

Syllabus

1	Course title	Syntax (2)
2	Course number	2201321
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	2201221 Syntax (1)
5	Program title	Bachelor's Degree in English Literature
6	Program code	
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	2 nd & 3 rd Year students
11	Year of study and semester (s)	2021/2022, Second Semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	English
15	Teaching methodology	<input type="checkbox"/> Blended <input type="checkbox"/> Online <input checked="" type="checkbox"/> face-to-face
16	Electronic platform(s)	<input checked="" type="checkbox"/> e-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	February 2022

18 Course Coordinator:

Name:

Office number:

Phone number:

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Email:

Office Hours:

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

Syntax II is an advanced course that deals primarily with complex, compound, and compound-complex sentences. It incorporates a detailed description of nominal, adverbial and adjectival clauses. Students will be introduced to complex and compound sentences. Describe nominal, adverbial and adjectival clauses in term of type, structure, and transformations that operate on them. Identify clause coordinators and subordinators, and use them correctly. Show reasonable awareness of clausal ellipsis and use ellipted clauses correctly. Analyze complex, compound, and compound-complex sentences into their constituents showing the grammatical functions of such constituents.

21 Course aims and outcomes:

A- Aims: (PLOs)

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
3. Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
4. Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
5. Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely

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- business, tourism, mass media, hotels, medicine, science and technology.
6. Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
 7. Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.
 8. Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
 9. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
 10. Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Students should be able to identify types of sentences and types of clauses.	X				X	X	X				X	X	X			X			X	
2	Students should be able to analyze complex, compound, and compound-complex sentences in terms of categories and functions.	X				X		X	X			X	X	X			X			X	
3	Students should be able to apply their knowledge in using the appropriate terminology in syntactic description.	X				X		X	X			X	X	X			X			X	
4	Students should display analytical skill in describing complex sentences categorically and functionally.	X				X		X	X			X	X	X			X			X	

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- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Complex and Compound Sentences	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	1.2	Complex and Compound Sentences	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	1.3	Complex and Compound Sentences	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
2	2.1	Complex and Compound Sentences	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	2.2	Complex and Compound Sentences	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks

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	2.3	Complex and Compound Sentences	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
3	3.1	Complex and Compound Sentences	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	3.2	Complex and Compound Sentences	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	3.3	Complex and Compound Sentences	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
4	4.1	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	4.2	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	4.3	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
5	5.1	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks

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	5.2	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	5.3	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
6	6.1	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	6.2	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	6.3	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
7	7.1	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	7.2	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	7.3	Nominal Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks

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8	8.1	Adverbial Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	8.2	Adverbial Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	8.3	Adverbial Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
9	9.1	Adverbial Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	9.2	Adverbial Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	9.3	Adverbial Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
10	10.1	Adverbial Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	10.2	Adverbial Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks

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	10.3	Adverbial Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
11	11.1	Med-term Exam	1-4			
	11.2	Relative and Appositive Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	11.3	Relative and Appositive Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
12	12.1	Relative and Appositive Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	12.2	Relative and Appositive Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	12.3	Relative and Appositive Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
13	13.1	Relative and Appositive Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	13.2	Relative and Appositive Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks

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	13.3	Relative and Appositive Clauses	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
14	14.1	Coordination and Ellipsis	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	14.2	Coordination and Ellipsis	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	14.3	Coordination and Ellipsis	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
15	15.1	Coordination and Ellipsis	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	15.2	Revision	1-4	Face-to-face learning / Moodle/Microsoft Teams	In-class tasks, Quizzes, and presentations	Main Textbooks
	15.3	Final-Exam	1-4			

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments	10	As Assigned	1-4	1-15	E-learning

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presentations	5	As Assigned	1-4	1-15	Face-to-face
Quizzes	5	As Assigned	1-4	1-15	Face-to-face
Midterm Exam	30	1-10 Topics	1-4	10	Face-to-face
Final Exam	50	All topics	1-4	15	Face-to-face

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:

As per the University Regulations.

B- Absences from exams and submitting assignments on time:

As per the University Regulations.

C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

E- Grading policy:

As explained above in 23.

F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

26 References:

Laura R Bailey and Michelle Sheehan (2020) Order and Structure in Syntax II. Saint Philip Street Press

Rodney Huddleston, Geoffrey K. Pullum. A Student's Introduction to English Grammar. 2013

Chalker, Sylvia. A student's Grammar of The English Language, Workbook. 1992

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References:

1. Quirk, et al (1972) A Grammar of the Contemporary English. Longman
2. Quirk, et al (1985) A Comprehensive Grammar of the English Language. Longman

27 Additional information:

Assignment Score _____

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----