جامعة المجمعة
Majmaah University

VISION رؤية 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS
(CS)

Ramadan 1438 H , June 2017

Institution:	College of Education.
Academic Department :	English Department
Programme :	English Language (B.Ed. programme)
Course Title and Code :	Syntax (ENGL 413)
Specification Approved Date :	12/6/1440 H, 17/2/2019

Course Specifications

Institution: Majmaah University	Date: 12/6/1440 H, 17/2/2019
College/Department : College of Education, English Department	

A. Course Identification and General Information

1. Course title and code:

Syntax (ENGL413)

2. Credit hours:
3 credit hours

3. Program(s) in which the course is offered.
(If general elective available in many programs indicate this rather than list programs)

English Language

4. Name of faculty member responsible for the course

Abdelmagid Abdelrahman (PhD)

5. Level/year at which this course is offered:
8th level

6. Pre-requisites for this course (if any):
Introduction to Linguistics (ENGL 315
Morphology (ENGL 314)

7. Co-requisites for this course (if any):

NA

8. Location if not on main campus:

NA

9 - Mode of Instruction (mark all that apply)

A - Traditional classroom	√	What percentage?	70 %
B - Blended (traditional and online)	√	What percentage?	10 %
D - e-learning	√	What percentage?	20 %
E - Correspondence		What percentage?	……. %
F - Other		What percentage?	……. %

Comments :

……

Comments:

B Objectives

1. What is the main purpose for this course?

By the end of the course, students are expected to:

1. Outline and discuss the key theories, ideas, terms, principles and approaches and methods of syntax and syntactic analyses.

2. Describe the building blocks of the structure of sentences (e.g. constituents, syntactic categories, etc.)(by identifying constituents and categories in a sentence).

3. Understand the main principles, tenets, ideas, terms, theories and approaches of Generative Grammar and Chomskyan methods of analysis(by for instance being able to explain and discuss them).

4. Discuss the connection between language and human mind(by being able to outline and discuss Mental Grammar, UG, Infinity, Recursion, etc.).

5. Analyse English sentences using a variety of syntactic methods (Phrase Structure-Transformational Rules- X-bar rules, MP framework, etc).
6. Define briefly Halliday's Systemic Functional Grammar (SFG) and Charles Fillmore's Case Grammar.
7. Compare and contrast Chomsky's Transformational Generative Grammar with Halliday's Systemic Functional Grammar (SFG).

8. Use the knowledge they obtain from the study of syntax to think scientifically, critically, reasonably and validly.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

Using a mixture of methods that combine informative traditional lecturing with a set of modern classroom learner-centred techniques. The latter techniques make use of technology and (ICT).

C. Course Description(Note: General description in the form used in Bulletin or handbook)

Course Description:

Syntax is the sub-branch of grammar which examines the structure of sentences (the other one being Morphology which studies the structure of words). The two (Morphology and Syntax) constitute an indispensably significant part of any university linguistics course of study(the linguistics component of the study plan).

Students will generally be equipped with the key notions, theories/approaches, terms, tools, and methods of syntactic theory and syntactic analyses. Though the analysis, in this course tend to draw preeminently on Chomskyan Generativism, other leading schools such as Halliday's Systemic-Functional Grammar (SFG), Fillmore's Case Grammar, etc., will also be slightly touched on.
Focal syntactic concepts such as : Constituency/constituency tests, Syntactic Categories (lexical, phrasal and functional categories), Grammaticality/Well-formedness, Discreteness, Creativity/Infinity, Generative, Universal Grammar, Language Faculty, Recursion/Embeddedness, etc., will generally be surveyed. In addition, Phrase Structure rules/trees, UG, Deep-Structure (d-structure) & Surface Structure (s-Structure) and Transformational rules will be explained, discussed and practiced. In addition, the later models of analysis such as X-bar, Government and Binding (GB) and Minimalist Programme (MP) are also expected to be briefly surveyed. Furthermore, training students to think scientifically, reasonably and validly is one of the underlying objectives of teaching Syntax.

Instructors are advised to vary both the methods of teaching and the strategies of assessment (along with textbook and materials selection and preparation): lecturing, class presentations/discussions, peer-teaching/reviewing, etc.; assessment may include: tests, quizzes, response papers, class presentations, written assignments, fieldwork, etc.

