

**BASIC COURSE INFORMATION**

<i>Name:</i>	<b>Morpho-syntax and Semantics of the English Language</b>				
<i>Code:</i>	<b>61109</b>				
<i>Kind:</i>	<b>Troncal</b>				
<i>Term:</i>	<b>Second Term</b>				
<i>Year:</i>	<b>First</b>				
<i>Cycle:</i>	<b>First</b>				
<i>Study Program:</i>	<b>1998</b>				
<i>Credits [LRU]:</i>	<b>8</b>	<i>Theory Credits</i>	<b>6</b>	<i>Practice Credits</i>	<b>2</b>
<i>Credits [ECTS]:</i>	<b>7,4</b>	<i>Student workload (in hours)</i>			<b>185</b>
<i>Language of Instruction:</i>	<b>English</b>				
<i>URL Web:</i>	<b><a href="http://www.uhu.es/mpilar.ron/61109">http://www.uhu.es/mpilar.ron/61109</a></b>				

**TEACHING STAFF: BASIC INFORMATION**

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<i>Office Hours (to be held at the professor's office)</i>	<b>Wednesdays: 13:00-14:00 and 16:00-18:00 Thursdays: 11:00-14:00 (or by appointment)</b>

## **SPECIFIC COURSE INFORMATION**

### **1. REQUIREMENTS**

There are no official requirements for this course. However, classes are held in English and the course assumes an intermediate level of English.

At the same time, this course assumes familiarity with linguistic terminology that the students have acquired throughout their previous schooling and reviewed in the Linguistics course they have taken in the previous semester.

### **2. CONTEXT**

This course belongs to the group of courses devoted to give students a foundation of the description of the English language. In that sense, it forms a unit with two courses taken in the first semester of the first year: *Linguistics* and *English Phonetics* and leads into later courses devoted to improving the students' fluency in English as well as those designed to the different aspects of the teaching of the English language (TESOL methodology, English literature and culture, etc.)

*Morpho-syntax and semantics of the English language* is not, and must not be considered, as a class of English as a Second Language, but rather as a class in English linguistics. In this sense, students should not expect a repetition of the grammar units already studied in high school with lots of grammatical drills. The purpose of this course is to explore different grammatical points from a different perspective, in order to understand the structure of the English language, taking into account morphological, syntactic and semantic features of the language.

Both aspects, the ability to describe the language, and a deeper understanding of the English language –together with a good command of English– are indeed two aspects of prime importance in the training of future ESL teachers since, by knowing exactly how the English language is structured and how English differs from Spanish, the student will be better prepared to teach it.

### **3. OBJECTIVES**

#### **3.1 GENERAL**

Given the context of this course in the general curriculum of the degree in TESL the major objectives of this course are to strengthen the student's ability to communicate in English by raising their awareness of the structure of this language. To a larger or lesser extent, this course works on the following skills or competences:

- (a) Knowledge of a second language (English)
- (b) Basic general knowledge in the field of study (English grammar)
- (c) Capacity for applying knowledge in practice
- (d) Elementary computing skills
- (e) Teamwork
- (f) Decision-making

This course has, then, the following main objectives:

1. On the one hand, to enable the student to provide a description of several aspects of the grammar of English, as well as of certain morphological and semantic aspects of this language.
2. On the other hand, this course is designed to allow the student to focus on several aspects of the grammar of English as a second language in order for the student to improve his or her linguistic competence in this language.
3. The course is also designed to allow the student to acquire strategies for autonomous learning, teaching the student to use several reference materials (grammars, learner's dictionaries and web pages, among others)

### **3.2 SPECIFIC**

After taking this course the students will have reached the following specific objectives

#### **Cognitive**

The students will be able to:

- identify the form and function of different English linguistic structures
- describe the use of specific morphemes and/or syntactic structures
- analyze the morphological structure of words
- interpret the meaning of new words created morphologically from familiar lexical items
- analyze the syntactic structure of simple and complex sentences
- identify and use different structures used to express a number of meanings
- identify the semantic differences between apparently similar syntactic structures

#### **Instrumental**

The students will know how to:

- identify the source of certain typical mistakes in English
- translate meanings and/or structures from Spanish into English
- use a monolingual dictionary as a resource for semantic, morphological, syntactic, and pragmatic information
- decide when to use a bilingual or a monolingual dictionary.

