

Grammar III

Code: IG-106

Credits: 4

Modality: Quarterly

Prerequisites: IG-104

Major: Teaching of English I and II Cycles

Quarter: III

Major: Teaching of English

Quarter: III

Nature of the course: Theoretical-practical

Practical hours per week: 1 hour

Hours per week theoretical: 2 hours

Hours of independent study per week: 9 hours

1. Course Description

This course continues the exploration about more complex rules that describe the structure of expressions in the English language. Grammar III is based on the fundamental knowledge of previous courses to develop more complex grammatical aspects such as subordination and morphological and syntactic analysis of the parts of a sentence.

2. Objectives

2.1. General Objectives

- Study new concepts with respect to syntactic elements to integrate them into the composition of sentences and paragraphs.
- Develop students' abilities and strategies for grammatical comprehension to understand syntactic structures in written literature in the English language.
- Offer new opportunities to practice and apply new grammatical structures in contexts related to daily life.
- Construct knowledge about English language grammar structures by means of the development of skills and the comprehension of sentences paragraphs and texts.

2.2. Specific Objectives

- Develop grammatical aspects in English specifically subordination and morphological and syntactic analysis of the parts of a sentence.
- Relate syntactic and semantic aspects with the process of oral and written communication.

- Develop a detailed treatment of the common grammatical patterns in communicative contexts.
- Derive generalizations about the rules that govern the English language to create a morphological and syntactic perspective.
- Carry out controlled and free exercises that drive mastery of the basic required structures and their application to real life situations.
- Express well-organized and coherent ideas in English using correct grammatical structures and appropriate vocabulary.
- Correctly use English punctuation and spelling rules to make sentences that make sense.

3. Content

1. Conjunctions
 - 1.1. Subordinating conjunctions
 - 1.2. Coordinating conjunctions
2. Subordination
 - 2.1. Adverbial clauses
 - 2.2. Adjectival clauses
 - 2.3. Nominal clauses
3. Introduction to morphology and syntax
 - 3.3. Morphological and syntactic analysis
 - 3.4. Noun
 - 3.5. Verb
 - 3.6. Adverb

4. Methodology

This course will include different kinds of activities: individual, pair or small group work. Students will work with realia to comprehend the deep structures of grammar in class envisioning a creative communicative setting where students use induction to analyze the grammatical structures.

5. Learning Strategies

Students will be required to participate in different classroom activities such as readings, panels, debates, and group discussions to brainstorm about basic grammar topics. In addition they will be required to submit periodic reports and practices of their learning process. Students will choose a topic pertinent to the course to make a 3-5 minute video presentation/demonstration and present it to the class. The purpose is to share a teaching methodology and/or grammatical analysis along with a live explanation of the video open to questions and answers.

6. Teaching Resources

The teacher and the students have laptops, I-pads, projectors, audio, e-Books, and other resources available to bring theory and concepts to the class.

7. Course Timeline

Table 1. Chronogram of the course

Session	Content	Activities
1	General Grammar Review Parts of speech	1. Course program presentation.
2	a. Subordinating conjunctions b. Coordinating conjunctions	1. Read article "A DANGEROUS WORK ENVIRONMENT WILL COST YOU" and find conjunctions. 2. Watch video "Comma Story" 3. Students will learn how to combine short, choppy sentences using subordinate and independent clauses. 4. Students will research and along with their knowledge of sentence combination, write about their favorite activity. 5. Discussion-conclusion.
3	a. Adverbial clauses	1. Use excerpts from the article "The Link to A Better, Cleaner Tomorrow" to analyze

Session	Content	Activities
		sentences. 2. Use color “post its” to diagram sentences. 3. Discussion-conclusion.
4	a. Adverbial clauses b. Adjectival clauses	1. Research form, use and definition of Adverbial clauses and Adjectival clauses. 2. Use power point to make a short group presentation in class illustrating learnt concepts. 3. Discussion-conclusion.
5	a. Adjectival clause	1. Professor presentation: Review. 2. Gallery Walk Activity Sheet Headings: Students are divided in groups and given time to prepare charts (Explaining and proving examples). When groups are set, each with a different colored marker or crayon, assign each group to a chart. Give students five minutes to write adjectival clauses on the chart. Share with classmates. 3. Discussion-conclusion.
6	First Test	
7	Nominal clauses	1. Use blocks to exemplify sentences. (Blocks can be made with tetrabrik containers) and labeled. Each group should explain their reasoning to their classmates. 2. Discussion-conclusion. 3. Assign reading.
8	Nominal clauses	1. Use CENIT article “Reflective Analysis of the Importance in the Act of Storytelling in Early Childhood Education” to analyze discuss and practice.