List of Topics	No. of Weeks	Contact Hours
Course Introduction + remedial work on morphology and general linguistics.	**1**	**3**
What is Syntax and what is Syntactic Analysis? (definition of basic/key ideas, concepts and terms in Syntax, syntactic knowledge)..includes also an introduction to Chomsky and the tenets of his theory.	**3**	**9**
Sentence Structure (the building blocks: Constituents &	**2**	**6**

Syntactic Categories, how categories relate to traditional parts of speech).		
Syntactic Rules, Phrase Structure Rules & Trees, Transformational Rules (d-structure & s-structure, move aux, question-formation, wh-movement, passivisation, affix-hopping, d-support, etc.).	**2**	**6**
Exercises on PS trees & transformations & Mid-term test.	**1**	**3**
More focus on theoretical principles such as Language Faculty & Universal Grammar and Recusion/embedddness (including the Principles and Parameters Theory).	**1**	**3**
An introduction to the more recent models of analysis such as X-bar, Government and Binding (GB) and Minimalist Programme(MP), comparing and contrasting these with the older trees and models.	**2**	**6**
A brief introduction to some other methods of syntactic analysis (e.g. Halliday's Systemic Functional Grammar, Fillmore's Case Grammar).	**1**	**3**
An Overall Review/Revision, Midterm(s) + Final Exam.	**2**	**6**

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	**Planed**	**38**				**7**	**45**
	Actual	**37**				**6**	**43**
Credit	**Planed**	**40**				**5**	**45**
	Actual	**38**				**6**	**44**

3. Additional private study/learning hours expected for students per week. ☐

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment

methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	**Describing primary methods, concepts, terms and approaches of Syntax and Syntactic Analyses.**	Lecturing & Discussion	Post-class quiz and discussion+ mid & final exams.
1.2	**Portraying how sentence structure works (esp. in the context of English language)—linear and hierarchical structure.**	Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
1.3	**Getting a close insight into the close relationship between syntactic mechanisms and mental workings (e.g. structure-dependency, UG, recursion, and human thinking).**	Mixed methods, lecturing, class discussion, individual and class tasks.	A task/quiz involving getting students to draw tree diagrams for a set of various sentences
2.0	**Cognitive Skills**		
2.1	**Conceptualising and interpreting the relationship between language structure and mind (e.g. recursion and thinking).** **-Discuss recursion and sentence embeddedness.**	Lecturing , Discussion , Student data projector presentation.	A task /quiz involving getting students to think of and write recursive sentences and phrases.
2.2	**Analysing various English sentences into their basic components using phrase structure rules and trees and transformational rules.**	Mixed methods, lecturing, class discussion,	A task involving getting students to

	- **Analyse sentences using X-bar, BG and MP rules.**	individual and class tasks (getting them to draw trees on the board).	draw tree diagrams for a set of various sentences.
2.3	**Comparing and contrasting several approaches and methods of sentence structure analyses (e.g. Chomsky's vs. Halliday's methods).**	Lecturing & Class Discussion.	Response paper
2.4	**Classifying and enumerating syntactic rules and functions of PS trees.**	Lecturing & Class Discussion	Post-class quiz
2.5	**Describing and interpreting structural ambiguities (using PS trees).**	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board.	A small task involving drawing trees for a set of ambiguous sentences
2.6	**.....**	.....	.....
3.0	**Interpersonal Skills & Responsibility**		
3.1	**Students can make use of the knowledge and practices they gain in syntax to improve their English proficiency, particularly in writing and speaking.** **Learn some time and stress management skills such as meeting assignment and response papers deadlines.**	Lecturing, Class discussions & presentations.	Response papers and assignments + Mid & Final exams.
3.2	**Gaining problem-solving skills making use of knowledge and skills learnt from syntactic analysis.**	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board.	A set of quizzes involving PS trees.