- search for grammatical information, exercises, drills, etc. on the internet, and in grammar books
- be aware of their competence level in English
- recognize their own learning style and the strategies that are more appropriate for them
- set specific goals for themselves in order to solve problems in the grammar or vocabulary component of their competence
- select the appropriate reference and practice materials for self-study in order to improve their own level of competence

### **Attitudinal**

The students are also expected to:

- Get used to working in English, feeling less reluctant to express themselves in this language.
- Listen to their use of English in order to identify their most common mistakes
- See English as a language (not a collection of rules) with structures that may be similar or different from those of Spanish
- Experience the merits of cooperative group work in order to improve their learning outcomes.

## **4. CONTENTS**

### **4.1 THEMATIC UNITS**

#### **Unit 1: The importance of the study of grammar for ESL teachers**

##### *A. Introduction*

This introductory unit establishes and makes explicit the importance of the study of grammar in the training of future English teachers. It also serves to introduce the basic structure of language, to review basic linguistic terminology, and to present the basic resources for the study of grammar.

##### *B. Contents*

###### 1.1. What is grammar?

1.1.1. The interrelationship between morphology, syntax, and semantics

1.1.2. Form and function: review of the major categories

###### 1.2. Why study grammar?

###### 1.3. Resources for the study of grammar:

1.3.1. Descriptive grammars

1.3.2. Reference grammars

1.3.3. Usage manuals

1.3.4. Dictionaries

1.3.5. Internet

### C. *Methodology and Schedule*

This unit will consist of:

- one introductory session (1 hour and 30 minutes)
- theoretico-practical classes (4 hours)
- one computer lab session (3 hours)

The theoretico-practical classes and the computer lab session will take place at the beginning of the semester. The other sessions will be evenly distributed throughout the quarter.

During this unit, the students will be expected to participate in the classes and in the lab sessions. The students should begin their personal projects at this point of the course.

The professor will provide in-class exercises, take-home exercises and self-evaluation tests.

## **Unit 2: Morphology**

### A. *Introduction*

This second reintroduces morphology (which the students have studied in Spanish), reviewing the basic terminology and concentrating our efforts on (a) inflectional morphology, and (b) derivational morphology. Special attention is given to those features of morphology where English and Spanish differ

### B. *Contents*

2.1. The importance of morphology

2.2. The notion of morpheme

2.2.1. Free and bound morphemes

2.2.2. Roots and affixes

2.2.3. Morphemes and allomorphs

2.3. Allomorphy in English

2.3.1. Phonetics alternates

2.3.2. Zero-morphemes

2.3.3. Irregular morphology

2.3.3.1. Gradation

2.3.3.2. Suppletion

2.3.3.3. The case of borrowings

- 2.4. Morphology and syntax: inflection
  - 2.4.1. The characteristics of inflectional morphemes
  - 2.4.2. English inflectional morphemes
    - 2.4.2.1. Plural
    - 2.4.2.2. Possessive
    - 2.4.2.3. Comparative
    - 2.4.2.4. Superlative
    - 2.4.2.5. Present
    - 2.4.2.6. Past
    - 2.4.2.7. Participle
    - 2.4.2.8. *-ing*
- 2.5. Morphology and semantics: derivation
  - 2.5.1. The characteristics of derivational morphemes
  - 2.5.2. Major English prefixes
  - 2.5.3. Major English suffixes
- 2.6. The internal structure of words
- 2.7. Major word formation processes
  - 2.7.1. Affixation
  - 2.7.2. Conversion
  - 2.7.3. Clipping
  - 2.7.4. Blending
  - 2.7.5. Acronyms
  - 2.7.6. Compounding

### *C. Methodology and Schedule*

This unit will consist of:

- theoretico-practical classes (12 hours)
- two dictionary workshops (3 hours)
- one project review sessions (2 hours)

The theoretical classes will combine lectures, PowerPoint presentations, and practical exercises (blackboard and worksheets). The professor will provide in-class exercises, take-home exercises and self-evaluation tests.

The dictionary workshop will be designed primarily to (a) understanding the distribution and use of the information given in the dictionary, and (b) using the dictionary to find and understand morphological information.

### *D. Activities*

During this unit, the students will do the following assessment activities:

- Essay 1

- Homework Assignment 1
- Quiz 1

### **Unit 3: Syntax**

#### *A. Introduction*

This second reintroduces syntax (which the students have studied in Spanish), reviewing the basic terminology and concentrating our efforts on understanding the underlying structure of (a) the verbal phrase, (b) simple sentences, and (c) certain subordinate clauses. Special attention is given to those features of syntax where English and Spanish differ.

