



# Course Specification

## (Bachelor)

Course Title: **Syntax**

Course Code: **ENGL 413**

Program: **B.A. in English**

Department: **English Department**

College: **College of Education**

Institution: **Majmaah University**

Version: **2023**

Last Revision Date: **Oct.2023**



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( 3 )

#### 2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others  
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: ( 2023 )

#### 4. Course general Description:

##### 1. Course Description

Syntax is the sub-branch of grammar which examines the structure of sentences (the other one being Morphology which studies the structure of words). The two (Morphology and Syntax) constitute an indispensably significant part of any university linguistics course of study (the linguistics component of the study plan).

Students will generally be equipped with the key notions, theories/approaches, terms, tools, and methods of syntactic theory and syntactic analyses. Though the analysis, in this course tend to draw preeminently on Chomskyan Generativism, other leading schools such as Halliday's Systemic-Functional Grammar (SFG), Fillmore's Case Grammar, etc., will also be slightly touched on.

Focal syntactic concepts such as : Constituency/constituency tests, Syntactic Categories ( lexical, phrasal and functional categories), Grammaticality/Well-formedness, Discreteness, Creativity/Infinity, Generative, Universal Grammar, Language Faculty, Recursion/Embeddedness, etc., will generally be surveyed. In addition, Phrase Structure rules/trees, UG, Deep-Structure (d-structure) & Surface Structure (s-Structure) and Transformational rules will be explained, discussed and practiced. In addition, the later models of analysis such as X-bar, Government and Binding (GB) and Minimalist Programme (MP) are also expected to be briefly surveyed. Furthermore, training students to think scientifically, reasonably and validly is one of the underlying objectives of teaching Syntax.

Instructors are advised to vary both the methods of teaching and the strategies of assessment (along with textbook and materials selection and preparation): lecturing, class presentations/discussions, peer-teaching/reviewing, etc.; assessment may include: tests, quizzes, response papers, class presentations, written assignments, fieldwork, etc.

##### 2. Course Main Objective

The course aims primarily to acquaint students with the key concepts, theories, approaches and terms of syntax and syntactic analyses of the structure of the sentence.

#### 6. Co-requisites for this course (if any):

None





## 7. Course Main Objective(s):

1. Outline and discuss the key theories, ideas, terms, principles and approaches and methods of syntax and syntactic analyses.
2. Describe the building blocks of the structure of sentences (e.g. constituents, syntactic categories, etc.) (by identifying constituents and categories in a sentence).
3. Understand the main principles, tenets, ideas, terms, theories and approaches of Generative Grammar and Chomskyan methods of analysis (by for instance being able to explain and discuss them).
4. Discuss the connection between language and human mind (by being able to outline and discuss Mental Grammar, UG, LAD, Infinity, Recursion, etc.).
5. Analyze English sentences using a variety of syntactic methods and frameworks (Phrase Structure-Transformational Rules- X-bar rules, MP framework, etc.).
6. Explain briefly Halliday's Systemic Functional Grammar (SFG) and Charles Fillmore's Case Grammar (know its differences from Chomsky's tradition ).

## 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	35	77.8%
2	E-learning	10	22.8%
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		

## 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
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Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Identifying methods, concepts, terms and approaches of Syntax and Syntactic Analyses.	<b>K1</b>	Lecturing Discussion Community language learning	Final Exams, midterm exam, and quizzes
1.2				
...				
<b>2.0</b>	<b>Skills</b>			
2.1	Analyzing various English sentences into their basic components using phrase structure rules and trees, transformational rules, X-bar, BG and MP rules.	<b>S2</b>	Lecturing, Discussion, Student data projector presentation, Cooperative Learning Flipping teaching	Assignments (individual or group), Final Exams, midterm exam, and quizzes
2.2	Communicate meanings using knowledge and skills gained from the study of syntax (leaner and hierarchal structure of sentences).	<b>S1</b>	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to research and write on background knowledge structures, etc.)	Assignments (individual or group), Final Exams, midterm exam, and quizzes
...				
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Show team work skills in conducting projects, academic commitment, ethical principles and group discussions and presentations.	<b>V2</b>	Lecturing, Class discussions & presentations.  Relevant tasks	Response papers and assignments
3.2				





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
...				

