Ministry of Higher Education and Scientific research

University of Halabja

College of Basic Education

Department of English Language

Subject: Syntax

Coursebook (4th Year)

Lecturer's name: Omar F. Ghafor

Academic Year: 2020 – 2021
## 1. Course name
Syntax

## 2. Lecturer in charge
Omar F. Ghafor

## 3. Department\College
Department of English Language\College of Basic Education

## 4. Contact
e-mail address: omar.ghafor@uoh.edu.iq

## 5. Time (in hours per week)
Theoretical: 2 hours per week

## 6. Office hours
Tuesday, 11:00 AM to 12:00 PM

## 7. Course code
NA

## 8. Teacher's academic profile
This is Omar F. Ghafor. I have BA degree in teaching English language and literature at the university of Salahaddin\Erbil and MA degree in English language and linguistics at the same university. My MA thesis is entitled “Assessing the Suitability of “Sunrise” Program to the Kurdish Learners of the Seventh Basic Grade in the Schools of Erbil City”. It is the first academic study in the Iraqi Kurdistan region about “Sunrise” program.

I started my academic career at the University of Halabja in May, 2010 as an assistant lecturer at the department of English language. I was the head of the department from December, 2010 to November, 2015. Currently, I am a member of the teaching staff at the University of Halabja\Department of English Language.

I have taught Pronunciation, grammar, composition, phonology, Linguistics, Morphology, Research Methods, Translation and Syntax at the department of English language and general English at the departments of social sciences and physical education. Furthermore, I have taught several English language learning courses inside and outside university.

I have Participated in a number of conferences, workshops, courses and trainings in the field of higher education, leadership, and teaching\learning English language inside and outside Iraq.

To get more information about me, visit my academic profile at: https://sites.google.com/uoh.edu.iq/omar-fouad-ghafor

## 9. Keywords
Word Classes, Categories, Constituents, Functions, Syntactic Structure, Phrase, Clause, Sentence Elements, Sentence Analysis, Tree Diagram.

## 10. Course overview
This course deals with syntax, which is the study of sentence structure; how words are combined together to form phrases, phrases combined together to form larger phrases, clauses and sentences, and how clauses are combined together to form complex sentences. The course is an introduction to the practical analysis of English sentences rather than an introduction to linguistic theory. But since we will be concerned with a language and its syntax, some of the concepts, aims, and methods of linguistics
are relevant. It says nothing about the phonology of English, and very little about morphology or semantics. It should become clear, though, just how closely the structure (syntax) and the meaning (semantics) of English sentences are related.

Syntax is traditionally the name given to the study of the form, positioning, and grouping, of the elements that go to make up sentences. In a word, it is about the structure of sentences. In studying a language, there is of course a lot else to talk about besides its syntax. For example, we can investigate the form and grouping of the elements within words themselves (for example: un-de-cod(e)-able). The systematic study of word-structure is called morphology (the relevant elements are ‘morphemes’). Or we can concentrate on the meaning of sentences and how their meaning relates to the meanings of the words they contain. This is called semantics. Or we can concentrate on how linguistic expressions are connected with the sounds of speech. This is called phonology.

Moreover, morphology and syntax form the grammar of a language. Since grammar is no longer a major focus in schools, most students have little understanding of even the most basic notions such as being able to identify parts of speech, or understanding how large constructions are composed out of smaller units. It is important for students of English to be able to interpret the structure of sentences and their component parts. Being able to identify constituents and agreement constraints will help students to improve and correct their academic writing. The course will teach students essential skills for the linguistic description and analysis of English language.

11. Course objectives
The major objective of this course is to introduce the students with basic concepts of English syntax. It also introduces the constituents of English sentence, which are words, phrases and clauses with a detailed study of each and their different types. Furthermore, it describes the functions of each of these constituents in an English sentence.

The course aims to:

- Familiarize the students with common terms used in the study of syntax.
- Help students understand the syntactic structure of English language.
- Develop understandings of the nature of human language and identify differences with other systems of communication.
- Develop understanding of the structure of language, specifically its syntactic systems.
- Develop understanding of the lexicon and lexical categories, parts of speech.
- Develop understanding of compositionality, constituency and dependency relations.
- Develop understanding linguistic typology with regard to syntax.
- Develop understanding about grammatical relations and their expression.
- Develop understanding of a variety of complex sentence phenomena.
- Develop in students the ability to undertake grammatical analysis of unfamiliar languages.

12. Student's obligation
Throughout the academic year, students are expected to:
1. Attend the classes regularly.
2. Prepare and read the materials before each class.
3. Be active and participate in the class discussions.
4. Attend and complete all the quizzes, tests and exams.
5. Show personal and academic integrity and honesty.

## 13. Forms of teaching

The following tools and teaching materials would be used during the classes:
Data-show projector, whiteboard, course references, handouts, Moodle and videos.

## 14. Assessment scheme

1. Coursework: first exam taken in the tenth week = 15 Marks
2. Coursework: second exam taken in the twentieth week = 15 Marks
3. Daily activity, seminar presentations and quizzes = 10 Marks
4. Final Exam: One three-hour written examination taken in June = 60 Marks

**Assessment policy is based on the following principles:**

1. Assessment encourages and reinforces learning.
2. Assessment enables tough and fair judgements about student performance.
3. Assessment practices are fair and equitable to students and give them the opportunity to demonstrate what they have learned.
4. Assessment maintains academic standards.