#### *B. Contents*

##### 3.1. Review: grammatical categories and phrases

##### 3.2. The verb

###### 1.2.1. Types of verbs

- 1.2.1.1. Finite and non-finite verbal forms
- 1.2.1.2. Lexical and auxiliary verbs
- 1.2.1.3. Modals and semi-modals

###### 1.2.2. Tense and aspect

- 1.2.2.1. The English tense system
- 1.2.2.2. Aspect
  - 1.2.2.2.1. Perfect
  - 1.2.2.2.2. Progressive
- 1.2.2.3. Uses of the English tense system
  - 1.2.2.3.1. Present
  - 1.2.2.3.2. Past
  - 1.2.2.3.3. Future
- 1.2.2.4. Temporal adverbials
  - 1.2.2.4.1. Duration in time
  - 1.2.2.4.2. Location in time
  - 1.2.2.4.3. Frequency in time

###### 1.2.3. Modality and voice

- 1.2.3.1. Modal verbs: kinds and characteristics
- 1.2.3.2. Deontic modality
  - 1.2.3.2.1. Ability
  - 1.2.3.2.2. Permission
  - 1.2.3.2.3. Obligation and necessity
  - 1.2.3.2.4. Obligation and advice
- 1.2.3.3. Epistemic modality
  - 1.2.3.3.1. Probability and possibility
  - 1.2.3.3.2. Predictions and deductions

#### 1.2.4. Syntactic patterns in the Verb Phrase

- 1.2.4.1. The verb without objects
- 1.2.4.2. One object
- 1.2.4.3. Two objects
- 1.2.4.4. Adjuncts and adverbials
- 1.2.4.5. Prepositional and phrasal verbs

#### 3.3. Nominal subordination

- 1.3.1. Finite clauses
- 1.3.2. Non-finite clauses
  - 1.3.2.1. -ing clauses
  - 1.3.2.2. *to* infinitive clauses
  - 1.3.2.3. bare infinitive clauses

#### 3.4. Adjectival subordination

- 1.4.1. Restrictive relative clauses
- 1.4.2. Non-restrictive relative clauses

### C. *Methodology and Schedule*

This unit will consist of:

- theoretico-practical classes (35 hours)
- one computer lab session (2 hours)
- three dictionary workshops (6 hours)
- one project review session (2 hours)

The theoretical classes will combine lectures, PowerPoint presentations, and practical exercises (blackboard and worksheets). The professor will provide in-class exercises, take-home exercises and self-evaluation tests.

During the computer lab session the students will be engaged in internet-related activities (a grammar safari)

The dictionary workshops will be designed primarily to exploring the grammatical and lexical information provided by dictionaries and learning to use (a) the grammatical patterns, (b) the usage information, (c) the sample sentences, (d) the pragmatic information.

The project review session will be used to solve any questions the students may have in relation to their personal projects.

### D. *Activities*

During this unit, the students will do the following assessment activities:

- Essay 2
- Homework Assignment 2
- Quiz 2

- Final exam

## 4.2 BIBLIOGRAPHY

The students will be expected to use a reference grammar and a monolingual English dictionary. The dictionary will be used in class during the dictionary workshops and its use will be allowed during the final exam as long as there is no Spanish in it.

Below there is a list of bibliographic references students may find of use. Most of the listed references are available at the University Library.

### Monolingual Dictionaries:

*Cambridge Learner's Dictionary*

*Collins Cobuild Learner's Dictionary* (1987) Ed. By J. Sinclair. London: Collins

*Dictionary of contemporary English*, 1987. London: Longman.

*NTC's American English Learner's Dictionary* (1998) Ed. By R. Spears McGraw-Hill.

*Oxford advanced learner's dictionary*, 1989. Ed. by A.P. Cowie. Oxford: Oxford University Press (4th ed.)

### Online dictionaries:

<a href="http://www.alphadictionary.com/index.shtml">http://www.alphadictionary.com/index.shtml</a>	Home site for a large number of monolingual dictionaries (but not learner's dictionaries) plus other interesting word-related links
<a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a>	Cambridge Advanced Learner's Dictionary
<a href="http://dictionary.cambridge.org/default.asp?dict=">http://dictionary.cambridge.org/default.asp?dict=</a>	Cambridge Learner's Dictionary
<a href="http://www.oup.com/elt/global/products/oald/lookup/">http://www.oup.com/elt/global/products/oald/lookup/</a>	Oxford advanced learner's dictionary
<a href="http://www.ldoceonline.com/index.html">http://www.ldoceonline.com/index.html</a>	Longman Dictionary of Contemporary English
<a href="http://www.wordsmyth.net/">http://www.wordsmyth.net/</a>	An online dictionary and thesaurus. You have to register to use it, but it is free.
<a href="http://www.macmillandictionary.com">http://www.macmillandictionary.com</a>	The Macmillan English Dictionary (available online only for those who have bought a hardcopy of the dictionary)

### Reference grammars:

Alexander, L.G. (1988) *Longman English Grammar*. London: Longman.

