



### COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Syntax of English / Anglų kalbos sintaksė	

Academic staff	Core academic unit(s)
<b>Co-ordinator:</b> Prof. Dr Julija Korostenskienė	Faculty of Philology
Other:	Institute of Foreign Languages

Study cycle	Type of the course unit
First cycle	Elective

Mode of delivery	Semester or period when it is delivered	Language of instruction
Interactive lectures, seminars, practice	Semester 3	English

Requisites	
<b>Prerequisites:</b> Introduction to Linguistics, English Phonetics and Morphology I/II, II/II, Contemporary English Language I/V, II/V	<b>Co-requisites (if any):</b> None

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
<b>5</b>	<b>133</b>	<b>64</b>	<b>69</b>

Purpose of the course unit
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**To develop:**  
 general competences: analytical critical thinking; independent work and time management; intercultural communication and team work;  
 subject competences: linguistic knowledge and skills; knowledge and mastery of the English language system; communicative skills of the English language; skills of a linguistic researcher.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Upon completion of the course, the students will gain knowledge in the area of syntax and general understanding of language structures, will be able to apply theoretical knowledge for the development of linguistic competences. Students will be able to analyse and explain the relations of syntax with other sections of grammar. Students will be able to provide definitions for the core syntactic terms and will be aware of alternative terminology; will be able to provide relevant examples illustrating the concepts and analyse the properties	<b>Active teaching/learning methods:</b> brainstorming, group discussion, pairwork, mindmaps, case studies, problem solving. <b>Traditional methods:</b> Presentation of theory with powerpoint slides and video recordings; delivering interactive lectures; working with scientific sources: information search and processing, carrying out individual and group tasks. Preparation for practical classes, tests and presentations on the subject.	Frontal and individual testing (open-ended and closed-ended tasks). Interim tests (open-ended, closed-ended tasks, completion of tasks. evaluation of student performance during seminars. Examination.

<p>they highlight. The students will also be able to analyse elements of the syntactic structure of the language and use them in practice. They will recognise the system of syntax as well as the place and role of concrete linguistic phenomena within it.</p> <p>Students will be able to produce correct, coherent and cohesive sentences and other language structures in English on the basis of the acquired knowledge about language structure, will be able to analyse elements of the syntactic structure of the language and motivate their solutions. They will recognise the system of syntax and the place and function of specific linguistic phenomena within it.</p> <p>Students will be able to provide theoretical background for the rules of English syntax and their application in practice.</p>		
<p>Students will be able to interact with other participants in the learning process, to work in pairs or teams, to take leadership in the group and involve peers in a successful learning process.</p>	<p>Case study, problem solving.</p>	<p>Work in pairs and groups; participation in discussion; developing hypotheses and testing them; completion of tasks.</p> <p>Individual completion of practical tasks.</p>
<p>Students will be able to create favourable learning environment, planning and organizing independent study, search for printed, electronic and other sources related to the study material, analyse it on the basis of lexical, language use aspects, choosing effective learning strategies for advanced language lexis acquisition.</p>	<p>Self-study, preparation for class activities, tests and presentations.</p>	<p>Task completion, home assignments.</p>

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
<p>1. Introducing the course, its aims, outline of the course, learning outcomes, requirements, assessment criteria. Aspects of syntax.</p>	2		1				3	2	
<p>2. Basic terms and concepts: Syntax, grammar, clause, sentence. Types of clauses. Basic clause patterns. The <i>subject</i> in English, ways of expressing it in a sentence, syntax of the subject. Canonical vs non-canonical clauses. The concept of derivation. Traditional syntax vs generative syntax. Main principles of traditional and generative syntactic analysis.</p>	4		4				4	8	

3. The <i>predicate</i> and its types in light of basic clause patterns. The concept of transitivity, types of verbs, types of verb complementation, basic clause patterns. Alternative terminology. The notion of licensing. The concept of agreement (concord) in syntax. Subject/predicate agreement. Subjecthood diagnostics. Constituency testing. A brief look into ambiguity. Syntactic tools in the analysis of ambiguity and generative syntactic representation	4		5				<b>9</b>	8	
4. <i>Complements and adjuncts</i> . Adjunction vs complementation. Licensing. Implications of modification. The category A. Mixed types: adverbial complements. Terminology: adjunct, adverbial, Lith <i>adverbialas</i> . Semantic types of adjuncts. Classification of adverbial clauses. Cross-linguistic observations: comparisons with regularities in the languages spoken in the class. Structural differences between complements and adjuncts in generative syntactic representation.	4		4				<b>8</b>	8	
5. Basic clause patterns vs clause structure. Apposition. Structural relations in a sentence. Compound and complex sentences. Compound complex sentences. Terminology: main clause (matrix, root clauses), embedded clauses, subordinate clauses, dependent clauses. The placement of sentence parts on a generative syntactic tree.	4		4				<b>8</b>	8	
6. Embedded clauses. Non-finite clauses. Motivation of non-finite constructions as clauses. Gerund, participle, and infinitive clauses. Nominative absolute constructions. Differentiation criteria and analysis procedure.	2		2				<b>4</b>	5	
7. Embedded clauses. Complement clauses, defining/non-defining relative clauses, adverbial clauses. Alternative terminology by parts of speech: noun clauses, adjective clauses, and adverb clauses. Application of basic clause patterns to determine the function of embedded clauses in a sentence. Differences between the main and embedded clauses, their generative syntactic representation.	4		4				<b>8</b>	8	
8. Supplementary notions: prepositional complements; the oblique; semantic roles; subtypes of adverbial complements. Theta theory and theta-grids.	2		2				<b>4</b>	4	
9. Word order, its significance and the inventory of possible word order variants in English. Information packaging and its main types. The concept of movement in traditional and generative syntax.	2		2				<b>4</b>	5	
10. Applying the terminological inventory and its properties to determining sentence structure	2		2				<b>4</b>	5	

