

**The Chinese University of Hong Kong**  
**Department of Linguistics and Modern Languages**  
**Second Term, 2023-2024**

**Course Title: LING5302 Approaches to English grammar**

**Description**

This course introduces students to various approaches to the study of English grammatical constructions, including formal, functional, and cognitive approaches. Students are encouraged to analyze grammatical constructions in terms of form-function relationships, cognitive processing and information flow. This course is designed to enhance students' sensitivity to the interactive aspects of grammatical analysis.

**Content, highlighting fundamental concepts**

<i>Topic</i>	<i>Contents/fundamental concepts</i>
Constituents and Phrases	functional categories; lexical categories; count; mass; determiner; verbal noun; deverbal noun; unaccusative; gradability; comparatives; agent-oriented adverbs; speaker-oriented adverbs
Simple Clauses	predicate; complement; expletive; agreement, finite clauses and non-finite clauses
Subordination and Coordination	coordination; embedding; relative clauses; noun clauses; adverb clauses; simple clauses; compound clauses; complex clauses
Finite and Nonfinite Clauses	matrix clause; tense-person-number agreement; infinitival clauses; participle clauses; if-clauses; conditionals; verbless clauses; small clauses
Interrogatives	clause types; argument questions; adjunct questions; determiner questions; intensifier questions; multiple wh-questions; negative inversion; wh-exclamatives
Negatives	negative and positive clauses; negative polarity items; morphological negation; syntactic negation; absolute negator; approximate negator; NPI licensing; scope of negation
Passives	voice; agentless passives; long passives; short passives; simple passives; complex passives; be-passives vs. get-passives; adjectival passives; stative passives
Relative Clauses	gap; relative head; relative pronoun; bare relatives; free relatives; infinitival relatives; pseudo-cleft sentences; restrictive relatives; nonrestrictive relatives
Information packaging	reflexives; there-insertion; raising; extraposition; clefting; pronominalization; substitution; ellipsis

**Learning outcomes**

<p>Upon successfully completing the subject, students should be able to:</p> <ul style="list-style-type: none"> <li>• To enhance students' understanding of how meaning is made by means by grammar;</li> <li>• To foster students' understanding of the place of grammar within a broader framework of communication;</li> <li>• To apply the concepts of syntactic analysis to describe the structure, meaning and use of English grammar;</li> <li>• To generalize from findings to establish rules;</li> <li>• To understand and use English effectively and accurately.</li> <li>• To develop a sensitivity to the possibility of alternative analyses for the same linguistic phenomena;</li> <li>• To develop an enhanced knowledge of the typical errors of advanced Chinese learners of English.</li> </ul>
--

### Learning activities

Lecture	Interactive tutorial	Reading	Assignments	Final project
(hr/week) in class	(hr/week) in class	(hr/week) out class	(hr/week) out class	(hr/week) out class
2 hours	1 hour	10 hours	5 hours	
Mandatory	Mandatory	Mandatory	Mandatory	

### Grade descriptor

A	Demonstration of a thorough understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; a firm grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a high degree of competency in describing the structure of a grammatical constituent; an excellent knowledge of some of the typical errors made by advanced Chinese learners of English, and a high degree of competency in correcting such errors.
A-	Demonstration of a thorough understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; a firm grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a high degree of competency (with minor lapses) in describing the structure of a grammatical constituent; an excellent knowledge of some of the typical errors made by advanced Chinese learners of English, and a high degree of competency (with minor lapses) in correcting such errors.
B	Demonstration of a good understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; a good grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a good degree of competency in describing the structure of a grammatical constituent; an good knowledge of some of the typical errors made by advanced Chinese learners of English, and a good degree of competency in correcting such errors.
C	Demonstration of a adequate understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; a adequate grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a adequate degree of competency in describing the structure of a grammatical constituent; an adequate knowledge of some of the typical errors made by advanced Chinese learners of English, and a adequate degree of competency in correcting such errors.
D	Demonstration of a limited understanding of basic concepts in grammatical analysis, such as syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; a limited grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a limited degree of competency in describing the structure of a grammatical constituent; an limited knowledge of some of the typical errors made by advanced Chinese learners of English, and a limited degree of competency in correcting such errors.
F	Demonstration of a minimal understanding of basic concepts in grammatical analysis, such as

	syntagmatic and paradigmatic relations, construction and constituent, category and function, unit and collocation, clause structure and information packaging; a minimal grasp of the methodological reasonings favoring one approach over another, with reference to criteria such as economy, internal consistency, linguistically significant generalizations and learnability; a minimal degree of competency in describing the structure of a grammatical constituent; an minimal knowledge of some of the typical errors made by advanced Chinese learners of English, and a minimal degree of competency in correcting such errors.
--	--

### Learning resources for students

#### **Recommended readings:**

- Biber, Douglas, Stig Johansson, Geoffrey N. Leech, Susan Conrad, and Edward Finegan. 2021. *A grammar of spoken and written English*. John Benjamins.
- Huddleston, Rodney D., Geoffrey K. Pullum, & Laurie Bauer. (2002). *The Cambridge grammar of the English language*. Cambridge University Press.
- Huddleston, Rodney D., Geoffrey K. Pullum. (2005). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.
- Huddleston, Rodney D., Geoffrey K. Pullum, Brett Reynolds. (2021). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.
- Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik. (1985). *A Comprehensive grammar of the English language*. London: Longman.

