UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: COLEGIO DE POSGRADOS

Semester: 202020 - Segundo Semestre 2020/2021
Schedule: J 17:30 - 20:20 (Aula – Virtual Presencial Zoom)

INSTRUCTOR/TEACHER INFORMATION:

Professor:	Troy Edward Spier
Email:	tspier@asig.com.ec
Office:	En Linea/Zoom
Office Hours:	By Appt.

COURSE INFORMATION:

Course:	Structures of English (MTSL-6005E)
NRC:	2419
Credits:	3
Prerequisites:	Verify prerequisites in Banner academic system.
Corequisites:	The course does not have corequisites.

COURSE DESCRIPTION:

This course studies the grammatical structures of the English language. Students will analyze morphology and syntax and describe the construction of and relationship between phrases, clauses, and sentences, as well lexical and grammatical categories. The course seeks to develop advanced knowledge of English grammar for teaching purposes.

COURSE LEARNING OUTCOMES:

#	Learning Outcomes	Level
1	Recognize types of phrases and sentences	Medio
2	Describe structural features of English	Medio
3	Analyze relationship between structure, use, and meaning in English sentences	Medio
4	Use mapping and diagramming as heuristic tools for understanding English structure	Medio
5	Evaluate ways of teaching grammar to ESL learners	Medio

COURSE CONTENTS:

- Morphology
- Syntax
- Phrase structures
- Sentence patterns
- Lexical and grammatical categories
- Relationship between structure and semantics
- Mapping and diagramming techniques

METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS:

The teaching methodology used in all courses at USFQ follows the liberal arts philosophy: encourage dialogue and enable learning through opportunities to exchange ideas among teachers and students. It is expected that all the theoretical content courses explore potential applications to professional practice and work contexts through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

DESCRIPTION OF ASSESSMENT CATEGORIES:

As indicated in the table below, there are five major categories in which you will be assessed during this semester: attendance/participation, exercises, projects, presentations, and exams. Specific details on these assignments are available on D2L.

Because this is a graduate-level course that meets online, **weekly attendance and participation are expected** and will contribute substantially toward both your final grade and your overall understanding of the subject. The classroom is a safe space to take risks, explore ideas, and ask questions before formal assignments, so you should aim to speak a few times per session.

As courses in theoretical linguistics require regular practice, **we will each be completing and formally submitting ten practice sets**, and these will be split evenly between morphology and syntax. Although most examples from in-class exercises will come from English or Spanish to illustrate the concepts, most of the at-home practice sets will involve data from other languages to ensure fuller comprehension. These will be submitted on the corresponding day indicated in the schedule below.

Similarly, in our pursuit to "translate" theoretical concepts into practical pedagogy, **we will each be constructing a one-week unit on a particular aspect of English grammar** to be taught to our students, both present and/or future. This will include formal lesson plans and the creation of any accompanying resources, including slides, worksheets, assessments, etc. We have one session set aside for discussion, presentation, and revision of our materials before the end of the term. The more you put into this assignment, the more you will get out of it.

Additionally, **we will each lead a group discussion once during the semester on an article related to the teaching of grammar, vocabulary, writing, etc.** While all students will be responsible for completing these readings, only one person will be responsible for selecting and sharing the article with the class, introducing the larger concepts, and initiating the conversation.

Finally, **there are two exams in this course**, and these will correspond roughly to the end of the units on morphology and syntax. The first will be a take-home; the second, taken in class. These will generally contain short answer, essay, and application questions, which come directly from the readings, the lectures, and the in-class exercises. This includes the explication of data and the drawing of trees. However, you will not be asked to identify unnecessarily specific information, such as dates or facts about particular languages. There will not be make-ups offered for these exams, excluding for serious medical or family emergencies with appropriate documentation.

TYPE OF ASSESSMENT	GENERAL DESCRIPTION	% OF GRADE
Attendance/Participation	---	15%

Exercises	Practice Sets
	    Morphology (10%)
	    Syntax (10%)
		20%

Projects	Unit Plan (20%)	20%
Presentations	Group-Led Discussion (5%)	5%
Exams	Midterm Exam (20%) Final Exam (20%)	40%

COURSE BIBLIOGRAPHY[1]:

Luraghi, Silvia and Claudia Parodi. 2008. *Key Terms in Syntax and Syntactic Theory*. London: Continuum.
Payne, Thomas E. 2011. *Understanding English Grammar: A Linguistic Introduction*. Cambridge University Press.

LIBRARY BIBLIOGRAPHY[2]:

Bielak, Jakub and Mirosław Pawlak. 2013. *Applying Cognitive Grammar in the Foreign Language Classroom: Teaching English Tense and Aspect*. Springer
Whong, Melinda, Kook-Hee Gil, and Heather Marsden (eds). 2013. *Universal Grammar and the Second Language Classroom*. Springer.

