نموذج ( 5)

مختصر توصيف المقرر

Form (5)

Brief Module Description

|  |  |  |
| --- | --- | --- |
| اسم المقرر: |  | |
| رقم المقرر: |  | |
| اسم ورقم المتطلب السابق: |  | |
| مستوى المقرر: |  | |
| الساعات المعتمدة: |  | |
| English Syntax | | Module Title: |
| ENG 321 | | Module ID: |
| ENG 315 (Morphology) | | Prerequisite(s): |
| 6 | | Level: |
| 3 | | Credit Hours: |

وصف المقرر : **Module 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.  Students will generally be equipped with the key notions, theories/approaches, terms, tools, and methods of syntactic analysis. Though the analyses, in this course tend to draw preeminently on Chomskyan Generativism, other leading schools such as Hallidayan Systemic-Functional Grammar, Fillmore's Case Grammar, etc., will also be touched on.  Focal syntactic concepts such as : Constituency/constituency tests, categories ( lexical, phrasal and functional categories), Grammaticality/Well-formedness, Discreteness, Creativity/Infinity, Generative , 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. 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: lecturing, class presentations/discussions, peer-teaching/reviewing, etc.; assessment may include: tests, quizzes, response papers, class presentations, written assignments, field work, etc. |

أهداف المقرر**: Module Aims**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 |  | Introduces students to the major theories, approaches, methods of analysis, terms, etc., of Syntax. | 1 |
| 2 |  | Acquaints students with the major aspects of English syntax and its central place in the English Language system. | 2 |
| 3 |  | Raises English majors' awareness of the complexity of language structure (e.g. the workings of English sentences). | 3 |
| 4 |  | Introduces Students to both Chomsky and Halliday (their syntactic philosophies, approaches and ways of Analysis). | 4 |
| 5 |  | Approaches English syntax, in such a way that integrates it (rather than isolate it) with the other linguistic levels of the English language system (morphology, phonology, discourse, etc) | 5 |
| 6 |  |  | 6 |

مخرجات التعليم: (الفهم والمعرفة والمهارات الذهنية والعملية)

**Learning Outcomes** (Comprehension- Knowledge-intellectual and practical skills)

يفترض بالطالب بعد دراسته لهذه المقرر أن يكون قادرا على:

By the end of this course, students should be able to :

|  |  |  |  |
| --- | --- | --- | --- |
| 1 |  | Recognize the building blocks of Syntax, in general, and English Syntax, in more specific terms. | 1 |
| 2 |  | Understand the core methods of syntactic analysis (Chomskyan, Functional-Systemic/Hallidayan methods). | 2 |
| 3 |  | Conceptualize and analyses English sentences using the concepts of : Syntactic Rules, Constituents, Categories, Phrase Structure Rules/Trees, Transformational Rules along with new versions of the Generative theory. In addition, students should be able to discuss issues such as Creativity and Discreteness. | 3 |
| 4 |  | Discuss the issue of Universal Grammar Principles-and-Parameters and / (UG) Universal Features. | 4 |
| 5 |  | Think logically, sensibly, analytically and critically. | 5 |

محتوى المقرر: (تتم التعبئة باللغة المعتمدة في التدريس)

**Module Contents:** (fill in using the language of instruction)

|  |  |  |
| --- | --- | --- |
| قائمة الموضوعات  (Subjects) | عدد الأسابيع  (Weeks) | ساعات التدريس  (Hours) |
| **Course orientation** | 1 | 3 |
| What is Syntax? What is Syntactic Analysis? Syntactic Theories and Methods of Analysis (Chomsky, Halliday, Filmore, etc.).. examples will be predominantly from English Syntax. | 2 | 6 |
| Key concepts: Constituents-categories-Functions of Syntactic Analysis, Phrase Structure Rules/Trees, Creativity/Infinity/Discreteness, Structural Ambiguity, Transformations, etc.( this section may also include traditional typology of English sentences/clauses/phrases). | 2 | 6 |
| Syntactic knowledge-Universal Grammar, Principles-and- Parameters and Universal Features. | 2 | 6 |
| General survey of the more recent versions of Generative Grammar (e.g. X-bar, GB and MP), with almost all examples from English. | 3 | 9 |
| Introduction to Hallidayan Systemic-Functional Grammar | 2 | 6 |
| More applications of Syntactic Analyses of different schools on English sentences and phrases. | 2 | 6 |
| More Practice on Phrase Structure Rules | 1 | 3 |
|  |  |  |
|  |  |  |

الكتاب المقرر والمراجع المساندة:(تتم التعبئةبلغة الكتاب الذي يدرس)

**Textbooks and reference books**:(fill in using the language of the textbook)

|  |  |
| --- | --- |
| اسم الكتاب المقرر  Textbook title | * Language: An Introduction (Syntax chapter 4) |
| اسم المؤلف (رئيسي)  Author's Name | Victoria Fromkin |
| اسم الناشر  Publisher | * Thompson |
| سنة النشر  Publishing Year | 2013 (1st sedition 2007) |
| اسم المرجع (1)  Reference (1) | * Aspects of the Theory of Syntax |
| اسم المؤلف  Author's Name | Noam Chomsky |
| اسم الناشر  Publisher | MIT Press |
| سنة النشر  Publishing Year | 1965 |
| اسم المرجع (2)  Reference (2) | * Grammar as Science |
| اسم المؤلف  Author's Name | Richard Larson |
| اسم الناشر  Publisher | MIT Press |
| سنة النشر  Publishing Year | 2010 |
| اسم المرجع (3)  Reference (3) | * The English Sentence |
| اسم المؤلف  Author's Name | Andrew Radford |
| اسم الناشر  Publisher | Cambridge University Press |
| سنة النشر  Publishing Year | 2009 |

ملاحظة: يمكن إضافة مراجع أخرى بحيث لا تتجاوز 3 مراجع على الأكثر.

NB: You can add a maximum of 3 reference books

Note: Rather than just relying entirely on a textbook, the course instructor may opt use a variety of materials collated and adapted from multiple sources both (paper and/or web-based).