

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of English**  
**with effect from Semester A 2024/25**

---

---

**Part I Course Overview**

|  |                 |
|--|-----------------|
| <b>Course Title:</b>   | English Grammar |
| <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><br><i>(Course Code and Title)</i>      | Nil             |
| <b>Precursors:</b><br><i>(Course Code and Title)</i>         | Nil             |
| <b>Equivalent Courses:</b><br><i>(Course Code and Title)</i> | Nil             |
| <b>Exclusive Courses:</b><br><i>(Course Code and Title)</i>  | 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 presentation of grammatical information in learners' dictionaries. 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<br>(if applicable) | Discovery-enriched curriculum related learning outcomes<br>(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.  | identify and correct some common errors associated with the grammatical concepts learnt;   |                              | √  | √  | √  |
| 5.  | describe the ways in which grammatical information is presented in 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 real-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. Learning and Teaching Activities (LTAs)

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

| LTA | Brief Description   | CILO No. |   |   |   |   | Hours/week<br>(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 will complete the reading assignments of the course and discover the organizational principles of grammar in class.</p>  | √        | √ | √ | √ | √ | 3 hours/ week                 |
| 2   | <p><b>Interactive Lecturing and In-Class Activities</b></p> <p>Students will engage in interactive lectures to acquire relevant knowledge about English grammar, including the key concepts in grammar and related metalanguage. Students will read different texts or sentences to identify the concepts introduced and to apply their knowledge of grammar 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: 100  | %        |   |   |   |   |           |   |
| <p><b>In-class Test</b></p> <p>Students will take an in-class test. 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>identify the basic grammatical concepts learnt;</li> <li>describe the basic organizational principles of grammar;</li> <li>analyze the functions of different constituents in a sentence.</li> </ol> <p>Students need to do continual revision throughout the course.</p>  | √        | √ | √ |   |   | 30%       | Individual, to be assessed individually |
| <p><b>Individual Analysis Assignment</b></p> <p>Students will work on an individual analysis assignment and to apply their knowledge to the analysis of authentic texts. The assignment will consist of short analysis questions. Students need to demonstrate their ability to</p> <ol style="list-style-type: none"> <li>identify the basic grammatical and lexical concepts learnt;</li> <li>describe the basic organizational principles of grammar;</li> <li>analyze the functions of different constituents in a sentence;</li> <li>identify and correct some common errors associated with the grammatical concepts learnt.</li> <li></li> </ol> | √        | √ | √ | √ |   | 30%       | Individual, to be assessed individually |
| <p><b>Individual Essay Assignment</b></p> <p>Students will work on an individual essay assignment (about 2000 words) . They will apply their knowledge of</p>   | √        |   |   |   | √ | 40%       | Individual, to be assessed individually |

|  |  |  |  |  |  |  |  |      |
|--|--|--|--|--|--|--|--|------|
| English grammar and lexicology to the critique of the presentation of grammatical information in a learner's dictionary. |  |  |  |  |  |  |  |      |
| 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.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

| Assessment Task                | Criterion                                 | Excellent<br>(A+, A, A-)                                      | Good<br>(B+, B, B-)   | Fair<br>(C+, C, C-)  | Marginal<br>(D)  | Failure<br>(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                                   | The information is sufficiently                               | Only part of the information is                                    | Only limited information is  | Very limited or inaccurate information   |

|  |  |  |  |   |   |  |
|--|--|--|--|---|---|--|
|  |  | excellently covered;<br><br>The purpose of analysing and presenting the material is completely achieved;<br><br>Style and tone are highly appropriate. | covered;<br><br>The purpose of analysing and presenting the material is achieved;<br><br>Style and tone are appropriate. | covered;<br><br>The purpose of analysing and presenting the material is partially achieved;<br><br>Style and tone are somewhat appropriate. | included;<br><br>The purpose of analysing and presenting the material is minimally achieved;<br><br>Style and tone are largely inappropriate. | is included;<br><br>The purpose of analysing and presenting the material is not achieved in any way;<br><br>Style and tone are completely inappropriate. |
|--|--|--|--|---|---|--|

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

| Assessment Task                   | Criterion                            | Excellent (A+, A, A-)  | Good (B+, B)   | Marginal (B-, C+, C)  | Failure (F)   |
|-----------------------------------|--------------------------------------|--|--|---|---|
| 1. In-class Test                  | Analysis and Application Performance | Excellent knowledge of grammatical concepts is demonstrated<br><br>Excellent application of grammatical concepts is demonstrated | Very good knowledge of grammatical concepts is demonstrated<br><br>Very good application of grammatical concepts is demonstrated | Not enough knowledge of grammatical concepts is demonstrated<br><br>Fair application of grammatical concepts is demonstrate | Very little or no knowledge of grammatical concepts is demonstrated<br><br>Poor application of grammatical concepts is demonstrated |
| 2. Individual Analysis Assignment | Analysis and Application Performance | Excellent knowledge of grammatical concepts is demonstrated<br><br>Excellent application of grammatical concepts is demonstrated | Very good knowledge of grammatical concepts is demonstrated<br><br>Very good application of grammatical concepts is demonstrated | Not enough knowledge of grammatical concepts is demonstrated<br><br>Fair application of grammatical concepts is demonstrate | Very little or no knowledge of grammatical concepts is demonstrated<br><br>Poor application of grammatical concepts is demonstrated |

