

EN5490: ENGLISH GRAMMAR

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

English Grammar

Subject Code

EN - English

Course Number

5490

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate 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 provide students with sufficient understanding of the major systems of English grammar to enable them to i) understand how grammar contributes to meaningful communication and ii) diagnose learners' problems with English

grammar. It also introduces students to the presentation of grammatical information in learners' dictionaries. Students will develop the skills to describe language data and to analyse the systematic relationship between variation in language and variation in context.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	identify some basic grammatical concepts needed for language analysis;		x	x	x
2	describe the basic organizational principles of grammar using appropriate metalanguage;		x	x	x
3	analyze the functions of different constituents in a sentence;		x	x	x
4	identify and correct some common errors associated with the grammatical concepts learnt;		x	x	x
5	describe the ways in which grammatical information is presented in learners' dictionaries.		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	1 Reading the Textbooks and Handouts and Completing Exercises The textbooks and handouts contain information related to ALL the topics dealt with in the course. Students will complete the reading assignments of the course and discover the organizational principles of grammar in class.	1, 2, 3, 4, 5	3 hours/ week

2	2	Interactive Lecturing and In-Class Activities Students will engage in interactive lectures to acquire relevant knowledge about English grammar, including key concepts in grammar and related metalanguage. Students will read different texts or sentences to identify the concepts introduced and to apply their knowledge of grammar to the given texts or sentences.	1, 2, 3, 4, 5	3 hours/ week
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Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class Test: Students will take an in-class test. Their performance in the tests will be assessed individually according to how well they are able to a. identify the basic grammatical concepts learnt; b. describe on the basic organizational principles of grammar; c. analyze the functions of different constituents in a sentence. Students need to do continual revision throughout the course.	1, 2, 3	30	Individual, to be assessed individually	No

2	Individual Analysis Assignment: Students will work on an individual analysis assignment and to apply their knowledge to the analysis of authentic texts. The assignment will consist of short analysis questions. Students need to demonstrate their ability to a. identify on the basic grammatical and lexical concepts learnt; b. describe on the basic organizational principles of grammar; c. analyze the functions of different constituents in a sentence; d. identify and correct some common errors associated with the grammatical concepts learnt.	1, 2, 3, 4	30	Individual, to be assessed individually. The level of AI adoption in the assignment is restricted as outlined in the assessment guidelines in the course.	Yes
3	Individual Essay Assignment: Students will work on an individual essay assignment (about 2000 words) . They will apply their knowledge of English grammar and lexicology to the critique of the presentation of grammatical information in a learner's dictionary.	1, 5	40	Individual, to be assessed individually	No

Continuous Assessment (%)

Minimum Continuous Assessment Passing Requirement (%)

0

Assessment Rubrics (AR)

Assessment Task

In-class Test

Criterion

Analysis and Application Performance

Excellent

(A+, A, A-)

- Excellent knowledge of grammatical concepts is demonstrated
- Excellent application of grammatical concepts is demonstrated

Good

(B+, B, B-)

- Very good knowledge of grammatical concepts is demonstrated
- Very good application of grammatical concepts is demonstrated

Fair

(C+, C, C-)

- Adequate knowledge of grammatical concepts is demonstrated
- Adequate application of grammatical concepts is demonstrated

Marginal

(D)

- Little knowledge of grammatical concepts is demonstrated
- Fair application of grammatical concepts is demonstrated

Failure

(F)

- Very little or no knowledge of grammatical concepts is demonstrated
- Poor application of grammatical concepts is demonstrated

Assessment Task

Individual Analysis Assignment

Criterion

Analysis and Application Performance

Excellent

(A+, A, A-)

- Excellent knowledge of grammatical concepts is demonstrated
- Excellent application of grammatical concepts is demonstrated

Good

(B+, B, B-)

- Very good knowledge of grammatical concepts is demonstrated
- Very good application of grammatical concepts is demonstrated

Fair

(C+, C, C-)

- Adequate knowledge of grammatical concepts is demonstrated
- Adequate application of grammatical concepts is demonstrated

Marginal

(D)

- Little knowledge of grammatical concepts is demonstrated
- Fair application of grammatical concepts is demonstrated

Failure

(F)

- Very little or no knowledge of grammatical concepts is demonstrated
 - Poor application of grammatical concepts is demonstrated
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Assessment Task

Individual Essay Assignment

Criterion

Content, Analysis, Organization, Language

Excellent

(A+, A, A-)

- The topic is extremely well-presented and analysed;
- All relevant information is excellently covered;
- The purpose of analysing and presenting the material is completely achieved;
- Style and tone are highly appropriate.

Good

(B+, B, B-)

- The topic is competently presented and very well analysed;
- The information is sufficiently covered;
- The purpose of analysing and presenting the material is achieved;
- Style and tone are appropriate.