Alexander, L.G. (1992) *Longman English grammar practice for intermediate students. With answers*. Harlow: Longman.

Alexander, L.G. (1992) *Longman English Grammar Practice. With answers*. London: Longman.

Alexander, L.G. (1993) *Longman advanced grammar: reference and practice*. Harlow: Longman.

Beaumont D. y Granger, C. *English Grammar*. New edition. (with answer key). MacMillan/Heinemann. 1992.

- Bolton, David & Goodey, (1996) *English Grammar in Steps*. London: Richmond.
- Broughton, Geoffrey (1990) *The Penguin English grammar A-Z for advanced students: exercises with answers*. Harmondsworth: Penguin.
- Chalker, Silvia (1991). *Word by word*. London: Longman
- Eastwood, John (1992) *Oxford practice grammar, with exercises*. Oxford: Oxford University Press.
- Eastwood, John (1994) *Basic grammar of English, with exercises*. Oxford: Oxford University Press.
- Eastwood, John (1994) *Oxford guide to English grammar*. Oxford: Oxford University Press.
- Eckersley, C.E. (1985) *A Comprehensive English grammar for foreign students*. London: Lognman.
- Hewings, Martin (2000) *Advance grammar in use: A self-study reference and practice book for advanced students of English, with exercises*. Cambridge: Cambridge University Press.
- Murphy, R. (1994) *English Grammar in Use (with answers)*, 2nd edition, Cambridge University Press.
- Murphy, Raymond (2002) *Essential grammar in use: A self-study reference and practice book for elementary students of English, with exercises*. Cambridge: Cambridge University Press.
- Thomson, A.J. & A.V. Martinet (1960) *A Practical English Grammar*. Oxford: Oxford University Press.
- Thomson, A.J. & A.V. Martinet (1960) *A Practical English Grammar: Workbook*. Oxford: Oxford University Press.

### **Usage manuals:**

- Fowler, H.W. (1983) *A Dictionary of modern English usage*. Oxford: Oxford University Press.
- Leech, Geoffrey *An A-Z of English Grammar and Usage*. London: Longman
- Seidl, J. (1980) *Practical English Usage*. Oxford: Oxford University Press.
- Sinclair, J. (1992) *Collins Cobuild Practical English Usage*. London: Harper Collins.
- Spankie, G.M. (1986) *English in use* Surrey: Nelson.
- Swan, M. (1980) *Practical English Usage*. Oxford: Oxford University Press.
- Ur, Penny (1991) *Grammar practice activities: a practical guide for teachers*. Cambridge: Cambridge University Press.
- Weiner, E.S.C. (1994) *The Oxford guide to English usage*. Oxford: Oxford University Press.

### **Descriptive grammars:**

- Alcaraz, E. y B. Moody (1984) *Morfosintaxis inglesa para hispanohablantes: Teoría y práctica*. Alcoy: Editorial Marfil.
- Cruz, J. M. de la & P. M. Trainor (1989b) *Curso de sintaxis inglesa*. Madrid: Taurus.
- Downing, A. & P. Locke (1992) *A University Course in English Grammar*. Hemel Hempstead: Prentice Hall International.
- Huddleston, R. & G. Pullum (2002) *The Cambridge Grammar of English Language*. Cambridge: Cambridge University Press.
- Parkinson de Saz, S. (1980) *A University grammar of English for Spanish-speakers*. Madrid: Enpeño 14.

- Wardhaugh, R. (1995) *Understanding English Grammar. A Linguistic Approach*. Oxford: Blackwell.
- Quirk, R. *et al.* (1985) *A Comprehensive Grammar of the English Language*. London: Longman.
- Leech, G. & J. Svartvik (1975) *A Communicative Grammar of English*. London: Longman.
- Sánchez Benedito, F. (1984) *Gramática Inglesa*. Longman.
- Sánchez Benedito, F., A. S. Dawson & E. Lavin (1991) *English Grammar for Spanish Speakers*. Madrid: Alhambra.
- Schibsbye, K. (1970 [1965]) *A Modern English Grammar*. Oxford: Oxford University Press. (2ª edición).
- Quirk, R. *et al.* (1972) *A Grammar of Contemporary English*. Londres: Longman.
- Cruz, J. M. de la & P. M. Trainor (1989a) *Gramática inglesa*. Madrid: Cátedra.

