

EN2711: THE STRUCTURE OF ENGLISH

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

The Structure of English

Subject Code

EN - English

Course Number

2711

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's 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 introduce students to a systematic description of the English Language and to introduce students to the skills needed to apply their knowledge to the analysis of authentic language data.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the phonetic, phonological, morphological, syntactic, and semantic systems of the English Language;		x	x	x
2	Critically apply the knowledge these systems to analyse the linguistic structure of a wide variety of texts;		x	x	x
3	Generate theories about language use based on knowledge of linguistic structures;		x	x	x
4	Identify the processes of the acquisition of different language structures by first and second language learners.		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.

Teaching and Learning Activities (TLAs)

TLAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive lecturing, language analysis and discussions	Students will explore the different systems of the English Language; Students will, by responding to questions and doing research, develop their abilities to reflect on the different systems of the English Language.	1, 3	

2	Interactive lecturing, language analysis and discussions	<p>Students will reflect on the issues related to first and second language acquisition;</p> <p>Students will, by responding to questions and doing research, identify the processes of first and second language acquisition.</p>	4	
3	Language analysis and discussions	<p>Students will be given authentic and contrived language data to experiment with the ways in which their knowledge of language can be applied to perform language analysis, descriptions and explanations;</p> <p>Students will, by responding to questions and doing research, develop their abilities to evaluate the appropriateness of language uttered or written for a particular purpose in a particular context.</p>	2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	<p>First mid-semester in-class test:</p> <p>Will test students' ability to identify and reflect on the different language systems and their application of linguistic knowledge.</p>	1, 2, 3	25	Mid-semester

2	Second mid-semester in-class test: Will test students' ability to generate theories about the different language systems and their application of linguistic knowledge.	1, 2, 3, 4	25	Mid-semester
3	End-of-course assignment: Will give students opportunities to apply their knowledge to critically analyze authentic language data and to generate theories about language use.	1, 2, 3, 4	40	Group Work
4	Class Participation:		10	Individual Work

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Mid-semester in-class tests and end-of-course assignment

Criterion

Demonstrates skills in describing, explaining, analyzing, comparing and evaluating language data

Excellent (A+, A, A-)

Demonstrates excellent skills in describing, explaining, analyzing, comparing and evaluating language data and consistently maintain a high degree of grammatical accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.

Good (B+, B, B-)

Demonstrates good skills in describing, explaining, analyzing, comparing and evaluating language data and show a relatively high degree of grammatical control in giving descriptions, explanations, analyses, comparisons and evaluations.

Fair (C+, C, C-)

Demonstrates adequate skills in describing, explaining, analyzing, comparing and evaluating language data and communicate with reasonable accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.

Marginal (D)

Demonstrates very limited skills in describing, explaining, analyzing, comparing and evaluating language data and use simple structures correctly in giving descriptions, explanations, analyses, comparisons and evaluations.

Failure (F)

Unable to demonstrate skills in describing, explaining, analyzing, comparing and evaluating language data and shows only limited control of a few simple grammatical structures and sentence patterns in giving descriptions, explanations, analyses, comparisons and evaluations.

Assessment Task

Class participation

Criterion

Engagement and participation

Excellent (A+, A, A-)

Student is highly engaged in class/group activities and discussions and extremely pro-active in offering insightful views on topics covered.

Good (B+, B, B-)

Student is engaged in class/group activities and discussions and active in contributing views on topics covered.

Fair (C+, C, C-)

Student participates in learning activities and offers views on topics covered from time to time.

Marginal (D)

Little evidence of participation in learning activities, and views on topics covered are offered infrequently.

Failure (F)

Fails to participate in class activities.

Part III Other Information**Keyword Syllabus**

Phonetics and Phonology: sounds, rhythm, intonation, phonological processes;

Morphology and Word-formation: morphemes, inflectional and derivational morphology, word-formation processes;

Grammar and Syntax: phrases, clauses, sentences, grammaticality;

Semantics: lexical relations, semantic features, semantic roles

Gesture and signed language

First Language Acquisition: imitation, reinforcement, caregiver speech

Second Language Learning: motivation, exposure, age differences, interlanguage

Reading List**Compulsory Readings**

Title	
1	Yule, G. (2017). The Study of Language (Sixth edition). Cambridge: Cambridge University Press.

Additional Readings

Title	
1	Collins, P. and Hollo, C. (2000). English Grammar: An Introduction. Hampshire: Palgrave.
2	Fromkin, V., Rodman, R. and Hyams, N. (2003). An Introduction to Language (seventh edition). Boston: Thomson Heinle.
3	Trudgill, P. and Hannah, J. (2002). International English: A Guide to Varieties of Standard English. London: Arnold.