OTHER RELEVANT TEXTS[2]:

Booij, Geert. 2004. *Grammar of Words: An Introduction to Linguistic Morphology*. Oxford: Oxford University Press.
Carnie, Andrew. 2011. *Syntax: A Generative Introduction*. Wiley.
Goldberg, Adele. 2005. *Constructions at Work: The Nature of Generalization in Language*. Oxford: Oxford University Press.
Haspelmath, Martin. 2002. *Understanding Morphology*. Zenodo.
Matthews, P.H. 1991. *Morphology*. Cambridge: Cambridge University Press.

POLICIES:

All students taking courses at USFQ must follow the rules for ethics of learning, research, and behavior detailed in the USFQ's Code of Honor and Coexistence. All courses should follow the policies stated in USFQ's Manual del Estudiante.

To this end, all work formally submitted for evaluation by the instructor must be prepared individually, i.e. with honesty and integrity. According to the guidelines set forth by USFQ, this means you will not engage in plagiarism, fabrication, cheating, the unauthorized distribution of copyrighted material, etc. *Academic dishonesty of any kind will not be accepted and will result in a failing grade for the assignment, in addition to formal reporting at the university level.*

Please make sure to arrive on time (with your camera and microphone turned on) and to remove distractions from your learning environment, including cell phones. If you will miss a session, need to leave early, must take a phone call during class, or are having technical difficulties, please inform me as soon as possible.

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[1] In order to limit expenses, there are only two required textbooks for this course. The first is available online for free through the Library of the USFQ. The second can be purchased online in electronic format for approximately thirty dollars, and it can be rented in electronic format for approximately fifteen dollars. The first two chapters of this textbook and any other materials will be provided as PDFs on D2L. Please feel free to look here or here.
[2] These are additional textbooks available in the Library of the USFQ. Although they are not required, students who are particularly interested in the advanced concepts in morphosyntax are encouraged to consult these textbooks on their own time.

SCHEDULE OF ACTIVITIES:

Date	Topic(s)	Reading(s)	Due
1/21	Introduction to Course and Instructor Overview of Syllabus Class Icebreakers Review of Structural Linguistics	---	---
1/28	Introduction and History of English Review of International Phonetic Alphabet	Payne, pp. 1-35	Article Selection[3]
*2/4	Typology and the Lexicon	Payne, pp. 36-80	Morphology Practice Set #1
*2/11	Morphology	Payne, pp. 81-105	Morphology Practice Set #2
*2/18	Participant Reference	Payne, pp. 106-133	Morphology Practice Set #3
*2/25	Actions, States, and Processes	Payne, pp. 134-159	Morphology Practice Set #4
3/4	Unit Plan Round Table Review for Midterm Exam (Take-Home)	---	Morphology Practice Set #5
3/11	*** NO CLASS – MID-SEMESTER BREAK ***		
3/18	Basic Concepts in English Syntax	Payne, pp. 160-185	Midterm Exam (Take-Home)
3/25	Advanced Concepts in English Syntax	Payne, pp. 186-204	Syntax Practice Set #1
*4/1	Complementation and Modification	Payne, pp. 205-252	Syntax Practice Set #2
*4/8	Auxiliaries and the "Black Hole" of English Syntax	Payne, pp. 253-278	Syntax Practice Set #3
*4/15	Time, Reality, Voice, and Valence	Payne, pp. 279-327	Syntax Practice Set #4
*4/22	Clause Combining and Pragmatic Markedness	Payne, pp. 328-382	Syntax Practice Set #5
4/29	Overview of Alternative Syntactic Theories Review for Final Exam	Luraghi and Parodi, pp. 9-48	Unit Plan
5/6	Final Exam (In-Class)	---	---

Tense? Moody? Irregular?
You must be a verb.

[3] Any date preceded by an asterisk is eligible for article discussion.
You must select your article and date on 1/28.

This syllabus was reviewed and approved by the coordination of the respective academic area or department. All sections of this course must follow this syllabus. Any changes or adjustments to this syllabus must be approved by the coordinator responsible for this academic area or department and must be reflected in the Curricular Design system.'

During the sanitary emergency the learning process for this course has been designed to integrate technological, telematic tools and alternative methodologies to facilitate virtual synchronous learning. All the learning activities aim to guarantee the accomplishment of the academic plans for undergraduate and graduate programs and sustain the students' continuous learning; to protect the physical integrity of students, preserving educational quality and academic rigor and to respect the right to work, to preserve the personal health of faculty, administrative and support staff.