

University of Halabja
Directorate of Quality Assurance



SUBJECT OUTLINE

Academic Year: 2023-2024

1. Information on the Programme

Higher education institution	University of Halabja
College	College of Basic Education
Department	Department of English Language
Field of study	English Language and Linguistics
Cycle of study¹	First Cycle
Specialization/ Study programme	Study of English Sentence Structure
Form of education	Full time

2. Information on the Discipline

Discipline Name	Syntax	Discipline Code	201-44
ECTS	4	Language	English Language
Lecturer (Theory)	Omar F. Ghafor	Home page	https://sites.google.com/uoh.edu.iq/omar
Moodle Course link	https://moodle.uoh.edu.iq/mod/forum/view.php?id=1522	Google Scholar	https://scholar.google.com/citations?view_op=search_authors&mauthors=omar+fouad+ghafor&hl=en&oi=ao
E-mail	omar.ghafor@uoh.edu.iq	Tel	00964(0)7501178694
Practical/Seminar / laboratory/ project Lecturer	Omar F. Ghafor	Home page	https://sites.google.com/uoh.edu.iq/omar
Moodle Course Link	https://moodle.uoh.edu.iq/mod/forum/view.php?id=1522	Google Scholar	https://scholar.google.com/citations?view_op=search_authors&mauthors=omar+fouad+ghafor&hl=en&oi=ao
E-mail	omar.ghafor@uoh.edu.iq	Tel	00964(0)7501178694
Study Year	4 th	Semester	7 th
Assessment type²	Exam	Discipline status	SD
Content³	SD	Mandatory⁴	MD

3. Prerequisites (if applicable)

Curriculum-related	English grammar, morphology, linguistics
Skills-related	Identification of words and word classes, main functions of words in a sentence, main grammatical rules, and main sentence structures.

5. Conditions (if applicable)

For the Theoretical	<p>The lectures are presented to the students using whiteboard, colorful markers, course references, handouts, Moodle, videos, and Data show.</p> <p>Students must bring pen and paper (or Notebook).</p> <p>Students must attend the classes regularly.</p> <p>Students must prepare and read the materials before each class.</p> <p>Students must be active and participate in the class discussions.</p> <p>Students must attend and complete all the quizzes, tests, and exams.</p> <p>Students must show personal and academic integrity and honesty.</p>
For the Practical/Lab. /Project	<p>This module does not have any practical class. However, students present seminars within the theoretical class hours.</p>

6. Cumulated specific competences

Professional competencies	<p>Problem solving, identification of basic sentence structures and patterns.</p>
Transversal competences	<p>Problem solving, self-directed learning, teamwork, and critical thinking.</p>

7. Discipline objectives (based on the cumulated specific competences)

General objective	<p>This course deals with syntax, which is the study of sentence structure; how words are combined to form phrases, phrases combined to form larger phrases, clauses, and sentences, and how clauses are combined to form complex sentences.</p> <p>So, the major objective of the 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.</p>
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Specific objectives (Learning Outcomes)	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 expressions.
	➤ Develop understanding of a variety of complex sentence phenomena.
➤ Develop in students the ability to undertake grammatical analysis of unfamiliar sentences.	

8. Content		
Theoretical- Number of hours	Teaching	Observation
First week	Introduction to the course What is syntax? What is studied in syntax? Word classes	2 hours
Second week	Sentence structure: constituents; Structure	2 hours
Third week	Establishing constituents	2 hours
Fourth week	‘Phrase’ and ‘constituent’	2 hours
Fifth week	Sentence structure: functions; Subject and predicate	2 hours

Sixth week	Sentence structure: categories; Lexical and phrasal categories Noun and Noun Phrase	2 hours
Seventh week	Mid-term Exam	2 hours
Eighth week	Verb Phrase	2 hours
Ninth week	Verb Phrase	2 hours
Tenth week	Adjective Phrases Adverb Phrases	2 hours
Eleventh week	Prepositional Phrases Co-ordinate Phrases	2 hours
Twelfth week	Non-finite clauses: The form of non-finite clauses	2 hours
Thirteenth week	Ellipsis	2 hours

Practical Works– Number of hours	Teaching	Observation
First week		
Second week		
Third week		
Fourth week		
Fifth week		
Sixth week		
Seventh week		
Eighth week		
Ninth week		
Tenth week		
Eleventh week		

Twelfth week		
Thirteenth week		

9. Compulsory bibliography:

Burton-Roberts, N. (2013). *Analysing Sentences: An Introduction to English Syntax*. Third Edition. London: Routledge, Taylor & Francis Group.