### **Linguistic manuals on grammar especially geared to ESL teachers**

- Celce-Murcia, Marianne (1983) *The Grammar Book: An ESL/EFL teacher's course*. Newbury House Publishers.
- Lock, G. (1996) *Functional English Grammar*. Cambridge: University Press.
- Parrott, Martin (2004) *Grammar for English language teachers*. Cambridge: Cambridge University Press.
- Teschner, R. V. & E. Evans (1993) *Analysing the Grammar of English. A Brief Undergraduate Textbook*. Washington, D.C.: Georgetown University Press.

### **Other linguistic textbooks:**

- Aarts, B. (1997) *English Syntax and Argumentation*. London: Macmillan.
- Aarts, F. & J. Aarts (1987) *English Syntactic Structures. Workbook*. Cambridge: Prentice Hall.
- Adams, V. (1973) *An Introduction to Modern English Word-formation*. London: Longman.
- Akmajian, A., R. A. Demmers, A. K. Farmer & R. N. Hornish (1992) *Linguistics. An Introduction to Language and Communication*. Cambridge, MA.: The MIT Press.
- Baker, C. L. (1989) *English Syntax*. Cambridge, Mass.: The MIT Press.
- Bauer, L. (1983) *English Word-formation*. Cambridge: Cambridge University Press.
- Bauer, L. (1988) *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
- Brinton, L. J. (2000) *The Structure of Modern English*. Amsterdam/Philadelphia: John Benjamins.
- Brown, K. & J. Miller (1991) *Syntax: A Linguistic Introduction to Sentence Structure*. London: Harper Collins.
- Burton-Roberts, N. (1986) *Analysing Sentences. An Introduction to English Syntax*. London: Longman.
- Carstairs-McCarthy, A. (2002) *An Introduction to English Morphology: Words and Their Structure*. Edinburg: Edinburg University Press.
- Chalker, S. (1992) *A Student's English Grammar Workbook*. London: Longman.
- Close, R. A. (1974) *A University Grammar of English. Workbook*. London: Longman.
- Fabb, N. (1998) "Compounding", in A. Spencer & A. M. Zwicky (eds.) *The Handbook of Morphology*. Oxford: Blackwell, 66-83.
- Greenbaum, S. & R. Quirk (1990) *A Student's Grammar of the English Language*. London: Longman.

- Jackson, H. (1982) *Analyzing English. An Introduction to Descriptive Linguistics*. Oxford: Pergamon Press.
- Kaplan, J. P. (1989) *English Grammar. Principles and Facts*. New Jersey: Prentice Hall.
- Klammer, T. P. & M. R. Schulz (1992) *Analyzing English Grammar*. Boston: Allyn and Bacon.
- Kolln, M. (1994) *Understanding English Grammar*. New York: Macmillan Publishing Company.
- Lyons, J. (1968) *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press.
- O'Grady, W., M. Dobrovolsky & F. Katamba (1996) *Contemporary Linguistics: An Introduction*. London: Longman
- O'Grady, W., M. Dobrovolsky & M. Aronoff (1993) *Contemporary Linguistics. An Introduction*. New York: St. Martin's Press.
- Wekker, H. & L. Haegeman (1985) *A Modern Course in English Grammar*. London/ New York: Routledge.
- Yule, G. (1985) *The Study of Language*. Cambridge: Cambridge University Press.

### Internet resources:

Link	Description
<a href="http://www.onestopenglish.com">http://www.onestopenglish.com</a>	Macmillan's site offering relevant, frequently updated materials for use in the classroom as well as a wide range of support services.
<a href="http://www.eslcafe.com/">http://www.eslcafe.com/</a>	Dave's ESL cafe. Meeting place for students and teachers around the world.
<a href="http://www.englishclub.net/">http://www.englishclub.net/</a>	Online club for students and teachers of English.
<a href="http://www.tolearnenglish.com/">http://www.tolearnenglish.com/</a>	Resources, community features and links.
<a href="http://english-zone.com/">http://english-zone.com/</a>	Fun resources for students and teachers.
<a href="http://drive.to/autoenglish">http://drive.to/autoenglish</a>	Exercises for students.
<a href="http://members.tripod.com/~ESL4Kids/">http://members.tripod.com/~ESL4Kids/</a>	The EFL Playhouse - resources for teachers of young learners.
<a href="http://www.esl-lounge.com/">http://www.esl-lounge.com/</a>	Free games, activities and resources.
<a href="http://www.englishforum.com/">http://www.englishforum.com/</a>	Resources for teachers and students of English.
<a href="http://www.eslkidstuff.com/">http://www.eslkidstuff.com/</a>	ESL materials for parents and teachers of children.
<a href="http://www.ohiou.edu/esl/english/index.html">http://www.ohiou.edu/esl/english/index.html</a>	Links to resources for students and teachers, from Ohio University.
<a href="http://www.collegeem.qc.ca/cemdept/anglais/trouindx.htm">http://www.collegeem.qc.ca/cemdept/anglais/trouindx.htm</a>	ESL Blues - Pre-intermediate to high-intermediate level English
<a href="http://www.eflweb.com/">http://www.eflweb.com/</a>	an on-line magazine for those teaching and learning English as a Foreign Language
<a href="http://englishpage.com">http://englishpage.com</a>	Englishpage.com has Free online English lessons & ESL / EFL resources. You need to battle past some intrusive banner ads, but they have good resources

