

## COURSE DESCRIPTION

### HIGHER VOCATIONAL STATE SCHOOL IN WLOCLAWEK

#### Course: English Descriptive Grammar

<b>Field of study:</b>	Philology		<b>Course code:</b>				
<b>Unit supervising the course:</b>	Institute for Humanities						
<b>Course orientation:</b>	practical						
<b>Language of instruction:</b>	English						
<b>Course type:</b>	Philological						
<b>Course status:</b>	Obligatory						
<b>Level:</b> Bachelor	<b>Year:</b> I, II		<b>Semester:</b> 2, 3, 4				
<b>The number of teaching hours on the full-time programme:</b>							
<b>Total</b>	<b>lecture</b>	<b>classes</b>	<b>laboratory</b>	<b>projects</b>	<b>tutorials</b>	<b>seminars</b>	<b>practicum</b>
105	15	90					
<b>The number of teaching hours on the part-time programme:</b>							
<b>Total</b>	<b>lecture</b>	<b>classes</b>	<b>laboratory</b>	<b>projects</b>	<b>tutorials</b>	<b>seminars</b>	<b>practicum</b>
75	15	60					
<b>Learning outcomes:</b>			<b>Knowledge:</b>				
			Student is aware of the intricate nature of language and the complexity of meanings. Student has basic knowledge of the theory of linguistic communication and the psycholinguistic foundations of linguistic actions. Student knows linguistic terminology at basic level.				

	<p><b>Skills:</b></p> <p>Student has the basic ability to use linguistic terms.  Student has the basic ability to use detailed knowledge from phonology, morphology and syntax of modern English.  Student can carry out a successful text analysis via application of basic methods, taking into account social and cultural context  Student can pass on knowledge about the structure of modern English.</p> <p><b>Social competence:</b></p> <p>Student understands the need of lifelong learning.  Student is aware of the need to master learning skills also on lifelong basis  Student can work in group to complete tasks and is able to take on different roles.</p>	
<p><b>Full description of the course:</b></p>	<ol style="list-style-type: none"> <li>1. The typology of grammars.</li> <li>2. Linguistic competence and performance. Communicative competence.</li> <li>3. Communication, discourse and discourse pragmatics.</li> <li>4. Parts of speech, word classes and phrase categories.</li> <li>5. Syntactic functions (parts of sentence).</li> <li>6. Lexical and auxiliary verbs. Modal verbs.</li> <li>7. Verb conjugation, regular and irregular verbs.</li> <li>8. Characteristics of the verbal group: tense, aspect, modality, mood, voice.</li> <li>9. Nouns and determiners.</li> <li>10. Nominal categories: number, gender, case.</li> <li>11. Noun phrase.</li> <li>12. Definiteness (definite and indefinite article). Reference.</li> <li>13. Pronouns (personal, reflexive etc.).</li> <li>14. Adjectives, participles and adverbs.</li> <li>15. Prepositions and prepositional group.</li> <li>16. Proforms and ellipsis.</li> <li>17. Simple sentence.</li> <li>18. Subject-Verb concord (agreement).</li> <li>19. Interrogation, negation, emphasis and inversion.</li> <li>20. Multiple sentences.</li> <li>21. Complex sentences. Types of complex sentences.</li> <li>22. Verb complementation.</li> <li>23. Grammar of spoken English.</li> </ol>	
<p><b>Methods:</b></p>	<p>Lecture enhanced by visual materials (overhead projector, handout); classes – workshops, analysis of language data (i.a., authentic texts), discussion</p>	
<p><b>The student's workload/ ECTS credits</b></p>	<p><b>Forms of activities</b></p>	<p><b>Average number of hours to complete activities</b></p>

	Full-time		Part-time	
	Lecture	Classes	Lecture	Classes
<b>Contact hours with academic instructor</b>	15	90	15	60
<b>Hours without academic instructor</b>	15	60	15	90
1. Preparation for the classes, including reading assignments	10	30	10	60
2. processing the quantitative data /preparation for the exam, evaluation tests, etc.	5	30	5	30
3. Preparation of a report, presentation, discussion				
<b>Total</b>	30	150	30	150
<b>Total number of ECTS for the conducted form of classes</b>	1	6	1	6
<b>Total number of ECTS points for the entire course</b>	7		7	
<b>The type and mode of obtaining the credit and marking criteria or requirements:</b>	<b>The type:</b> final grade, exam after 4 <sup>th</sup> semester			
	<b>The mode:</b> written tests, in-class participation			
	<b>Basic assessment criteria:</b> attendance, taking up tests			
<b>Literature:</b>	<b>Prescribed reading:</b>			
	— Ballard, K. (2008) <i>The Frameworks of English. Introducing Language Structures</i> . Second Edition. Palgrave.			
	— Downing, A., Locke. P. (1992) <i>A University Course in English Grammar</i> . New York: Prentice Hall.			
	— Greenbaum, S., Nelson, G. (2002) <i>An Introduction to English Grammar</i> . 2nd Edition. London: Pearson			

Education.

— **Recommended reading:**

— Greenbaum, S., Quirk, R. ([1990] 2004) *A Student's Grammar of the English Language*, Longman.

— Lock, G. (1996) *Functional English Grammar. An Introduction for Second Language Teachers*. Cambridge: Cambridge University Press.

— Quirk, R., Greenbaum, S., Leech, G., Svartvik, J. (1985) *A Comprehensive Grammar of the English Language*. Longman.

— Rodby, J., Winterowd, W.R. (2005) *The Uses of Grammar*. Oxford University Press.

**Course instructor:** prof. dr hab. Jan Majer