

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2017 / 2018**

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**Part I Course Overview**

<b>Course Title:</b>	Grammar and Lexis
<b>Course Code:</b>	EN5490
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> (Course Code and Title)	Nil
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	Nil
<b>Exclusive Courses:</b> (Course Code and Title)	Nil

## Part II Course Details

### 1. Abstract

This course aims to provide students with sufficient understanding of the major systems of English grammar to enable them to i) understand how grammar contributes to meaningful communication and ii) diagnose learners' problems with English grammar. It also introduces students to the issues involved in the study of English lexis so as to enable them to understand how English words are formed, classified and structured. Students will develop the skills to describe language data and to analyse the systematic relationship between variation in language and variation in context.

### 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.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	identify some basic grammatical concepts needed for language analysis;		√	√	√
2.	describe the basic organizational principles of grammar using appropriate metalanguage;		√	√	√
3.	analyze the functions of different constituents in a sentence;		√	√	√
4.	reflect on the ways in which meaning is determined by context;		√	√	√
5.	evaluate the quality of learners' dictionaries.		√	√	√
		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	<p><b>Reading the Textbooks and Handouts and Completing Exercises</b></p> <p>The textbooks and handouts contain information related to ALL the topics dealt with in the course. Students are encouraged to complete the reading assignment of the week before class and to discover the organization principles of grammar in class.</p>	√	√	√	√	√	3 hours/ week
2	<p><b>Interactive Lecturing and In-Class Activities</b></p> <p>There will be one three-hour lesson every week. In the lessons, the basic issues and topics involved in the study of English grammar and lexis will be identified. The key concepts and related metalanguage will be examined. Students will read different texts or sentences to identify the concepts introduced and to apply their knowledge of grammar and lexicology to the given texts or sentences.</p>	√	√	√	√	√	3 hours/ week

#### 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> %								
<p><b>In-class Test</b>            One one-hour test will be designed to help students revise and learn the grammar concepts covered in the course. Their performance in the tests will be assessed individually according to how well they are able to</p> <ol style="list-style-type: none"> <li>reflect on the basic grammatical concepts learnt;</li> <li>reflect on the basic organizational principles of grammar;</li> <li>identify the functions of different constituents in a sentence.</li> </ol> <p>Students are encouraged to do continual revision throughout the course.</p>	√	√	√				30%	Individual, to be assessed individually
<p><b>Individual Analysis Assignment</b>            An individual analysis assignment will be given to students to help them apply their knowledge to the analysis of authentic texts. The assignment will consist of short analysis questions. Students are required to demonstrate their ability to</p> <ol style="list-style-type: none"> <li>reflect on the basic grammatical and lexical concepts learnt;</li> <li>reflect on the basic organizational principles of grammar;</li> <li>identify the functions of different constituents in a sentence;</li> <li>identify and correct common errors associated with the grammatical concepts learnt.</li> </ol>	√	√	√	√			30%	Individual, to be assessed individually
<p><b>Individual Essay Assignment</b>            An individual essay assignment (about 2000 words) will be given to students to help them apply their knowledge to the critique of a dictionary.</p>					√		40%	Individual, to be assessed individually
Examination: _____% (duration: _____, if applicable)							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)
In-class Test	Analysis and Application Performance	Excellent knowledge of grammatical concepts is demonstrated	Very good knowledge of grammatical concepts is demonstrated	Adequate knowledge of grammatical concepts is demonstrated	Little knowledge of grammatical concepts is demonstrated	Very little or no knowledge of grammatical concepts is demonstrated
		Excellent application of grammatical concepts is demonstrated	Very good application of grammatical concepts is demonstrated	Adequate application of grammatical concepts is demonstrated	Fair application of grammatical concepts is demonstrated	Poor application of grammatical concepts is demonstrated
Individual Analysis Assignment	Analysis and Application Performance	Excellent knowledge of grammatical concepts is demonstrated	Very good knowledge of grammatical concepts is demonstrated	Adequate knowledge of grammatical concepts is demonstrated	Little knowledge of grammatical concepts is demonstrated	Very little or no knowledge of grammatical concepts is demonstrated
		Excellent application of grammatical concepts is demonstrated	Very good application of grammatical concepts is demonstrated	Adequate application of grammatical concepts is demonstrated	Fair application of grammatical concepts is demonstrated	Poor application of grammatical concepts is demonstrated
Individual Essay Assignment	Content, Analysis, Organization, Language	The topic is extremely well-presented and analysed;	The topic is competently presented and very well analysed;	The topic is adequately presented and is analysed reasonably well;	The topic is sketchily presented and analysed and is inadequately presented;	The topic is highly inadequate in its presentation and is very badly analysed;
		All relevant information is excellently covered;	The information is sufficiently covered;	Only part of the information is covered;	Only limited information is included;	Very limited or inaccurate information is included;
		The purpose of analysing and presenting the	The purpose of analysing and presenting the	The purpose of analysing and	The purpose of analysing and	The purpose of

