

COURSE OUTLINE

Name: Morphosyntax II	Requisites: LM-1351; LM-1352; LM-1353
LM-1363	Co-requisites: None
Credits: 2	Cycle: 6
Schedule: 3 hours / week in-class work 3 hours / week out-of-class work	Type: Mixto
Level: Third year	

I. DESCRIPTION

This course has been designed for advanced students of English as a foreign language. It merges traditional descriptive grammar with principles of functional grammar to show how English sentences are structured into regular patterns to form meaningful units. The course includes the formal study of English syntax, paying particular attention to a variety of constructs in a diversity of contexts to form complex sentences. The main goal of this course is to enhance students' understanding of English grammar and their ability to explain their choice of certain syntactic patterns when speaking or writing.

II. GENERAL OBJECTIVE

By the end of the semester, students will have acquired the necessary knowledge to discuss what makes a sentence grammatical and/or appropriate after having been introduced to the principles of syntactic argumentation. They will develop their ability to analyze and produce simple, compound, and complex sentences in active and passive voice.

SPECIFIC OBJECTIVES

By the end of the semester, students will:

1. Apply syntactic argumentation to a variety of elements of English syntax to determine which is the most appropriate in a given context. These elements include the selection of the appropriate:
 - sentence pattern according to the kind of verb to be used,

- sentence pattern transformation according to the intended meaning,
 - inversion and fronting rules depending on the intended meaning,
 - passive voice depending on the context.
2. Categorize and analyze the constituents of different types of clauses and phrasal structures.
 3. Produce complex sentences using a variety of clauses, phrasal structures and sentence patterns.

III. CONTENT

1. Review of Nominals
2. Adverbials
3. Adjectivals
4. Sentence pattern transformations
5. Fronting
6. Passive voice

IV. METHODOLOGY

A lecture / discussion format will be used for much of the course. Sets of problems (exercises) will be worked on during class. ***Students are expected to do the assigned readings and work through the problems before coming to class.*** Group and pair work will also be used to solve additional problems in class. This course stresses individual preparation and contribution, so students will be asked to present their analysis results to the class from time to time. A variety of tasks and texts will be used to draw students' attention to the target structure(s) as they are used in a variety of contexts. Students will also be required to produce short texts to demonstrate understanding of English grammar.

V. EVALUATION

A. Quizzes (minimum 4)	40%
B. Exam I	30%
C. Exam II	30%

Additional information

- ✓ Quizzes may be announced or unannounced.
- ✓ Students who get an absolute 9 or above in all quizzes and in exam I (not an overall average of all grades) will be exempted from taking the second exam.
- ✓ Late work (assignments or quizzes) will not be authorized unless well-justified reasons are filed within the time frame and according to the procedures provided for in the Institution's rules and regulations (*Reglamento de Régimen Académico Estudiantil*)

VI. BIBLIOGRAPHY

A. Course packet includes excerpts from:

Frodesen, J. & Eyring J. (2000). Grammar Dimensions 4 (Platinum Ed.). Boston: Heinle & Heinle.

Kolln, M. & Funk, R. (2002). Understanding English Grammar (6th Ed.). New York: Longman.

Kolln, M. & Funk, R. (2003). Exercises for Understanding English Grammar (3rd Ed.). New York: Longman.

Lock, G. (1996). Functional English Grammar. Cambridge: Cambridge University Press.

Murphy, R. & Altman, R. (1996) Grammar in Use. Cambridge: Cambridge, University Press.

Thewllis, S. (2000). Grammar Dimensions 3 (Platinum Ed.). Boston: Heinle & Heinle.

VII. ADDITIONAL REFERENCES

Bing, J. (1989). Grammar Guide: English Grammar in Context. New Jersey: Prentice-Hall Regents.

Celce-Murcia, M., & Larsen-Freeman, D. (1999). The Grammar Book (2nd Ed.). USA: Heinle & Heinle.

Maurer, J. (2000). Focus on Grammar. New York: Addison Wesley Longman.

VIII. CLASS RULES

1. Cell phones **must be off** and put away at all times during class.
2. **Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.**

IX. TIMETABLE

TENTATIVE CHRONOGRAM

<p>WEEK 1: March 13-17 Introduction to the course Nominals and Sentence patterns (Review)</p>	<p>WEEK 9: May 8-12 Exam I</p>
<p>WEEK 2: March 20-24 Nominals and Sentence patterns (Review) (continued) Adverbials: Adverbs, prepositional phrases, nouns, noun phrases, verb phrases, and clauses</p>	<p>WEEK 10: May 15-19 Transforming sentence patterns: Interrogative sentences Emphatic sentences Imperative sentences Exclamatory sentences</p>
<p>WEEK 3: March 27- 31 Adverbials (continued)</p>	<p>WEEK 11: May 22-26 Transforming sentence patterns: The <i>there</i> transformation The cleft sentence</p>
<p>WEEK 4: April 3-7 Adverbials (continued)</p>	<p>WEEK 12: May 29-June 2 Fronting</p>
<p>WEEK 5: April 10-14 Easter</p>	<p>WEEK 13: June 5-9 Fronting</p>
<p>WEEK 6: April 17-21 Adjectivals: Determiners, adjectives and nouns, prepositional phrases, relative clauses, participial phrases</p>	<p>WEEK 14: June 12-16 Complex passives</p>
<p>WEEK 7: April 24-28 Homecoming Week Adjectivals (continued)</p>	<p>WEEK 15: June 19-23 Passive voice (the “get” passive)</p>
<p>WEEK 8: May 1-5 Adjectivals (continued)</p>	<p>WEEK 16: June 26-30 Exam II</p>
<p>Final grades: Monday, July 3 Ampliación / proficiency exam: Tuesday, July 11 10:00 - noon</p>	