EN2711: THE STRUCTURE OF ENGLISH

Effective Term
Semester A 2024/25

Part I Course Overview

Course Title
The Structure of English

Subject Code
EN - English
Course Number
2711

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to introduce students to a systematic description of the English Language and to introduce students to the skills needed to apply their knowledge to the analysis of authentic language data.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the phonetic, phonological, morphological, syntactic, and semantic systems of the English Language;		x	x	x
2	Critically apply the knowledge these systems to analyse the linguistic structure of a wide variety of texts;		x	x	x
3	Generate theories about language use based on knowledge of linguistic structures;		x	x	x
4	Identify the processes of the acquisition of different language structures by first and second language learners.		x	x	x

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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive lecturing, language analysis and discussions	Students will explore the different systems of the English Language; Students will, by responding to questions and doing research, develop their abilities to reflect on the different systems of the English Language.	1, 3	

| 2 | Interactive lecturing, language analysis and discussions | Students will reflect on the issues related to first and second language acquisition;

Students will, by responding to questions and doing research, identify the processes of first and second language acquisition. | 4 | |
| 3 | Language analysis and discussions | Students will be given authentic and contrived language data to experiment with the ways in which their knowledge of language can be applied to perform language analysis, descriptions and explanations;

Students will, by responding to questions and doing research, develop their abilities to evaluate the appropriateness of language uttered or written for a particular purpose in a particular context. | 2, 3, 4 | |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	First in-class test: Will test students' ability to identify and reflect on the different language systems and their application of linguistic knowledge.	1, 2, 3	25	Individual Work
2	Second in-class test: Will test students' ability to generate theories about the different language systems and their application of linguistic knowledge.	1, 2, 3, 4	25	Individual Work

3	Group project: Will give students opportunities to apply their knowledge to critically analyze authentic language data and to generate theories about language use.	1, 2, 3, 4	40	Group Work
4	Class Participation:	1, 2, 3, 4	10	Individual Work

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

In-class tests

Criterion

Demonstrates skills in describing, explaining, analyzing, comparing and evaluating language data

Excellent (A+, A, A-)

Demonstrates excellent skills in describing, explaining, analyzing, comparing and evaluating language data and consistently maintain a high degree of grammatical accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.

Good (B+, B, B-)

Demonstrates good skills in describing, explaining, analyzing, comparing and evaluating language data and show a relatively high degree of grammatical control in giving descriptions, explanations, analyses, comparisons and evaluations.

Fair (C+, C, C-)

Demonstrates adequate skills in describing, explaining, analyzing, comparing and evaluating language data and communicate with reasonable accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.

Marginal (D)

Demonstrates very limited skills in describing, explaining, analyzing, comparing and evaluating language data and use simple structures correctly in giving descriptions, explanations, analyses, comparisons and evaluations.

Failure (F)

Unable to demonstrate skills in describing, explaining, analyzing, comparing and evaluating language data and shows only limited control of a few simple grammatical structures and sentence patterns in giving descriptions, explanations, analyses, comparisons and evaluations.

Assessment Task

Class participation

Criterion

Engagement and participation

Excellent (A+, A, A-)

Student is highly engaged in class/group activities and discussions and extremely pro-active in offering insightful views on topics covered.

Good (B+, B, B-)

Student is engaged in class/group activities and discussions and active in contributing views on topics covered.

Fair (C+, C, C-)

Student participates in learning activities and offers views on topics covered from time to time.

Marginal (D)

Little evidence of participation in learning activities, and views on topics covered are offered infrequently.

Failure (F)

Fails to participate in class activities.

Assessment Task

Group project

Criterion

Students will be assessed based on their quality of content, use of language, and design/multimodal communication.

Excellent (A+, A, A-)

Excellent content that is rich, specific and clear – demonstrates excellent skills in describing, explaining, analysing, comparing and evaluating information; excellent authentic examples provided.
Unique, highly creative, very relevant; multiple-modes (graphics, photos, video, audio and text) used together very effectively and appropriately. Text is very easy to read.
Minimal usage errors; effectively organized especially on the paragraph/discourse level; style appropriate to task.

Good (B+, B, B-)

Good content that is mostly rich, specific and clear – demonstrates good skills in describing, explaining, analysing, comparing and evaluating information; good authentic examples provided.
Fairly creative and relevant; graphics and texts used together effectively and appropriately.
Few usage errors; fairly well organized especially on the paragraph/discourse level; style appropriate to task.

Fair (C+, C, C-)

Adequate content but that may at times be general, insufficiently specific or unclear – demonstrates adequate skills in describing, explaining, analysing, comparing and evaluating information; adequate specific or authentic examples provided.
Clearly and adequately designed. Text sufficiently readable.
Moderate usage errors; some problems with cohesion/coherence; style not always appropriate.

Marginal (D)

Inadequate content that is very general and abstract – demonstrates very limited skills in describing, explaining, analysing, comparing and evaluating information; no appropriate examples provided on the website.
Problems with document design making it moderately to seriously incoherent and difficult to read/maneuver.
Many usage errors; serious problems with cohesion/coherence; inappropriate style.

Failure (F)

Extremely general content that fails to demonstrate skills in describing, explaining, analysing, comparing and evaluating information; no examples provided.
Seriously ineffective document design and/or unreadable.
Usage errors seriously interfere with comprehension.

Part III Other Information

Keyword Syllabus

Phonetics and Phonology: sounds, rhythm, intonation, phonological processes;
Morphology and Word-formation: morphemes, inflectional and derivational morphology, word-formation processes;
Grammar and Syntax: phrases, clauses, sentences, grammaticality;
Semantics: lexical relations, semantic features, semantic roles
Gesture and signed language
First Language Acquisition: imitation, reinforcement, caregiver speech
Second Language Learning: motivation, exposure, age differences, interlanguage

Reading List

Compulsory Readings

	Title
1	Yule, G. (2022). The Study of Language. Cambridge: Cambridge University Press.

Additional Readings

	Title
1	Fromkin, V., Rodman, R. and Hyams, N. (2013). An Introduction to Language (Tenth Edition). Boston: Cengage Learning.
2	Culpeper, J. (2015). History of English (Third Edition). London: Routledge.
3	Culpeper, J. et al. (Eds.) (2018). English Language: Description, Variation and Context (Second Edition). London: Palgrave.