

EN3588: ADVANCED ENGLISH GRAMMAR

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Advanced English Grammar

Subject Code

EN - English

Course Number

3588

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

The course aims at providing students with an understanding of the major systems of English grammar and at helping students develop the skills to analyze and describe authentic language data. The course also seeks to raise students' awareness of some common errors in English grammar usage and the ways to overcome the problems.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the basic organization principles of grammar;		x	x	x
2	Identify the functions of different constituents in a sentence;		x	x	x
3	Identify some high frequency lexical and grammatical problems encountered by ESL learners.		x	x	x
4	Describe the nature of the lexical and structural problems identified		x	x	x
5	Describe the ways in which the lexical and structural problems identified can be rectified		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Reading the coursebook and the lecture powerpoints	Students will read the assigned readings to discover the basic organizational principles of grammar in class.	1, 2, 3, 4, 5	
2	Interactive Lecturing	Students will engage in interactive lectures to gain knowledge about English Grammar, including the key English grammatical structures and some common English lexical and grammatical errors.	1, 2, 3, 4, 5	

3	In-Class Activities	Students will participate in in-class activities and discussions to deepen their knowledge about English Grammar. Students will analyze different texts and/or sentences to identify the organizational principles of grammar, including the different constituents of a sentence and the sources of some common errors that ESL learners often make.	1, 2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 In-class Tests Two in-class tests (one in the middle of the semester and the other towards the end of the semester) will be designed to help students revise and learn the concepts covered in the course. Their performance in the tests will be assessed individually according to how well they are able to (a) generate theories about the basic organizational principles of grammar; and (b) describe the functions of different constituents in a sentence. (c) describe the nature and sources of the lexical and structural problems identified. Students are encouraged to do continuous revision throughout the course.	2, 3, 4	60	Individual work; to be assessed individually

2	Individual Assignment One individual assignment will be given to students to help them apply their knowledge to the analysis of English sentences and texts. The assignment will require students to demonstrate their ability to describe the functions of different constituents in a sentence, to generate theories about the basic organizational principles of grammar, and to apply their knowledge to analyze and describe the nature and possible causes of different English lexical and structural problems.	1, 2, 3, 4, 5	40	Individual work; to be assessed individually
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. In-class Tests

Criterion

Analysis and Interpretation

Excellent (A+, A, A-)

Students demonstrate excellent knowledge of grammatical concepts and excellent skills in analyzing and describing common English lexical and structural problems.

Good (B+, B, B-)

Students demonstrate good knowledge of grammatical concepts and good skills in analyzing and describing common English lexical and structural problems.

Fair (C+, C, C-)

Students demonstrate adequate knowledge of grammatical concepts and adequate skills in analyzing and describing common English lexical and structural problems.

Marginal (D)

Students demonstrate very limited knowledge of grammatical concepts and very limited skills in analyzing and describing common English lexical and structural problems.

Failure (F)

Students cannot demonstrate knowledge of grammatical concepts and cannot demonstrate skills in analyzing and describing common English lexical and structural problems.

Assessment Task

2. Individual Assignment

Criterion

Analysis, Interpretation, Content, Organization, Language

Excellent (A+, A, A-)

Students demonstrate excellent skills in explaining the basic organizational principles of grammar, in explaining the relationship between grammar and meaning, and in analyzing the nature, sources and rectification of the common lexical and structural problems identified.

They also consistently maintain a high degree of grammatical accuracy in giving explanations.

Good (B+, B, B-)

Students demonstrate good skills in explaining the basic organizational principles of grammar, in explaining the relationship between grammar and meaning, and in analyzing the nature, sources and rectification of the common lexical and structural problems identified.

They also show a relatively high degree of grammatical control in giving explanations.

Fair (C+, C, C-)

Students demonstrate adequate skills in explaining the basic organizational principles of grammar, in explaining the relationship between grammar and meaning, and in analyzing the nature, sources and rectification of the common lexical and structural problems identified.

They also communicate with reasonable accuracy in giving explanations.

Marginal (D)

Students demonstrate very limited skills in explaining the basic organizational principles of grammar, in explaining the relationship between grammar and meaning, and in analyzing the nature, sources and rectification of the common lexical and structural problems identified.

They also use simple structures correctly in giving explanations.

Failure (F)

Students cannot demonstrate skills in explaining the basic organizational principles of grammar, in explaining the relationship between grammar and meaning, and in analyzing the nature, sources and rectification of the common lexical and structural problems identified.

They also show only limited control of a few simple grammatical structures and sentence patterns in giving explanations.

Part III Other Information

Keyword Syllabus

Basic grammar concepts: constituent structure, organization of grammar.

Syntactic elements of clauses: subject, direct object, indirect object, complement, adverbial.

Sentences, phrases and clauses: noun phrase, verb phrase, adjective phrase, adverb phrase, prepositional phrase, compound sentence, complex sentence.

Common English problems: multiple negation, confusion between adjectives and adverbs, dangling modifiers, misplaced parts, lexical errors, structural errors, error correction

Reading List

Compulsory Readings

Title	
1	Nelson, G. and Greenbaum, S. (2016). An introduction to English grammar (4th Edition). New York: Routledge.

Additional Readings

Title	
1	Coffin, C., Hewings, A. and O' Halloran, K. (eds.) (2004). Applying English grammar: functional and corpus approaches. London: Arnold.
2	Collins, P. and Hollo, C. (2000). English grammar: An introduction. Hampshire: Palgrave
3	Downing, A & Locke, P. (1992). A university course in English grammar. Prentice Hall International English Language Teaching.
4	Greenbaum, S. and Quirk, R. (1990). A student' s grammar of the English language. Burnt Mill, Harlow, Essex, England: Longman.
5	Jackson, H. (2002). Grammar and vocabulary: a resource book for students. London: Routledge.
6	Quirk, R. and Greenbaum, S. (1973). A university grammar of English. Hong Kong: Longman.
7	Quirk, R. Greenbaum, S., Leech, G. and Svartvik, J. (1985). A comprehensive grammar of the English language. London: Longman.
8	Sinclair et al (eds.) (1990). Collins COBUILD English grammar. London and Glasgow: Collins.
9	Thompson, G. (1996). Introducing functional grammar. London; New York: Arnold.
10	Yule, G. (1998). Explaining English grammar. Oxford University Press.