		<p>material is completely achieved;</p> <p>Style and tone are highly appropriate.</p>	<p>material is achieved;</p> <p>Style and tone are appropriate.</p>	<p>presenting the material is partially achieved;</p> <p>Style and tone are somewhat appropriate.</p>	<p>presenting the material is minimally achieved;</p> <p>Style and tone are largely inappropriate.</p>	<p>analysing and presenting the material is not achieved in any way;</p> <p>Style and tone are completely inappropriate.</p>
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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

*The Verbal Group*

- Classes of Verbs
- Verb Complementation
- Structure of the Verbal Group

*The Nominal Group*

- Classes of Nouns
- Structure of the Nominal Group
- Determiners
- Pre-modifiers
- Post-modifiers
- Nominalization

*The Adjectival Group, The Adverbial Group and the Prepositional Phrase*

- Classes of Adjectives and Adverbs
- Structures of the Adjectival Group, Adverbial Group and Prepositional Phrase
- Functions of the Adjectival Group, Adverbial Group and Prepositional Phrase

*English Lexis*

- Words in Dictionaries

**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.	Downing, A (2015). <i>English grammar: a university course</i> . 3 <sup>rd</sup> Edition. London: Routledge.
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**2.2 Additional Readings**

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

1.	Bloor, T. and Bloor, M. (1995). <i>The functional analysis of English – a Hallidayan approach</i> . London, New York: Arnold.
2.	Butt, D., Fahey, R., Feez, S., Spinks, S. and Yallop, C. (2000). <i>Using functional grammar: an explorer's guide. 2nd Edition</i> . Sydney: National Centre for English Language Teaching and Research, Macquarie University.
3.	Chan, A.Y.W. (2005). Tactics employed and problems encountered by university English majors in Hong Kong in using a dictionary. <i>Applied Language Learning</i> , 15.1&2: 1-28.

4.	Chan, A. and Loong, Y. (1999). Establishing criteria for evaluating a learner's dictionary. In R. Berry, B. Asker, K. Hyland, and M. Lam (eds.) <i>Language Analysis, Description and Pedagogy</i> . Hong Kong: Hong Kong University of Science and Technology, 298- 307.
5.	Collerson, J. (1994). <i>English grammar: a functional approach</i> . New Town, New South Wales: Primary English Teaching Association.
6.	Collins, P. and Hollo, C. (2000). <i>English grammar: an introduction</i> . Hampshire: Palgrave
7.	Eggins, S. (2004). <i>An introduction to systemic functional linguistics</i> . 2nd Edition. New York, London: Continuum.
8.	Greenbaum, S. and Nelson, G. (2002). <i>An introduction to English grammar</i> . 2nd Edition. London: Longman.
9.	Greenbaum, S. and Quirk, R. (1990). <i>A student's grammar of the English language</i> . Burnt Mill, Harlow, Essex, England: Longman.
10.	Halliday, M.A.K. (2004). <i>An introduction to functional grammar</i> . 3rd Edition. (Revised by Christian M.I.M.). London: Arnold.
11.	Hatch, E. and Brown, C. (1995). <i>Vocabulary, semantics and language education</i> . Cambridge: Cambridge University Press.
12.	Jackson, H. (2002). <i>Grammar and vocabulary: a resource book for students</i> . London: Routledge.
13.	Jackson, H. and E. Z. Amvela (2000). <i>Words, meaning and vocabulary: an introduction to modern English lexicology</i> . London; New York: Continuum.
14.	Lock, G. (1996). <i>Functional English grammar: an introduction for second language teachers</i> . Cambridge: Cambridge University Press.
15.	Quirk, R. and Greenbaum, S. (1973). <i>A university grammar of English</i> . Hong Kong: Longman.
16.	Quirk, R. Greenbaum, S., Leech, G. and Svartvik, J. (1985). <i>A comprehensive grammar of the English language</i> . London: Longman.
17.	Sinclair et al.(eds.) (1990). <i>Collins COBUILD English grammar</i> . London: Collins.
18.	Taylor, A. and Chan, A. (2000). Choosing a dictionary for students or ourselves. <i>TESL-HK</i> , 5: 10.