Fair

(C+, C, C-)

- The topic is adequately presented and is analysed reasonably well;
- Only part of the information is covered;
- The purpose of analysing and presenting the material is partially achieved;
- Style and tone are somewhat appropriate.

Marginal

(D)

- The topic is sketchily presented and analysed and is inadequately presented;
- Only limited information is included;
- The purpose of analysing and presenting the material is minimally achieved;
- Style and tone are largely inappropriate.

Failure

(F)

- The topic is highly inadequate in its presentation and is very badly analysed;
- Very limited or inaccurate information is included;
- The purpose of analysing and presenting the material is not achieved in any way;
- Style and tone are completely inappropriate.

Part III Other Information

Keyword Syllabus

Basic Grammar Concepts

- Constituent Structure
- Organization of Grammar
- Syntactic Elements of Clauses

The Verbal Group

- Classes of Verbs
- Verb Complementation
- Structure of the Verbal Group

The Nominal Group

- Classes of Nouns
- Structure of the Nominal Group
- Determiners
- Pre-modifiers
- Post-modifiers
- Nominalization

The Adjectival Group, The Adverbial Group and the Prepositional Phrase

- Classes of Adjectives and Adverbs
- Structures of the Adjectival Group, Adverbial Group and Prepositional Phrase
- Functions of the Adjectival Group, Adverbial Group and Prepositional Phrase

Grammatical Information in Learners' Dictionaries

- Noun countability information in dictionaries
- Verb transitivity information in dictionaries
- Grammatical information of Adjectives, Adverbs and Prepositions in dictionaries

Reading List

Compulsory Readings

Title	
1	Downing, A (2015). English grammar: A university course. 3rd Edition. London: Routledge.

Additional Readings

Title	
1	Bloor, T. & Bloor, M. (1995). The functional analysis of English – A Hallidayan approach. London, New York: Arnold.
2	Butt, D., Fahey, R., Feez, S., Spinks, S. & Yallop, C. (2000). Using functional grammar: An explorer's guide. 2nd Edition. Sydney: National Centre for English Language Teaching and Research, Macquarie University.
3	Chan, A.Y.W. (2005). Tactics employed and problems encountered by university English majors in Hong Kong in using a dictionary. Applied Language Learning 15.1&2: 1-28.
4	Chan, A.Y.W. & Taylor, A. (2001). Evaluating learner dictionaries: What the reviews say. International Journal of Lexicography 14.3: 163-180
5	Chan, A.Y.W. (2012). Cantonese ESL learners' use of grammatical information in a monolingual dictionary for determining the correct use of a target word. International Journal of Lexicography 25.1: 68-94.
6	Chan, A.Y.W. (2016). How much do Cantonese ESL learners know about the English article system? System 56: 66-77.
7	Chan, A.Y.W. (2017). The effectiveness of using a bilingualized dictionary for determining noun countability and article selection. Lexikos 27: 183-213.
8	Chan, A. & Loong, Y. (1999). Establishing criteria for evaluating a learner's dictionary. In R. Berry, B. Asker, K. Hyland, & M. Lam (Eds.) Language analysis, description and pedagogy. Hong Kong: Hong Kong University of Science and Technology, 298- 307.

9	Collerson, J. (1994). English grammar: A functional approach. New Town, New South Wales: Primary English Teaching Association.
10	Collins, P. & Hollo, C. (2000). English grammar: An introduction. Hampshire: Palgrave
11	Eggins, S. (2004). An introduction to systemic functional linguistics. 2nd Edition. New York, London: Continuum.
12	Greenbaum, S. & Quirk, R. (1990). A student's grammar of the English language. Burnt Mill, Harlow, Essex, England: Longman.
13	Halliday, M.A.K. (2004). An introduction to functional grammar. 3rd Edition. (Revised by Christian M.I.M.). London: Arnold.
14	Hatch, E. & Brown, C. (1995). Vocabulary, semantics and language education. Cambridge: Cambridge University Press.
15	Jackson, H. (2002). Grammar and vocabulary: A resource book for students. London: Routledge.
16	Jackson, H. & E. Z. Amvela (2000). Words, meaning and vocabulary: An introduction to modern English lexicology. London; New York: Continuum.
17	Lock, G. (1996). Functional English grammar: An introduction for second language teachers. Cambridge: Cambridge University Press.
18	Nelson, G. & Greenbaum, S. (2016). An introduction to English grammar (4th Edition). New York: Routledge.
19	Quirk, R. & Greenbaum, S. (1973). A university grammar of English. Hong Kong: Longman.
20	Quirk, R. Greenbaum, S., Leech, G. & Svartvik, J. (1985). A comprehensive grammar of the English language. London: Longman.
21	Taylor, A. & Chan, A. (2000). Choosing a dictionary for students or ourselves. TESL-HK 5: 10.