## 15. Student learning outcomes

Subjects of this course are significant for the future careers of the students as English language teachers who are supposed to have prior knowledge about English syntax in order to be able to teach English classes.

After successful completion of this course, students should be able to:

1. Understand the syntactic structure of English language.
2. Undertake a syntactic analysis to identify the constituents of the English language sentences.
3. Identify constituent structure at an advanced level.
4. Establish and justify the lexical and grammatical categories of English language.
5. Articulate understandings of the nature of language.
6. Undertake linguistic descriptive investigation of a known or unknown language through primary observation.
7. Write a coherent and logically argued review of the grammar of English language, demonstrating a familiarity with widely used terminology and technical issues involved.

## 16. Course Reading List and References

**Key reference:**

Useful references:


## 17. The Topics

<table>
<thead>
<tr>
<th>Topics</th>
<th>Lecturer's name</th>
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</thead>
<tbody>
<tr>
<td>Introduction: what is syntax?</td>
<td>Omar F. Ghafor</td>
</tr>
<tr>
<td>Sentence structure: constituents; Structure</td>
<td>Omar F. Ghafor</td>
</tr>
<tr>
<td>Establishing constituents</td>
<td>Omar F. Ghafor</td>
</tr>
<tr>
<td>‘Phrase’ and ‘constituent’</td>
<td>Omar F. Ghafor</td>
</tr>
<tr>
<td>Sentence structure: functions; Subject and predicate</td>
<td>Omar F. Ghafor</td>
</tr>
<tr>
<td>Noun Phrase and Verb Phrase: Dependency and function, Head, The</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>modifier-head relation, The head-complement relation</td>
<td>Omar F. Ghafor</td>
</tr>
<tr>
<td>Sentence structure: categories; Nouns, Lexical and phrasal categories</td>
<td>Omar F. Ghafor</td>
</tr>
<tr>
<td>(noun and Noun Phrase)</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>Adjectives and adverbs, Adjective Phrases and Adverb Phrases,</td>
<td>Omar F. Ghafor</td>
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<td>Prepositions and Prepositional Phrases, Co-ordinate Phrases</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>The basic Verb Phrase: A first look at verbs; The complements of</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>lexical verbs, Transitive verbs, Intransitive verbs</td>
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<td>First Exam</td>
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<tr>
<td>Ditransitive verbs, Intensive verbs, Complex transitive verbs,</td>
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<td>Prepositional verbs</td>
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<td>Adverbials and other matters: Adjunct adverbials (VP adverbials),</td>
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<td>Levels of Verb Phrase</td>
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<td>The mobility of adverbials, Phrasal verbs, Ellipsis, Sentence adverbials</td>
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<td>(S adverbials)</td>
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<tr>
<td>Auxiliary VPs: Lexical and auxiliary verbs; Tense and time, The</td>
<td>Omar F. Ghafor</td>
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<td>contrast between lexical and auxiliary verbs, Modal auxiliaries (MOD)</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>The perfect auxiliary – have (PERF), The progressive auxiliary – be</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>(PROG), The passive auxiliary – be (PASS)</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>Where auxiliaries fit in the structure of VP, Auxiliary VPs and</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>adverbials</td>
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<tr>
<td>Constructions that depend on auxiliaries: Passive sentences, Negative</td>
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<tr>
<td>sentences and auxiliary do</td>
<td>Omar F. Ghafor</td>
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<td>Questions – fronting the tensed auxiliary, More on have and be</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>The structure of Noun Phrases: Determiners, Pre-determiners, Pre-</td>
<td>Omar F. Ghafor</td>
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<td>modifiers in NOM</td>
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<td>Second Exam</td>
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<tr>
<td>Quantifying adjectives, Participle phrases (PartP), Nouns, More on the</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>structure of NOM, Postmodifiers</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>Prepositional Phrases, More on Adjective Phrases, Modification of pronouns</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>Sentences within sentences: Complementisers; <em>that</em> and <em>whether</em>, The functions of <em>that</em>- and <em>whether</em>-clauses</td>
<td>Omar F. Ghafor</td>
</tr>
<tr>
<td>Subject – and extraposed subject, Complement of V within VP, Complement of A within AP</td>
<td>Omar F. Ghafor</td>
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<tr>
<td>Complement of N within NP, Complement of P within PP, Adverbial clauses</td>
<td>Omar F. Ghafor</td>
</tr>
<tr>
<td>Wh-clauses: Wh-questions, Subordinate wh-clauses, Subordinate wh-interrogative clauses, Relative clauses, Omission of the wh-phrase</td>
<td>Omar F. Ghafor</td>
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**Extra Topics**

<table>
<thead>
<tr>
<th>Non-finite clauses: The form of non-finite clauses</th>
<th>Omar F. Ghafor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-finite clauses: The functions of non-finite clauses</td>
<td>Omar F. Ghafor</td>
</tr>
</tbody>
</table>

**18. Practical Topics (If there is any)**

| NA |

**19. Examinations**

Examination questions are supposed to be of the following types:

- Define the following terms briefly.
- Show the differences between the following.
- Explain the following statements briefly.
- Provide appropriate examples to each of the following.
- Determine phrase structure rules for the following sentence.
- Answer the following questions providing at least an example for each.

Moreover, students can get benefit from the exercises in the course references, especially the key reference, as a guide for examination questions.

**20. Extra notes**

| NA |

**21. Peer review**