

LT2232: ENGLISH LINGUISTICS – COMMUNICATIVE FUNCTIONS OF GRAMMAR

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

English Linguistics – Communicative Functions of Grammar

Subject Code

LT - Linguistics and Translation

Course Number

2232

Academic Unit

Linguistics and Translation (LT)

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

According to the famous linguist, T. Givón (1993), grammar is not a set of rigid rules that must be followed in order to produce grammatical sentences. Grammar, instead, is a set of strategies that a speaker employs in order to produce coherent communication. If grammar is for communication, then some important questions follow, which constitute the themes of this course and will be answered one by one:

- How can a grammar be used for communication?
- Why do different languages have different “rules” ?
- What are the grammatical rules in English meant to communicate?
- Why are they the way they are?

To fulfil communicative purposes, a grammar must provide ‘means’ for speakers to communicate whatever they want to communicate. Then the task of teaching grammar is not just about “what” , but also involves “why” , since what is in the grammar (the rules) is motivated by what needs to be communicated (the functions). The course proposes a fundamental challenge to the traditional grammar teaching method in exploring the mapping relations between form and function. Each language has a unique way of associating form and meaning, just as different people have different personalities. The course is meant to capture English grammar by understanding its unique “personality” in terms of form-function mapping strategies. In short, this is a course that helps students to make sense of English!

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Regular attendance is expected and considered mandatory; Show enthusiastic and proactive participation in each class.	20	x	x	
2	Demonstrate critical thinking in weekly assignment and PreQ-quiz, organizational capability and oral skills in weekly discussion.	20		x	x
3	Demonstrate a clear grasp of the theoretical constructs in providing 1-3 Q&A entries for the midterm assignment.	20	x	x	x
4	Demonstrate a clear understanding of the English Grammar to answer English questions of a final examination.	20	x	x	x
5	Demonstrate the ability of understanding and applying what is learned in class to the analysis of an English-Chinese bilingual text (“Making Sense of English” - MSE Project).	20	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	Attendance and participation	Be punctual, attentive, and interactive in class	1	2-3 hours/wk
2	Individual and group production	Preparation of required reading; group work for discussion, and in-class quiz	2	1-2 hours/sem
3	Mid-term Ask-me-Why Assignment and presentation	Students will be divided into groups to work on Q&A entries of English grammar	3	2-4 hours/sem
4	Final examination	Close-book review	4	3-5 hours/sem
5	“Making sense of English” (MSE) project	Students will apply what is learned in class to a hands-on project on analysing an English-Chinese bilingual text	5	10-20 hours/sem

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Attendance and participation	1	20	
2	Weekly adventure: creative production in weekly assignment, quiz and discussion	2	20	
3	Midterm assignment: Ask-me-why	3	20	
4	“Making Sense of English” (MSE) Project	5	20	

Continuous Assessment (%)

80

Examination (%)

20

Assessment Rubrics (AR)**Assessment Task**

Attendance, punctuality, participation (20%)

Criterion

Attendance and punctuality as recorded in the attendance list

Excellent (A+, A, A-)

Excellent ability in demonstrating the said criteria

Good (B+, B, B-)

Good ability in demonstrating the said criteria

Fair (C+, C, C-)

Satisfactory ability in demonstrating the said criteria

Marginal (D)

Barely adequate evidence in demonstrating the said criteria

Failure (F)

Little or no evidence of the said ability

Assessment Task

Weekly production and presentation(20%)

Criterion

Clear, interesting, and well-organized oral presentation

Excellent (A+, A, A-)

Excellent ability in demonstrating the said criteria

Good (B+, B, B-)

Good ability in demonstrating the said criteria

Fair (C+, C, C-)

Satisfactory ability in demonstrating the said criteria

Marginal (D)

Barely adequate evidence in demonstrating the said criteria

Failure (F)

Little or no evidence in demonstrating the said criteria

Assessment Task

Midterm presentation (20%)

Criterion

Clear, interesting and well-delivered arguments for the chosen approach

Excellent (A+, A, A-)

Excellent ability in demonstrative the said criteria

Good (B+, B, B-)

Good ability in demonstrating the said criteria

Fair (C+, C, C-)

Satisfactory ability in demonstrating the said criteria

Marginal (D)

Barely adequate evidence in demonstrating the said criteria

Failure (F)

Little or no evidence in demonstrating the said criteria

Assessment Task

Final exam (20%)

Criterion

Clear, accurate and well-presented written text of the assigned topics

Excellent (A+, A, A-)

Excellent ability in demonstrating the said criteria

Good (B+, B, B-)

Good ability in demonstrating the said criteria

Fair (C+, C, C-)

Satisfactory ability in demonstrating the said criteria

Marginal (D)

Barely adequate evidence in demonstrating the said criteria

Failure (F)

Little or no evidence in demonstrating the said criteria

Assessment Task

MSE Project (20%)

Criterion

Clear, interesting and well-argued analysis of a set of chosen data with an abstract for conference presentation

Excellent (A+, A, A-)

Excellent ability in demonstrating the said criteria

Good (B+, B, B-)

Good ability in demonstrating the said criteria

Fair (C+, C, C-)

Satisfactory ability in demonstrating the said criteria

Marginal (D)

Barely adequate evidence in demonstrating the said criteria

Failure (F)

Little or no evidence in demonstrating the said criteria

Part III Other Information

Keyword Syllabus

Topics to be covered in class discussion include:
Grammar and Communication

The Unique Personality of English
 Subject vs. Object
 Types of Verbs and Types of Complements
 Main vs. Subordinate
 Count vs. Mass Nouns
 Reference and Definiteness
 Tense, Aspect, and Modality
 Active vs. Passive voice
 Polysemy of Prepositions
 Rules and Exceptions

Reading List

Compulsory Readings

Title	
1	Givón, T. (1993). English grammar: A function-based approach. #Amsterdam: Benjamins. https://books.google.com.hk/books?id=TWZM1bFFMSkC&printsec=frontcover&dq=Givon+English+grammar&hl=zh-TW&sa=X&ved=2ahUKewjg9O-x4NbsAhWDIqYKHQ6ABMwQ6AEwAHoECAIQAg#v=onepage&q=Givon%20English%20grammar&f=false
2	劉美君 (2012) 《英文文法有道理》著。臺灣：聯經出版。 https://www.books.com.tw/products/0010557304

Additional Readings

Title	
1	Nil