|                                |   |  |   |  |  |
|--------------------------------|---|--|---|--|--|
| 3. Individual Essay Assignment | Content, Analysis, Organization, Language | <p>The topic is extremely well-presented and analysed;</p> <p>All relevant information is excellently covered;</p> <p>The purpose of analysing and presenting the material is completely achieved;</p> <p>Style and tone are highly appropriate.</p> | <p>The topic is competently presented and very well analysed;</p> <p>The information is sufficiently covered;</p> <p>The purpose of analysing and presenting the material is achieved;</p> <p>Style and tone are appropriate.</p> | <p>The topic is just adequately presented and is acceptably analysed;</p> <p>Only part of the information is covered;</p> <p>The purpose of analysing and presenting the material is marginally achieved;</p> <p>Style and tone are sometimes inappropriate.</p> | <p>The topic is highly inadequate in its presentation and is very badly analysed;</p> <p>Very limited or inaccurate information is included;</p> <p>The purpose of analysing and presenting the material is not achieved in any way;</p> <p>Style and tone are completely inappropriate.</p> |
|--------------------------------|---|--|---|--|--|



### 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

##### *Grammatical Information in Learners' Dictionaries*

- Noun countability information in dictionaries
- Verb transitivity information in dictionaries
- Grammatical information of Adjectives, Adverbs and Prepositions 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. |
|----|--|

##### 2.2 Additional Readings

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

|    |  |
|----|--|
| 1. | Bloor, T. & 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. & Yallop, C. (2000). <i>Using functional grammar: An explorer's guide</i> . 2 <sup>nd</sup> Edition. 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.Y.W. & Taylor, A. (2001). Evaluating learner dictionaries: What the reviews say.   |

|     |   |
|-----|---|
|     | <i>International Journal of Lexicography</i> , 14.3: 163-180  |
| 5.  | Chan, A.Y.W. (2012). Cantonese ESL learners' use of grammatical information in a monolingual dictionary for determining the correct use of a target word. <i>International Journal of Lexicography</i> , 25.1: 68-94.   |
| 6.  | Chan, A.Y.W. (2016). How much do Cantonese ESL learners know about the English article system? <i>System</i> , 56: 66-77.   |
| 7.  | Chan, A.Y.W. (2017). The effectiveness of using a bilingualized dictionary for determining noun countability and article selection. <i>Lexikos</i> , 27: 183-213.   |
| 8.  | Chan, A. & Loong, Y. (1999). Establishing criteria for evaluating a learner's dictionary. In R. Berry, B. Asker, K. Hyland, & M. Lam (Eds.) <i>Language analysis, description and pedagogy</i> . Hong Kong: Hong Kong University of Science and Technology, 298- 307. |
| 9.  | Collerson, J. (1994). <i>English grammar: A functional approach</i> . New Town, New South Wales: Primary English Teaching Association.  |
| 10. | Collins, P. & Hollo, C. (2000). <i>English grammar: An introduction</i> . Hampshire: Palgrave   |
| 11. | Eggins, S. (2004). <i>An introduction to systemic functional linguistics</i> . 2 <sup>nd</sup> Edition. New York, London: Continuum.  |
| 12. | Greenbaum, S. & Quirk, R. (1990). <i>A student's grammar of the English language</i> . Burnt Mill, Harlow, Essex, England: Longman.   |
| 13. | Halliday, M.A.K. (2004). <i>An introduction to functional grammar</i> . 3 <sup>rd</sup> Edition. (Revised by Christian M.I.M.). London: Arnold.   |
| 14. | Hatch, E. & Brown, C. (1995). <i>Vocabulary, semantics and language education</i> . Cambridge: Cambridge University Press.  |
| 15. | Jackson, H. (2002). <i>Grammar and vocabulary: A resource book for students</i> . London: Routledge.  |
| 16. | Jackson, H. & E. Z. Amvela (2000). <i>Words, meaning and vocabulary: An introduction to modern English lexicology</i> . London; New York: Continuum.  |
| 17. | Lock, G. (1996). <i>Functional English grammar: An introduction for second language teachers</i> . Cambridge: Cambridge University Press.   |
| 18. | Nelson, G. & Greenbaum, S. (2016). <i>An introduction to English grammar (4<sup>th</sup> Edition)</i> . New York: Routledge.  |
| 19. | Quirk, R. & Greenbaum, S. (1973). <i>A university grammar of English</i> . Hong Kong: Longman.  |
| 20. | Quirk, R. Greenbaum, S., Leech, G. & Svartvik, J. (1985). <i>A comprehensive grammar of the English language</i> . London: Longman.   |
| 21. | Taylor, A. & Chan, A. (2000). Choosing a dictionary for students or ourselves. <i>TESL-HK</i> , 5: 10.  |