#### **References:**

- Aarts, Bas. (2001). *English syntax and argumentation*. Palgrave.
- Aarts, Bas. (2011). *Oxford modern English grammar*. Oxford.
- Bloor, Thomas, & Meriel Bloor,. (2004). *The functional analysis of English: a Hallidayan approach*. London: Arnold.
- Brinton, Laurel J. (2000). *The structure of modern English*. Amsterdam: John Benjamins Publishing Company.
- Carney, Edward. (2012). *A survey of English spelling*. Routledge.
- Carnie, Andrew. (2013). *Syntax: a generative introduction*: John Wiley & Sons.
- Dik, Simon. C. (1997). *The theory of functional grammar*. Berlin: Mouton de Gruyter.
- Dixon, Robert M. W. (2005). *A semantic approach to English grammar*. Oxford University Press.
- Downing, Angela. (2006). *English grammar: a university course*. London: Routledge.
- Haegeman, Liliane M. V. (2006). *Thinking syntactically: a guide to argumentation and analysis*. Blackwell Publishers.
- Haegeman, Liliane M. V., & Jacqueline Guéron. (1999). *English grammar: a generative perspective*. Blackwell Publishers.
- Halliday, M. A. K., & Christian M. I. M. Matthiessen (2004). *An introduction to functional grammar*. London: Arnold.
- Leech, Geoffrey N. (2006). *A glossary of English grammar*. Edinburgh University Press.
- Lobeck, Anne C. (2000). *Discovering grammar: an introduction to English sentence structure*. Oxford University Press.
- Morley, G. David. (2004). *Explorations in functional syntax: a new framework for lexicogrammatical analysis*. London: Equinox Publishing Home.
- Parrott, Martin. (2010). *Grammar for English language teachers*. Cambridge University Press.
- Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik. (1985). *A Comprehensive grammar of the English language*. London: Longman.
- Radden, Günter, & René Dirven. (2007). *Cognitive English grammar*. Amsterdam: John Benjamins Publishing Company.
- Radford, Andrew. (2009). *An Introduction to English Sentence Structure*. Cambridge University Press.
- Radford, Andrew. (2004). *English syntax : an introduction*. Cambridge University Press.

Rutherford, William E. (1998). *A workbook in the structure of English : linguistic principles and language acquisition*. Blackwell Publishers.

Ryokai, Kimiko, and Richard K. Larson. (2010). *Grammar as science*. MIT Press.

Sportiche, Dominique, Hilda Koopman, and Edward Stabler. (2013). *An introduction to syntactic analysis and theory*: John Wiley & Sons.

Tallerman, Maggie. (2005). *Understanding syntax* (2nd ed.). London: Hodder Arnold.

Taylor, John R. (2002). *Cognitive grammar*. Oxford University Press.

Thompson, Geoff. (2004). *Introducing functional grammar* (2nd ed.). London: Arnold.

Van Valin, Robert D., & Randy J. LaPolla, (1997). *Syntax : structure, meaning and function*. Cambridge University Press.

Williams, James D. (2005). *The teacher's grammar book*. Mahwah, N.J.: Lawrence Erlbaum.

Yule, George. (2009). *Explaining English grammar*. Oxford University Press.

### Feedback for evaluation

To ensure the quality of teaching and learning, students' views and comments are most valuable. Beside formal feedback at the end of the semester, I would appreciate that students give their feedback any time during the semester so that I can act immediately to improve teaching. Suggestions can be made through oral communication or email, either individually or by a group.

### Course schedule

Units	Dates	Topics	Required reading: Huddleston and Pullum 2021 Additional readings will be assigned in class
1.	Jan 08	Introduction & Verbs I	Chapters 1, 2 and 3
2.	Jan 15	Verbs II	Chapter 3
3.	Jan 22	Clause structure	Chapter 4 and 8
4.	Jan 29	Clause type	Chapters 10
5.	Feb 05	Noun phrase I	Chapter 5
	Feb 12	Lunar New Year Vacation	
6.	Feb 19	Noun phrase II	Chapter 5
7.	Feb 26	Adjectives and adverbs	Chapter 6
8.	Mar 04	Midterm Test (units 1-6)	
9.	Mar 11	Prepositions and conjunctions	Chapter 7
10.	Mar 18	Subordination and finite clauses	Chapter 11, 12, 13
11.	Mar 25	Non-finite clauses and clauses without verbs	Chapter 14
	Apr 01	Easter Holiday	
12.	Apr 08	Negation and Coordination	Chapter 9 and 15
13.	Apr 15	Information packaging	Chapter 16
	Apr 22	Final Examination (units 7-13)	

Assessment		
Tasks	Description	Weight
Weekly assignments	Group assessments	30%

	(No more than 3 students in each group)	
Midterm exam March 04	Individual assessments (2.5 hours)	30%
Final exam April 26	Individual assessment (3 hours)	40%

**Teachers' or TA's contact details**

<b>Professor/Lecturer/Instructor:</b>	
Name:	FU, Baoning
Email:	<a href="mailto:baoning@cuhk.edu.hk">baoning@cuhk.edu.hk</a>
Teaching Venue:	Lady Shaw Bldg LT5
Lecture Time:	Monday 6:30PM - 9:15PM

<b>Teaching Assistant/Tutor:</b>	
Name:	HUANG, Jiayin
Office Location	G28, Leung Kau Kui Buliding
Telephone:	3943 0672
Email:	<a href="mailto:jiayinhuang@cuhk.edu.hk">jiayinhuang@cuhk.edu.hk</a>