### C. Course Content

No	List of Topics	Contact Hours
1.	Course Introduction (may remedial work on morphology and general linguistics).	3
2.	What is Syntax and what is Syntactic Analysis? (Definition of basic/key ideas, concepts and terms in Syntax, syntactic knowledge). This includes also an introduction to Chomsky and the tenets of his theory.	6
3	More focus on theoretical principles and key ideas such as Language Faculty & Universal Grammar and Recursion/embeddedness (including the Principles and Parameters Theory).	9
4	Sentence Structure (the building blocks: Constituents & Syntactic Categories, how categories relate to traditional parts of speech).	
5	Syntactic Rules, Phrase Structure Rules & Trees, Transformational Rules (d-structure & s-structure, move aux, question-formation, wh-movement, passivisation, affix-hopping, d-support, etc.).	
6	Exercises on PS trees & transformations & Mid-term test	6
7	An introduction to the more recent models of analysis such as X-bar, Government and Binding (GB) and Minimalist Programme (MP), comparing and contrasting these with the older trees and models.	9
8	A brief introduction to some other methods of syntactic analysis (e.g. Halliday's Systemic Functional Grammar, Fillmore's Case Grammar).	3
9	An Overall Review/Revision, Midterm(s)	6
10	<b>Final Exam</b>	3
<b>Total</b>		<b>45</b>

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### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Mid-term	7-12th	30%
2.	Quizzes	3-13th	10%
3.	Project/Assignment	Throughout the term	10%
4.	Oral Presentations	Throughout the term	10%



No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
5.	Final Exam	15th	40%

\*Assessment Activities (i.e., written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	<ul style="list-style-type: none"> <li>Carnie, Andrew. (2013). Syntax: A Generative Introduction (3d edition). London: Wiley Blackwell.</li> <li>Radford, Andrew. (2009). An Introduction to English Sentence Structure. Cambridge: CUP.</li> <li>Radford, Andrew (2003). Syntax: A Minimalist Introduction (6<sup>th</sup> printing). Cambridge University Press.</li> <li>Fromkin, V. et al. Language (syntax chapter). USA</li> <li>(preferably: materials collated and adapted from various sources)</li> </ul>
Supportive References	<ul style="list-style-type: none"> <li>Chomsky, N. (1957). Syntactic Structures. Mouton: The Hague.</li> <li>Chomsky, N. (1965). Aspects of the Theory of Syntax. Cambridge: MIT Press.</li> <li>Chomsky, N. (1972). Language and Mind. New York: Harcourt Brace Jovanovich.</li> <li>Chomsky, N. (1995). The minimalist Program. Cambridge: Cambridge University.</li> <li>Halliday, M.A (1967). System and Function in Language. Selected Papers, (ed). G.R. Cress. London: Oxford Uni</li> <li>Raugh, Gisa. (2010). Syntactic Categories: Their Identification and Description in Linguistic Theories. Oxford: Oxford University Press.</li> <li>Larson, Richard. (2010). Grammar as Science. Boston: MIT Press.</li> </ul>
Electronic Materials	<ul style="list-style-type: none"> <li><a href="http://www.chomsky.info">www.chomsky.info</a></li> </ul>
Other Learning Materials	

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms,	





Items	Resources
simulation rooms, etc.)	
<b>Technology equipment</b> (projector, smart board, software)	
<b>Other equipment</b> (depending on the nature of the specialty)	

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Programme Leaders	Direct
Effectiveness of Students assessment	Programme Leaders	Indirect
Quality of learning resources	Programme leaders/Faculty	Direct
The extent to which CLOs have been achieved	Programme leaders/Faculty	Indirect
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	ENGLISH DEPARTMENT COUNCIL
<b>REFERENCE NO.</b>	
<b>DATE</b>	OCTOBER, 2023