Session	Content	Activities
		2. Review activity: Cut-Up Sentence Kabadi. 3. Discussion-conclusion.
9	Introduction to morphology	1. Professor presentation of topics. 2. Students are divided in groups and given time to choose a proverb, randomly choose prepositional phrase from a bag or box. Rewrite the proverb using the prepositional phrase. When groups are set, each with a different colored marker or crayon, assign each group to a chart. Give students five minutes to write on the chart at least three examples each. 3. Discussion-conclusion.
10	Introduction to syntax	1. Review activity: Adapt game to studied concepts, Taboo. 2. Discussion-conclusion.
11	Second Test	
12	Morphological and syntactic analysis of Nouns	1. Read and discuss article “Morphology: How to do morphological analysis (or any other kind of linguistic)” to analyze and discuss. 2. Play “Categories” Have students draw six columns on their paper and write a category at the top of each column. You can choose categories that fit what you’ve been studying in class or go with some basics. Popular categories include food, names, cities or countries, furniture, verbs and clothing.
13	Morphological and syntactic analysis of verbs	1. Use power point to make a short group presentation in class illustrating how a set of words is formed applying the theory.

Session	Content	Activities
14	Morphological and syntactic analysis of adverbs	1. Use CENIT article, "The Wonder of Words" to analyze and discuss. 2. Review activity.
15	Final Exam	

8. Evaluation

First Exam	17.5%
Second Exam	17.5%
Classwork and participation (individual and group)	10%
Final Exam	20%
Video presentation/demonstration	15%
English Learning Software Program*	20%
Total	100%

*See section 10

9. Bibliography

Core Bibliography

Alba Juez, L. (2014). A grammar companion to lengua inglesa I. UNED - Universidad Nacional de Educación a Distancia. <https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/48729>

Herrero Salas, F. (2018). Elements of English Grammar (2a. ed.). Bubok Publishing S.L. <https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/51438>

Complementary bibliography

Carstairs-McCarthy Andrew. (2002) *Introduction to English Morphology: Words and Their Structure*. Edinburgh textbooks on the English language. Edinburgh Univ. Press

Chalker Sylvia, Edmund S.C. Weiner. (2010) *Oxford Dictionary of English Grammar*, Oxford University Press.

Gelderen, Elly van. (2010). *An Introduction to the Grammar of English*. Electronic book. [2nd ed.]. Amsterdam: John Benjamins Publishing Co.

Jackson, Howard. (2005). *Good Grammar for Students*. Electronic book. London: SAGE Publications Ltd.

Langacker, Ronald W. (2008). *Cognitive Grammar: A Basic Introduction*. Electronic book. Oxford: Oxford University Press.

Sampson, Geoffrey. (2013). *Grammar Without Grammaticality: Growth and Limits of Grammatical Precision*. Electronic book. Berlin: De Gruyter Mouton.

CENIT Articles

A DANGEROUS WORK ENVIRONMENT WILL COST YOU. (2017). *Supply & Demand Chain Executive*, 18(2), 29-33.

da Costa Davim, M. V., Barbosa Davim, R. M., & Caballero da Silva, D. (2016). REFLECTIVE ANALYSIS OF THE IMPORTANCE IN THE ACT OF STORYTELLING IN EARLY CHILDHOOD EDUCATION. *Journal Of Nursing UFPE / Revista De Enfermagem UFPE*, 10(12), 4664-4671. doi:10.5205/reuol.9978-88449-6-ED1012201630

Perez, K. (2017). The Wonder of Words. *Language Magazine*, 16(10), 19-23.

Perry, B. V. (2017). The Link to A Better, Cleaner Tomorrow. *Electric Perspectives*, 42(2), 22-28.

Other Articles:

- a. Morphology: How to do Morphological Analysis (or any other kind of linguistic analysis) <http://people.umass.edu/moiry/morphology.pdf>

Video

Comma Story <https://www.youtube.com/watch?v=GHn1O3NGJk>

10. Important Information

The evaluation included in this syllabus (including the use of the English Learning Software) applies only for the students of the English Teaching and the Teaching of English I and II cycles. For students of other majors, the grade will be based on the 80% of the evaluation items that do NOT include the learning software program portion, and the mathematical proportion will be applied with the goal of extrapolating the grade and work one in class to the maximum grade of 100%.

AnnexVideo presentation/demonstration:

Students will create a short video that will be played in class. The specific topic for this video should focus on an area of interest for the presenter. Students will chose one topic included in this course, and reflect it into the video. Students should use efficient resources to support their visual aid. The length of the videos should be around 2 minutes long. Students will provide APA format bibliography of all the resources accessed to prepare this project.

Presentations are assessed based on grammatical correctness and the overall quality and clarity of the presentation's content.