

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester B 2020/21**

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**Part I Course Overview**

Advanced English Grammar

**Course Title:**

EN3588

**Course Code:**

1 semester

**Course Duration:**

3

**Credit Units:**

B3

**Level:**

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Proposed Area:**

*(for GE courses only)*

English

**Medium of Instruction:**

English

**Medium of Assessment:**

Nil

**Prerequisites:**

*(Course Code and Title)*

Nil

**Precursors:**

*(Course Code and Title)*

Nil

**Equivalent Courses:**

*(Course Code and Title)*

Nil

**Exclusive Courses:**

*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The course aims at providing students with an understanding of the major systems of English grammar and at helping students develop the skills to analyze and describe authentic language data. The course also seeks to raise students' awareness of some common errors in English grammar usage and the ways to overcome the problems.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the basic organization principles of grammar;		√	√	√
2.	Identify the functions of different constituents in a sentence;		√	√	√
3.	Identify some high frequency lexical and grammatical problems encountered by ESL learners.		√	√	√
4.	Describe the nature of the lexical and structural problems identified		√	√	√
5.	Describe the ways in which the lexical and structural problems identified can be rectified		√	√	√
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1.	<b>Reading the coursebook</b> and the lecture handouts  The coursebook and the lecture handouts contain information related to all the topics dealt with in the course. There is a set of	√	√	√	√	√		

	questions at the end of each chapter of the coursebook. Students are encouraged to have completed the reading assignment of the week before class and to discover the basic organizational principles of grammar in class.							
2.	<b>Interactive Lecturing</b>  There will be one three-hour lecture every week. In the lectures, basic concepts in English Grammar will be examined. The key English grammatical structures and the ways they contribute to communication will be identified. Common English lexical and grammatical errors will be identified, and ways in which these errors can be rectified will be discussed.	√	√	√	√	√		
3.	<b>In-Class Activities</b>  Students will analyze different texts and/or sentences to identify the organizational principles of grammar, including the different constituents of a sentence. They will also be engaged in activities which allow them to understand the nature and causes of common errors ESL learners make.	√	√	√	√	√		

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>100</u> %							
<b>In-class Tests</b>  Two in-class tests (one in the middle of the semester and the other towards the end of the semester) will be designed to help students revise and learn the concepts covered in the course. Their performance in the tests will be assessed individually according to how well they are able to	√	√	√	√	√	60% of course total  (30% for each test)	Individual work; to be assessed individually

<p>(a) generate theories about the basic organizational principles of grammar; and  (b) reflect on the functions of different constituents in a sentence.  (c) describe the nature and sources of the lexical and structural problems identified.</p> <p>Students are encouraged to do continuous revision throughout the course.</p>									
<p><b>Individual Assignment</b></p> <p>One individual assignment will be given to students to help them apply their knowledge to the analysis of English sentences and texts. The assignment will require students to demonstrate their ability to reflect on the functions of different constituents in a sentence, to generate theories about the basic organizational principles of grammar, and to apply their knowledge to analyze and describe the nature and possible causes of different English lexical and structural problems</p>	√	√	√	√	√		40% of course total	Individual work; to be assessed individually	
<p>Examination: ___/___% (duration: _____, if applicable)</p>									
<p>* The weightings should add up to 100%.</p>							100%		

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class Tests	Analysis and Interpretation	Students demonstrate excellent knowledge of grammatical concepts and excellent skills in analyzing and describing common English lexical and structural problems.	Students demonstrate good knowledge of grammatical concepts and good skills in analyzing and describing common English lexical and structural problems.	Students demonstrate adequate knowledge of grammatical concepts and adequate skills in analyzing and describing common English lexical and structural problems.	Students demonstrate very limited knowledge of grammatical concepts and very limited skills in analyzing and describing common English lexical and structural problems.	Students cannot demonstrate knowledge of grammatical concepts and cannot demonstrate skills in analyzing and describing common English lexical and structural problems.
2. Individual Assignment	Analysis, Interpretation, Content, Organization, Language	Students demonstrate excellent skills in explaining the basic organizational principles of grammar, in explaining the relationship between grammar and meaning, and in analyzing the nature, sources and rectification of the common lexical and structural problems identified.	Students demonstrate good skills in explaining the basic organizational principles of grammar, in explaining the relationship between grammar and meaning, and in analyzing the nature, sources and rectification of the common lexical and structural problems identified.	Students demonstrate adequate skills in explaining the basic organizational principles of grammar, in explaining the relationship between grammar and meaning, and in analyzing the nature, sources and rectification of the common lexical and structural problems identified.	Students demonstrate very limited skills in explaining the basic organizational principles of grammar, in explaining the relationship between grammar and meaning, and in analyzing the nature, sources and rectification of the common lexical and structural problems identified.  They also use simple	Students cannot demonstrate skills in explaining the basic organizational principles of grammar, in explaining the relationship between grammar and meaning, and in analyzing the nature, sources and rectification of the common lexical and structural problems identified.  They also show only

		They also consistently maintain a high degree of grammatical accuracy in giving explanations.	They also show a relatively high degree of grammatical control in giving explanations.	They also communicate with reasonable accuracy in giving explanations.	structures correctly in giving explanations.	limited control of a few simple grammatical structures and sentence patterns in giving explanations.
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### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Basic grammar concepts: constituent structure, organization of grammar.

Syntactic elements of clauses: subject, direct object, indirect object, complement, adverbial.

Sentences, phrases and clauses: noun phrase, verb phrase, adjective phrase, adverb phrase, prepositional phrase, compound sentence, complex sentence.

Common English problems: multiple negation, confusion between adjectives and adverbs, dangling modifiers, misplaced parts, lexical errors, structural errors, error correction

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Nelson, G. and Greenbaum, S. (2016). <i>An introduction to English grammar (4th Edition)</i> . New York: Routledge.
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##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Coffin, C., Hewings, A. and O'Halloran, K. (eds.) (2004). <i>Applying English grammar: functional and corpus approaches</i> . London: Arnold.
2.	Collins, P. and Hollo, C. (2000). <i>English grammar: An introduction</i> . Hampshire: Palgrave
3.	Downing, A & Locke, P. (1992). <i>A university course in English grammar</i> . Prentice Hall International English Language Teaching.
4.	Greenbaum, S. and Quirk, R. (1990). <i>A student's grammar of the English language</i> . Burnt Mill, Harlow, Essex, England: Longman.
5.	Jackson, H. (2002). <i>Grammar and vocabulary: a resource book for students</i> . London: Routledge.
6.	Quirk, R. and Greenbaum, S. (1973). <i>A university grammar of English</i> . Hong Kong: Longman.
7.	Quirk, R. Greenbaum, S., Leech, G. and Svartvik, J. (1985). <i>A comprehensive grammar of the English language</i> . London: Longman.
8.	Sinclair et al (eds.) (1990). <i>Collins COBUILD English grammar</i> . London and Glasgow: Collins.
9.	Thompson, G. (1996). <i>Introducing functional grammar</i> . London; New York: Arnold.
10.	Yule, G. (1998). <i>Explaining English grammar</i> . Oxford University Press.