Optional bibliography:

1. Akmajian, A. et al (2010). *Linguistics: An Introduction to Language and Communication*. 6th edition. Cambridge: Cambridge University Press.
2. Altenberg, Evelyn P.; Vago, Robert M. (2006). *English grammar: understanding the basics*. Cambridge: Cambridge University Press.
3. Brown, K.; Miller, J. (1991). *Syntax: A Linguistic Introduction to Sentence Structure*. 2nd edition. London: Hutchinson.
4. Murcia, Celce M.; Freeman, Larsen D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. 2nd Edition. Heinle & Heinle Publishers.
5. Crystal, D. (1992). *An Encyclopedic Dictionary of Language & Languages*. Oxford: Blackwell Publishing.
6. Fabb, Nigel (2005). *Sentence structure*. London: Routledge.
7. Greenbaum, S.; Quirk, R. (1990). *A Student's Grammar of the English Language*. Essex: Longman Group UK Limited.
8. Haegeman, L. (1994). *An Introduction to Government & Binding Theory*. 2nd Edition. Oxford: Blackwell Publishing.
9. Miller, Jim (2002). *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press.
10. Pullum, Geoffrey K.; Huddleston, Rodney (2002). *The Cambridge grammar of the English language*. Cambridge: Cambridge University Press.
11. Quirk, R.; Greenbaum, S. (1973) *A University Grammar of English*. London: Longman.
12. Quirk, R. et al. (1985) *A Comprehensive Grammar of the English Language*. London: Longman.
13. Radford, A. (2004) *English Syntax: An Introduction*. Cambridge: Cambridge University Press.
14. Radford, A. (2009). *Analyzing English Sentences: A Minimalist Approach*. Cambridge: Cambridge University Press.
15. Stageberg, N. C. (1981). *An Introductory English Grammar*. 4th edition. New York: Holt, Rinehartand Winson.

16. Swan, M. (2005). *Grammar: Oxford Introductions to Language Study*. Oxford: Oxford University Press.
17. Tallerman, Maggie (2015). *Understanding Syntax*. Fourth Edition. London: Routledge, Taylor & Francis Group.
18. Van Valin, Robert D. Jr. (2001). *An Introduction to Syntax*. Cambridge: Cambridge University Press.
19. Wekker, Herman.; Haegeman, Liliane M. V. (1985). *A Modern Course in English Syntax*. Taylor & Francis Routledge.

Useful links:

1. <https://wals.info>
2. <http://www.ironcreek.net/phpsyntaxtree/>
3. <http://esl.fis.edu/learners/advice/syntax.htm>
4. <http://www.englishgrammar.org/>
5. <https://www.englishclub.com/grammar/>

10. Corroborating the discipline content with the expectations of the epistemic community representatives, of the professional associations and of the relevant employers in the corresponding field

The 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 to be able to teach English language classes in private and public schools or any educational institutions in which they work.

After successful completion of this course, the 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 English language and its sentence formation.
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 terminologies, concepts, and technical issues involved.
8. Confidently approach analysis of a data set drawn from English language.

11. Assessment

Type of activity	Assessment criteria ²	Assessment type	Final grade Percentage
Theoretical (final exam)	Written exam	Writing examination	50%
Theoretical (midterm exam)	Written exam	Writing examination	20%
Practical	Oral presentation	Seminar presentation	10%
Activity during semester	Oral and written performance	Quiz and class activity	20%

Minimum performance standards: Reading and writing English well, solving problems, and having the basic knowledge of English sentence structures.

The 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.

Theoretical Lecturer	Asst. Prof. Omar Fouad Ghafor
Practice Lecturer	Asst. Prof. Omar Fouad Ghafor

Approved by the Curriculum Development Committee

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Head of the Department/ Dean	