Conclusions and Summary of the course.	2		2				4	8	
<b>Total</b>	<b>32</b>		<b>32</b>				<b>64</b>	<b>69</b>	

Assessment strategy	Weight %	Deadline	Assessment criteria
<p>Cumulative assessment:</p> <p>a) participation during seminars: completion of self-assessment quizzes, asking and answering questions, developing possible solutions, building hypotheses in teams and individually</p>	40%	During the semester	<p>The final mark is the sum of evaluation for active participation, six mini-test results (open/closed questions+practical tasks) (70%) and the final test result (30%). Absence during seminars, and/or the self-assessment quizzes as well as failure to complete mini-tests on time cannot be compensated unless given the extenuating circumstances.</p> <p>Participation during seminars is crucial. In-class discussions regularly develop beyond exercises at hand, and the ability to think beyond regular structures, asking in-depth questions and generating hypotheses, is part of the learning and assessment process. During seminars, generative syntactic analysis will be incorporated for general educational and illustrative purposes and students will learn to both interpret and construct generative syntactic tree diagrams. This component will only be assessed during classwork throughout the semester, alongside the traditional syntactic framework. The final examination paper will be based on the traditional component. Consequently, seminar work cannot be compensated for by taking the final test only.</p> <p>Self-assessment quizzes include questions on terminology for the student to demonstrate proper understanding of the themes covered as well as ability to apply theory in practical tasks. Absence during the self-assessment test cannot be compensated unless in the case of an illness with a doctor's excuse provided.</p> <p><i>A note on active participation:</i> in exceptional cases, <i>one</i> point may be added to the final grade. This may only be done if the student completes homework assignments, regularly an actively participates in class discussions by asking relevant questions, answering questions that arise, and in general, effectively collaborates during classtime throughout the term. In very exceptional circumstances, if the student has been active in all seminars, has completed all quizzes with top results, and has overall demonstrated outstanding understanding of the syntactic phenomena covered throughout the class, they may be exempted from the final exam with the grade 10 for the course.</p> <p><i>Participation during seminars.</i> In this course, in line with state-of-the-art approaches to pedagogy, the student is regarded not as a (passive) recipient of information, but rather as an active contributor to the materials covered during the course. This is why active involvement and participation during seminars is vital and just as active presence and participation during lectures is highly</p>

			desirable. Students' questions – even though initially they might seem as trivial and unworthy to students' themselves – have proven to be thought-provoking in Syntax courses delivered previously, and discussions of these questions as well as joint development of answers is a mutually engaging and rewarding process as, in addition to bringing both the sense of community and the sense of self-fulfillment, it also propels the course itself. This is why non-attendance of seminars – for whatever reasons (including, but not limited to, "I'm too busy", "I'm too tired", "I can study it all myself", "it's boring", "I work better/faster alone", etc.), except illness (about which the Instructor is to be informed and supporting documentation provided) cannot lead to getting the highest grade in the course. An important competence developed throughout the course is <i>teamwork</i> – high on the agenda of present-day employees; hence students are expected to incorporate its enhancement into their agenda.
b) 6 mini-tests per semester, 6 x 5%	30%	During the semester	The mini-tests summarise and verify the student's understanding of the topic covered and practical assignments delivered and completed in class. Each test contains up to 25 questions, analogous to those practiced in the seminars for which the test is due. Given everyone's agreement, the tests may be delivered on Moodle at a time negotiated and agreed upon with the students. Otherwise, the tests shall be delivered during the seminars.
Final test/written examination	30%	Exam time	<p>The final test consists of questions and tasks analogous to those provided, analysed, and thoroughly discussed in class (both theory and seminar classes) throughout the semester. The assessment is conducted along the following criteria: understanding of the grammatical system of the English language, ability to produce correct syntactic structures according to conditions provided, ability to interpret given syntactic structures and construct those assigned correctly; ability to define and use terminology of syntax in the sentence and text analysis as well as ability to explain and apply punctuation rules in writing.</p> <p>Given everyone's agreement, the test may be delivered on Moodle at a time negotiated and agreed upon with the students. Otherwise, the test shall be delivered in class.</p> <p>During mid-term and prior to the examination, students may be asked to take an oral test checking their understanding of the topics and notions covered thus far.</p> <p>If the student has missed 30% of the seminars or more during the semester, they will be asked to take a colloquium prior to being admitted to the examination.</p> <p><i>The final written test consists of no more than 25 tasks of different types (closed/open questions). The students are asked to analyze sentences assigned demonstrating their knowledge and ability to argumentation systematically built and enhanced in class throughout the course. The grade depends on how many per cent of correct answers have been provided.</i></p>

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
Huddleston, R. and G. Pullum (eds.).	2007	A Student's Introduction to English Grammar		CUP
Burch, C.B	2003	A Writer's Grammar		Longman

Haegeman, L.	2006	Thinking Syntactically: A Guide to Argumentation and Analysis.		Blackwell Textbooks in Linguistics
<b>Recommended reading</b>				
Foley, M.; D. Hall	2003	Longman Advanced Learner's Grammar		Harlow: Longman.
Yule G.	2006	Oxford Practice Grammar (Advanced)		CUP
Börjars, K., Burridge, K.	2019	Introducing English Grammar		Abingdon: Routledge.
Aarts, B.	2011	Oxford Modern English Grammar		OUP
Carnie, A.	2012	Syntax: A Generative Introduction	3rd ed.	Wiley-Blackwell.

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