<a href="http://www.rong-chang.com">http://www.rong-chang.com</a>	This site links you to a lot of good and free ESL places. The variety of materials will allow you to choose something appropriate for yourself.
<a href="http://www.englishclub.net">http://www.englishclub.net</a>	Resources for ESL students and teachers
<a href="http://www.english-at-home.com">http://www.english-at-home.com</a>	English@Home has quite a few resources for learning English. I found the ESL games great fun. Give them a try!
<a href="http://a4esl.org/">http://a4esl.org/</a>	Activities for ESL learners
<a href="http://iteslj.org/links/">http://iteslj.org/links/</a>	Links of Interest to Students & Teachers of English as a Second Language
<a href="http://www.manythings.org/">http://www.manythings.org/</a>	Interesting Things for ESL Students
<a href="http://www.manythings.org/tesl/">http://www.manythings.org/tesl/</a>	Interesting Things for ESL Teachers
<a href="http://members.aol.com/eslkathy/esl.htm">http://members.aol.com/eslkathy/esl.htm</a>	The ESL Center
<a href="http://www.eslpartyland.com/">http://www.eslpartyland.com/</a>	Karin's ESL Partyland
<a href="http://www.netgrammar.le.ucr.ac.cr/">http://www.netgrammar.le.ucr.ac.cr/</a>	Net grammar: An Intermediate ESL Site for Reference and Practice
<a href="http://www.real-english.com">http://www.real-english.com</a>	Free Online ESL lessons - This site requires a username and password. Both are available free.
<a href="http://www.uni.edu/becker/TESOL_ESL2.htm">http://www.uni.edu/becker/TESOL_ESL2.htm</a>	A list of interesting ESL links (very complete)
<a href="http://www.isabelperez.com">http://www.isabelperez.com</a>	Isabel Pérez's website
<a href="http://www.mansioningles.com">http://www.mansioningles.com</a>	ESL web in Spanish offering a great deal of free resources for learning English

## 5. METHODOLOGY

Throughout the semester there will be a very varied number of activities that will take place in the classroom, as well a number of activities that student will be expected to do outside the classroom.

### ACTIVITIES IN THE CLASSROOM:

- **Introduction**

There will be a one-hour session devoted to introducing the course where the syllabus will be discussed and any questions regarding the grading system will be addressed.

- **Theoretical and practical classes**

There will be a number of 47 hours devoted to discussing the theoretical concepts introduced by the professor and to doing exercises to practice those concepts. The theoretical and practical sides of the course will be intimately linked to the point that it does not make sense to separate both. During these sessions, the professor will explain and exemplify the different topics, which will then be practiced by the class as a whole. This practice will take the following form:

- (a) *Class practice*: the answers to the practice are done chorally with the whole group. The medium for these exercises may be varied: blackboard, worksheets, overheads, PowerPoint presentations
  - (b) *Group practice*: the students work on the exercises in groups first and then the answers are discussed by the whole class. The medium for these exercises will be mainly worksheets.
  - (c) *Pair work*: the students work on the exercises in pairs first and then the answers are discussed by the whole class. The medium for these exercises may be varied: blackboard, worksheets, overheads, etc.
  - (d) *Individual practice*: occasionally specific students will be singled-out and that person will have to provide the answer to the exercise.
- **Computer labs**

There will be three computer lab sessions (5 hours) where the students will be introduced to the use of Internet as a resource for the study of grammar in particular and English in general. Additional computer lab sessions may be scheduled at the student's request but only outside regular lecture hours.
  - **Dictionary workshops**

There will be four dictionary sessions (8 hours) where the students will be introduced to the use of monolingual dictionaries as a resource for the study of grammar in particular and English in general. During these workshops the students will work primarily in groups using worksheets provided by the professor and their monolingual dictionary.
  - **Project workshops**

There will be two sessions (4 hours) where the students will be able to solve any questions related to the personal project including the appropriate use of reference grammars, as well as do a number of drills and exercises provided by the professor. During these workshops the students will work primarily as a class.
  - **Grammatical quizzes**

There will be two short grammatical quizzes that will cover the three topics that the students will have prepared in the personal project (see below)
  - **Exam**

There will be a final exam, which will cover the content of the other activities.