3.3	**Developing team work skills from class presentations, projects and group discussions.**	Task-based teaching	Checking if tasks are completed successfully.
3.4	**Gaining time management skills.**	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.
4.0	**Communication, Information Technology, Numerical**		
4.1	**Developing and enhancing general computer and internet skills in the context of Syntax.**	Lecturing & task-based teaching involving internet tasks. Demanding students use PowerPoint in presentations	Quizzes and response papers + Dada projector presentation
4.2	**Preparing web-based syntactic analysis materials along with getting them to experience wikis, e-books and e-journals.**	Lecturing & task-based teaching involving internet tasks. Giving wiki/ e-books/ e-journals assignments and coach students in how to carry them out.	Keeping check lists for completed tasks and a lot marks for the use of web-based materials in presentations and assignments.
5.0	**Psychomotor**		
5.1	**Not applicable (NA)**	**Not applicable (NA)**.	**Not applicable (NA)**

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Oral Presentations/Quizzes/Exercises	From 2nd to 13th	5
2	Midterm	10th	22
3	Research Summary or Response Paper	12-14th	8
4	Class Participation(including drawing syntactic trees on the board/notebooks)	Over the term	5
5	Final Examination	15 weeks	60
6	Total		100
7			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Office hours (4-5 hours a week)

E Learning Resources

1. **List of Required Textbooks**

- **Fromkin, V. et al. Language (syntax chapter)**. USA
- **Carnie, Andrew. (2013). Syntax: A Generative Introduction (3d edition). London: Wiley Blackwell.**

Radford, Andrew. (2009). An Introduction to English Sentence Structure. Cambridge: CUP.

2. List of Essential References Materials (Journals, Reports, etc.)

Raugh, Gisa. (2010). Syntactic Categories: Their Identification and Description in Linguistic Theories. Oxford: Oxford University Press.

- **Larson, Richard. (2010). Grammar as Science. Boston: MIT Press.**

- **Journal of Syntax, http://onlinelibrary.wiley.com/journal/**

Chomsky, N.(1957). Syntactic Structures. Mouton: The Hague.
- Chomsky, N.(1965). Aspects of the Theory of Syntax. Cambridge : MIT Press.
- Chomsky, N.(1972). Language and Mind. New York: Harcourt Brace Jovanovich.
- Chomsky, N.(1995). The minimalist Program. Cambridge : Cambridge University.
- Halliday, M.A (1967). System and Function in Language. Selected Papers, (ed).G.R. Cress. London: Oxford University Press.
- Radford, A.(1988). Transformational Grammar : A First Course . Cambridge : Cambridge University Press.
- Radford, A.(1997). Syntax: A Minimalist Program Introduction. New York: Cambridge University Press.
- Radford, Andrew. (1997). Syntactic Theory and the Structure of English. Cambridge: Cambridge University Press.
-Radford, Andrew. (2004). Minimalist Syntax: Exploring the structure of English. Cambridge: CUP.

3. List of Electronic Materials, Web Sites, Facebook, Twitter, etc.

- **www.chomsky.info**

http://privatewww.essex.ac.uk/~radford/

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

NA

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.)

- **Larger and more convenient classrooms.**
- **Better equipped language labs.**

.....

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- **Laptop computer-projector system.**

Data show to facilitate going over students' papers in class

2. Technology resources (AV, data show, Smart Board, software, etc.)

- **CDs/Flash memory materials**
- **Data Show, Data Projector**

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) **Department Labs may sometimes be used.**

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching: 1. Individual interviews and class discussions to identify strengths and weaknesses. 2. Informal course evaluation by students performed monthly over the term. 3. End of term college evaluation of course by students (to be collected by the department). 4. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better •
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor : • **Exchanged instructor (peer) visits encouraged by the department.** • **Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.** • **An end-of-the-term course report required by the department Quality Unit**.
3 Processes for Improvement of Teaching : • **Workshops and seminars (both inside and outside the department).** • **A set of strategies to ensure variability, updatedness and flexibility of materials.** • .....
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- **dopting a regular system of marking peer checking.**
- **Having students' final exam sheets checked by and independent reviewer/marker.**
- **Holding regular workshops devoted partially or wholly to discussing testing criteria and problems.**
- **Students who believe they are under- graded may have their papers checked by a second reader/marker.**

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- **Regularly review syllabi and course descriptions for more improvement and updatedness (taking some reputable institutions as benchmarks/touchstones).**
- **Holding regular meetings and workshops to discuss syllabus improvement.**
- **Checking course effectiveness via constantly seeking feedback from students and graduates/alumni** (esp. those who have been recruited as school/college teachers).

Name of Course Instructor: Abdelmagid Abdelrahman

Signature: ……. Date Specification Completed: 12/6/1440 H, 17/2/2019

Program Coordinator: Dr. Aied Alenizi

Signature: …….. Date Received: 12/6/1440 H, 17/2/2019