

PROGRAMA DE CURSO

Course: English Grammar VI	Requisite: LM 0356
Course code: LM 0357	Corequisite : None
Credit hours: 2	Semester : VIII
Class work: 3 hours Out-of-class work: 3 hours	Type : <i>Propio</i>
Level: Fourth year	Modality: High virtuality

I. Course description

This course is designed to help students develop a deeper understanding of advanced principles of English grammar. It will specifically allow them to examine how grammar works in academic settings and to apply this knowledge into their writing and speaking. The course is designed to build upon students' grammatical command of English achieved in previous courses, and more specifically on those included in LM-0356 (English Grammar V). Authentic texts and texts produced by students will be used to analyze grammatical phenomena that are distinctive of academic oral and written communication.

This course has a high virtuality component (75% virtual and 25% on ground). *Mediación Virtual* will be used to share resources and materials as well as instructions and guidelines for on ground and virtual lessons. Virtual lessons may be synchronous and asynchronous. Synchronous lessons will be carried out through the Zoom platform or any other app that the professor requires.

II.Objectives

General objective

Upon completion of this course the student will have reliably demonstrated the

ability to justify the choice of particular grammatical structures in academic writing or speaking through proper syntactical analysis.

Specific objectives

After completing this course, the student will be able to

- A. apply the proper subject-verb agreement rules in sentences with specific subjects.
- B. utilize the most appropriate verbal tense, aspect or voice in the context of a research literature review.
- C. produce grammatical statements by using specific sentence patterns.
- D. utilize nouns in context according to meaning (common/proper and count/noncount).
- E. use determiners based on specific reference rules of nouns or their condition as count or noncount and singular or plural nouns.
- F. use adjectivals within noun phrases and in their proper order.
- G. rewrite sentences including appropriate nominalization.
- H. compose sentences including relative clauses.
- I. rephrase sentences by reducing relative clauses to non-finite forms.
- J. use nominal clauses and embedded clauses in the production of written sentences.
- K. utilize adverbials purposefully.

III. Contents

1. Basic sentence patterns
 - a. Different kinds of verbs
 - b. Verb complements
2. Adverbials
 - a. Types of adverbials
 - b. Placement of adverbials
3. Adjectivals
 - a. Pre headword modifiers
 - b. Post headword modifiers
4. Nominals
 - a. Nominals in writing
 - b. Nominals for focus

5. Verbals
 - a. Basic tenses: Present simple, past simple, present perfect
 - b. Other tenses
 - c. Passive voice
 - d. Subject-verb agreement

6. Finite and non-finite clauses
 - a. Relative clauses
 - b. Nominal clauses
 - c. Reduced embedded clauses

7. Noun phrases
 - a. Determiners and quantifiers
 - b. Modifiers
 - c. Nominalization

IV. Methodology

Most of the class time will be dedicated to the analysis of grammatical structures used in academic settings. The major syntactical elements will be presented through lectures and text analysis. Students, on their part, will be given the chance to analyze texts individually, in pairs or in groups and report on their findings. During class time, students will be presented with authentic texts from academic sources to get them acquainted with different registers and rhetorical patterns. Also, students' own academic texts can be used for syntactical analysis and comparison. Students are expected to read the material out of class and come prepared with questions that will be used as input for learning activities.

Lessons will be mostly virtual. They may be developed synchronously and asynchronously, which is why it is imperative that all students have access to *Mediación Virtual* and their institutional email account (@ucr.ac.cr). These will be the official means of communication between the professor and the students

In addition, evaluations (quizzes and exams) will be carried out on-ground, so attendance to in-person lessons is expected. The aforementioned evaluations will take place in the assigned classrooms.

V. Evaluation

Quizzes (at least 3; on site)	25%
Portfolio (online)	25%
Test I (on site)	25%
Test II (on site)	25%
TOTAL		100%

The learning portfolio consists of a collection of students' learning experiences during the development of the course. After each course section, determined by the topics covered, students are expected to look through articles in their academic discipline and find examples of the grammatical structures or syntactical topics studied in class. These samples will be analyzed and collected in a portfolio, which will be evaluated at different points during the semester. The data collection and analysis will be done in groups to reinforce cooperation and collaborative work.

VI. Sources

Base textbooks:

Caplan, N. A. (2019). *Grammar choices for graduate and professional writers*. University of Michigan Press.

Kolln, M., & Gray, L. (2013). *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects* (7th ed.). Boston: Pearson.

Kolln, M., & Funk, R. (2009). *Understanding English grammar* (8th ed.). New York: Longman.

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.). New York: Heinle & Heinle.

Hinkel, E., & Fotos, S. (Eds.). (2002). *New perspectives on grammar*

teaching in second language classrooms. Mahwah, NJ: L. Erlbaum Associates.

Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners*.
London: SAGE.

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

Swales, J., & Feak, C. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: Michigan University Press.

Swales, J., & Feak, C. (2009). *Telling a research story: Writing a literature review*.
Ann Arbor: Michigan University Press.

Wallwork, A. (2013). *English for academic research, writing exercises*.
New York: Springer.

VII. Tentative timetable

Week and date	Activities and Evaluations
1 March 11 Synchronous virtual	Introduction to the course and guidelines Review of sentence patterns
2 March 18 Synchronous virtual	Adverbials
3 March 25 Synchronous virtual	Adverbials Adjectivals Portfolio: Delivery 1 (7.5%)
April 1	No session: Holy Week
4 April 8 Asynchronous session	Adjectivals
5 April 15 On campus	Nominals Quiz 1 on campus: Letras building (10%)
6 April 22 Synchronous virtual	Nominals <i>Semana Universitaria</i>
7 April 29 Synchronous virtual	Verbals in the Literature Review <i>Holiday: May 1</i>
8 May 6 Asynchronous session	Practice for exam 1 Portfolio: Delivery 2 (7.5%) <i>May 8: Inauguration Day</i>
9 May 13 On campus	Exam 1 on campus: Letras building (25%)

10 May 20 Synchronous virtual	Verbals in the Literature Review
11 May 27 Synchronous virtual	Finite and nonfinite clauses in the Research Introduction
12 June 3 On campus	Finite and nonfinite clauses in the Research Introduction Quiz 2 on campus: Letras building (7.5%)
13 June 10 Synchronous virtual	Noun phrases in headings and abstract Portfolio: Delivery 3 (10%)
14 June 17 On campus	Noun phrases in headings and abstract Quiz 3 on campus: Letras building (7.5%)
15 June 24 Asynchronous session	Practice for exam 2
16 July 1 On campus	Exam 2 on campus: Letras building (25%)
July 8	Final grade delivery (virtual)
July 20	<i>Ampliación</i> exam from 1:30PM to 4:00PM (room to be announced)