syntax on Readability for English-Speaking Adults of English as a Second Language*. Creative Partners, 2014.
- Bresnan, Joan. *Lexical/Functional Syntax*. Blackwells, 2001.
- Brown, Keith, et al. *A Critical Account of English Syntax*. Edinburgh UP, 2016
- Castillo, Concha: *A Comparative Introduction. English Syntax for Spanish-Speakers*. Peter Lang, 2003.
- Chomsky, Noam. *Syntactic Structures*. Walter de Gruyter, 1963, 2002
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- Fennet, Peter, et al. *Introducing English Syntax*. Routledge, 2017.
- Gelderen, Elly van. *Introduction to the Grammar of English: Syntactic Arguments & Socio-Historical Backgrounds*. John Benjamins, 2004.
- Guéron, Jacqueline. *The Syntax of Time*. MIT P, 2004.
- Haegerman, Liliane, et al. *A Modern Course in English Syntax*. Routledge, 2015.
- Haynie, Martha. *English Syntax and Analysis*. Creative Publishers, 2015.
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- Kawaguchi, Yu, et al. *Prosody and Syntax*. John Benjamins, 2006.
- Kilby, David. *Descriptive Syntax and the English Verb*. Routledge. 2019. Ebookj 978036735. Taylor & Francis.
- Kohler, Michelle. “Developing Intercultural Language Learning,” *A Dynamic Approach to Second Language Learning*, edited by Marjolin Verspoor, K de Bot, and W. Lowie, John Benjamins, 2020, pp. 5-24.
- Kroeger, Paul. R. *Analyzing Syntax: A Lexical Functional Approach*. Cambridge UP, 2005.

Modern Language Association of America, *MLA Handbook*, 9th ed., 2020. MLA Style
 Webinarstyle.mla.org.

Prado-Alonso, Carlos. *Full Verb Inversion in Written and Spoken English*. Peter Lang, 2011.

Radford, Andrew. *An Introduction to English Syntax Structure*. Cambridge, UP, 2020.

Ramchaud, Gillian. *Situations and Syntactic Structures: Rethinking Auxiliaries and Order in English*. MIT P, 2018.

Richardson, William. *Principles of English Syntax*. Creative Media Partners, 2018.

Saint-Dizier, Patrick. ed. *Syntax & Semantics of Prepositions*. NY: Springer, 2006.

Schlesinger, Izchak M. *Cognitive Space & Linguistic Case: Semantic & Syntactic Categories in English*. Cambridge, UP, 2006.

Steel, Brian. *Translation from Spanish*. Sociedad General Española de Librería, 1979, 3rd ed. 1997.

Tortora, Christina. *Understanding Sentence Structure: An Introduction to English Syntax*. John Wiley, 2018.

Troyka, Lynn, and Douglas Hesse. *Simon & Schuster Handbook for Writers*. 11th ed., 2016.

Van Valin, Robert D. *Exploring the Syntax-Semantics Interface*. Cambridge UP, 2005.

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

P) Institutional Policies

- [Guía para la creación uniforme y registro de cursos en la UPR \(Cert. 33, 2020-2021, JG que enmienda la Cert. 42 2019-2020 JG\)](#)
- [Ley 51 y Prontuarios \(Circ 09 2002 2003 DAA\)](#)
- [Incorporación de Bibliografías e Incorporación de Referencias Electrónicas en Prontuarios \(Circ 10 2005 2006 DAA\)](#)
- [Circular 5 \(2017-2018\) Programación de la Oferta Académica y Matrícula Mínima en Secciones](#)
- [Cert. Núm. 39 2018-2019 del Senado Académico](#) Normativa sobre discrimen por sexo y género en modalidad de violencia sexual en los prontuarios/sílabos de los cursos del Recinto de Río Piedras.