#### **ACTIVITIES OUTSIDE THE CLASSROOM:**

- **Self-study hours**

All students will be expected to spend a number of hours studying and practicing the material explained in class. To help the students in this process lecture notes, take-

home exercises and self-evaluation tests will be provided in the course web page ([www.uhu.es/mpilar.ron/61109](http://www.uhu.es/mpilar.ron/61109)) . A hardcopy of these materials will be also available at the Xerox shop throughout the semester.

- **Project**

The students will be asked to do a personal project where they will be responsible for reviewing on their own a small number of topics of the grammar of English as a second language, following the guidelines provided by the professor. The project will cover three topics:

- (a) The determiner system in English
- (b) The expression of possession
- (c) The prepositions of place and time

The students are strongly encouraged to prepare the project in teams, although the assessment must be done individually. This project does not have to be handed in in written form; instead this work will be assessed by two grammatical quizzes. (See the assessment section for further discussion of these activities).

- **Essays**

There will be two essay assignments that the students will need to hand in for grade throughout the quarter. The due date for these essays will be announced in class at least 10 days before. These essays will be graded and the mistakes will be underlined but not corrected. The students may choose to correct the essays themselves and hand them in again for grade (in which case the grade received will be averaged) or to come to tutoring hours. No essay handed in late without the professor's permission will be accepted.

- **Homework assignments**

There will be two homework assignments that the students will need to hand in for grade throughout the quarter. The due date for these assignments will be written in the worksheet. These assignments will be corrected and graded. No assignment handed in late without the professor's permission will be accepted.

**COURSE EXPECTATIONS**

<b><i>Activity</i></b>	<b><i>The professor is expected to</i></b>	<b><i>The students are expected to</i></b>
During the whole course	Speak in clear English; repeat as often as necessary; use Spanish only occasionally	Pay attention; try to communicate in English; participate in all the activities
Introduction	Explain the syllabus, address any question regarding the grading system	Pay attention and ask any possible question they may have regarding any aspect of the course
Theoretical and Practical classes	Explain the concepts; provide enough practical exercises; provide handouts when necessary; provide worksheets for in-class and take-home exercises	Take notes, ask questions if necessary; do the exercises provided in class; spend time at home working on the materials
Computer labs	Provide guidelines for its use; recommend websites	Use the computer to do the exercises (in class and at home or at the university computer labs)
Dictionary workshops	Provide guidelines for its use; prepare worksheets for in-class and take-home activities	Use the dictionary to do the exercises
Project	Provide guidelines; recommend sources; solve questions during tutoring hours	Use the reference materials to work on the topics; find and do exercises
Project workshops	Solve questions; prepare worksheets for in-class activities	Ask questions; do the exercises provided
Essays	Grade them twice	Write the essays following the instructions provided; correct the mistakes underlined by themselves (for grade) or in tutoring hours
Homework assignments	Prepare them and grade them	Write in English; be clear and concise
Grammatical quizzes	Prepare; proctor, and grade the exam and quizzes	Study for the quiz, do the quiz

<b>Activity</b>	<b>The professor is expected to</b>	<b>The students are expected to</b>
Exam	Prepare; proctor, and grade the exam and quizzes	Study for the exam, do the exam
Revision (quiz + exam)	Have additional tutoring hours for the review of the exam/quiz	Review the graded quiz and exam

## 6. STUDENT WORKLOAD

This course estimates that the students will devote the amount of 185 hours to do all the activities needed to achieve the goals of the course. This estimate is based on the idea a full course should equal 60 credits and that one credit equals 25 hours of student workload. Given that rule this course has 7,5 credits and therefore 185 hours.

The distribution of these 185 hours is as follows.

<b>Activity</b>	<b>In-class hours</b>	<b>Factor</b>	<b>Self-study hours</b>	<b>Total hours</b>
Introduction	1	—	—	1
Theoretical and Practical classes	54	1,25	67,5	121,5
Computer labs	4	1	4	8
Dictionary workshops	8	0,75	6	14
Project workshops	4	6	24	28
Essays	—	—	2,5	2,5
Homework assignments	—	—	3	3
Grammatical quizzes	3	—	—	3
Exam	3	—	—	3
Revision (quiz + exam)	1	—	—	1
<b>Total</b>	<b>78</b>		<b>107</b>	<b>185</b>

## 7. ASSESSMENT

The final grade for this course will be the sum of the following sections:

(a) Morphosyntax assignments:

Each student will do two (2) morphosyntax homework assignments which will be handed in on the date specified at the beginning of the semester and which cannot be handed in late. They will receive a grade from 0 to 10. The average grade of these assignments will be 20% of the final grade.

(b) Written expression exercises:

Each student will do two (2) written language essays which will be handed in on the date specified at the beginning of the semester and which cannot be handed in late. They will receive a grade from 0 to 10. The mistakes in these essays will be marked but not corrected. The students will then have the chance to correct their own mistakes and hand the essay in again. The essay rewrites will be corrected and graded. The grade for each essay will be the average of the two versions. The average grade of these assignments will be 10% of the final grade.

(c) Personal project:

During the first week of the semester the professor will select some aspects of the grammar of English as a second language that are more problematic for Spanish students. Throughout the semester, each student will do a brief summary of the grammatical aspects identified, and will solve a number of exercises that they will be responsible for finding in grammars and web pages. This personal project will be graded through two personal quizzes: one focused on the production of accurate English (10% of the final grade) and another focused on explaining semantic differences, translating from Spanish and the identification of mistakes (10% of the final grade)

(d) Exam:

There will be a final written exam (theory and practice) whose grade will be 50% of the final grade. This exam will be graded from 0-10 and the student will need a grade of 4,5 for this section of the final grade to be added. The student will be allowed to use a monolingual dictionary during the exam.

Those students that for justified reasons are not able to attend classes and consequently find it difficult to do assignments (a) and (b) will need to meet with the professor to negotiate an alternative assessment for that section.

**ASSESSMENT CRITERIA**

<i>Activity</i>	<i>Procedure</i>	<i>Percentage</i>	<i>Aspects to consider</i>
Theoretical and practical classes	Written exam	50%	<ul style="list-style-type: none"> <li>- Accuracy of contents</li> <li>- Ability to apply contents to practical exercises (mistake identification; translation of structures; paraphrases; etc.)</li> <li>- Appropriate use of a monolingual dictionary</li> <li>- Correct use of the language</li> </ul>
	Homework assignments	20%	<ul style="list-style-type: none"> <li>- Ability to apply contents to practical exercises (mistake identification; translation of structures; paraphrases; etc.)</li> <li>- Appropriate use of a monolingual dictionary</li> <li>- Correct use of the language</li> </ul>
Project	Essays	10%	<ul style="list-style-type: none"> <li>- Correct use of the language</li> <li>- Appropriate use of the specified grammatical constructions</li> <li>- Appropriate use of a monolingual dictionary</li> <li>- Appropriate use of reference materials</li> </ul>
	Quiz 1	10%	<ul style="list-style-type: none"> <li>- Accuracy of contents</li> <li>- Correct use of the language</li> </ul>
	Quiz 2	10%	<ul style="list-style-type: none"> <li>- Ability to explain correctly</li> <li>- Ability to apply the concepts to practical questions</li> <li>- Correct use of the language</li> </ul>

In September the students may choose to keep the grades obtained in the section formed by (a), (b) and (c) if they so wish.

**8. SCHEDULE**

**FEBRUARY 2006**

<b>L</b>	<b>M</b>	<b>X</b>	<b>J</b>	<b>V</b>	<b>S</b>	<b>D</b>
20	21	22	23	24	25	26
27	28					

**MARCH 2006**

L	M	X	J	V	S	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	<b>23</b>	24	25	26
27	<b>28</b>	29	<b>30</b>	31		

March 23: Essay 1 due  
 March 28: Homework 1 handed out  
 March 30: Quiz 1

**APRIL 2006**

L	M	X	J	V	S	D
					1	2
3	<b>4</b>	5	6	7	8	9
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	15	16
17	<b>18</b>	19	20	21	22	23
24	25	26	27	28	29	30

April 4: Homework 1 due  
 April 18: Essay 1 rewrite due

**MAY 2006**

L	M	X	J	V	S	D
<b>1</b>	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	<b>18</b>	19	20	21
22	<b>23</b>	24	<b>25</b>	26	27	28
29	<b>30</b>	31				

May 18: Essay 2 due  
 May 23: Homework 2 handed out  
 May 25: Quiz 2  
 May 30: Homework 2 due

**JUNE 2006**

L	M	X	J	V	S	D
			1	2	3	4
<b>5</b>	<b>6</b>	<b>7</b>	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
<b>26</b>	27	28	29	30		

June 7: Essay 2 rewrite due  
  
**June 26: Final Exam**