Syllabus

1	**Course title**	English Transformational Grammar
2	**Course number**	2201323
3	**Credit hours**	3
	Contact hours (theory, practical)	3
4	**Prerequisites/corequisites**	
5	**Program title**	BA in English Language and Literature
6	**Program code**	01
7	**Awarding institution**	The University of Jordan
8	**School**	Foreign Languages
9	**Department**	English Language and Literature
10	**Level of course**	3rd year students
11	**Year of study and semester (s)**	2nd Semester 2020
12	**Final Qualification**	BA
13	**Other department (s) involved in teaching the course**	None
14	**Language of Instruction**	English
15	**Teaching methodology**	☐Blended ☐Online ☒face-to-face
16	**Electronic platform(s)**	☒e-learning ☒Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	**Date of production/revision**	February 2022

18 Course Coordinator:

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19 Other instructors:

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20 Course Description:

The course aims to introduce students to the assumptions underlying Transformational Generative Theory and its mechanism in particular the Standard Theory presented in Chomsky's Aspects of the Theory of Syntax. Throughout the course, the emphasis will be on the facts of English Syntax.

21 Course aims and outcomes:

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 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.

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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	demonstrate knowledge of syntax as a cognitive science	X		X		X		X	X			X	X	X								X
2	demonstrate understanding of the tenets of Innateness Hypothesis, its strengths and its weaknesses	X		X		X		X	X			X	X	X								X
3	explain the fundamentals of X-Bar Theory	X	X	X		X	X	X	X			X	X	X								X
4	discuss the differences between traditional and modern theories of syntax	X	X	X		X		X	X			X	X	X								X
5	apply different syntactic rules on actual linguistic data; and	X		X		X		X	X			X	X	X								X
6	compare and contrast various syntactic hypotheses	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	Overview of Generative Syntax	1+ 2+ 4	Face-to-face meetings	Quiz	Main Textbook
	1.2	Overview of Generative Syntax	1+ 2+ 4	Face-to-face meetings	Quiz	Main Textbook
	1.3	Overview of Generative Syntax	1+ 2+ 4	Face-to-face meetings	Quiz	Main Textbook
2	2.1	Traditional Syntactic Structures	4 + 6	Face-to-face meetings	Quiz	Main Textbook
	2.2	Traditional Syntactic Structures	4 + 6	Face-to-face meetings	Quiz	Main Textbook
	2.3	Traditional Syntactic Structures	4 + 6	Face-to-face meetings	Quiz	Main Textbook
3	3.1	X-Bar Theory	3 + 4 + 5	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	3.2	X-Bar Theory	3 + 4 + 5	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	3.3	X-Bar Theory	3 + 4 + 5	Face-to-face meetings	Quizzes/ assignments	Main Textbook
4	4.1	Syntactic Relations	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook

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	4.2	Syntactic Relations	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook	
	4.3	Syntactic Relations	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook	
5	5.1	Null Constituents	3 + 5	Face-to-face meetings	Quiz	Main Textbook	
	5.2	Null Constituents	**3 + 5**	Face-to-face meetings	Quiz	Main Textbook	
	5.3	Null Constituents	**3 + 5**	Face-to-face meetings	Quiz	Main Textbook	
6	6.1	Null Constituents	**3 + 5**	Face-to-face meetings	Quiz	Main Textbook	
	6.2	Null Constituents	**3 + 5**	Face-to-face meetings	Quiz	Main Textbook	
	6.3	Null Constituents	**3 + 5**	Lectures/ Recorded lectures/ Online materials/ Forum Discussions	Quiz	Main Textbook	
7	7.1	Mid-Term					
	7.2						
	7.3						
8	8.1	Head Movement	2 + 5	Lectures/ Recorded lectures/ Online materials/ Forum Discussions	Quizzes/ assignments	Main Textbook	
	8.2	Head Movement	2 + 5	Lectures/ Recorded lectures/ Online materials/	Quizzes/ assignments	Main Textbook	

				Forum Discussions		
	8.3	Head Movement	2 + 5	Face-to-face meetings	Quizzes/ assignments	Main Textbook
9	9.1	Head Movement	2 + 5	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	9.2	Head Movement	2 + 5	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	9.3	Head Movement	2 + 5	Face-to-face meetings	Quizzes/ assignments	Main Textbook
10	10.1	Negation	3+ 2+ 5	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	10.2	Negation	3+ 2+ 5	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	10.3	Negation	3+ 2+ 5	Face-to-face meetings	Quizzes/ assignments	Main Textbook
11	11.1	Wh-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	11.2	Wh-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	11.3	Wh-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook
12	12.1	Wh-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	12.2	Wh-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	12.3	Wh-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook
13	13.1	A-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	13.2	A-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	13.3	A-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook

14	14.1	A-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	14.2	A-Movement	3 + 5 + 6	Face-to-face meetings	Quizzes/ assignments	Main Textbook
	14.3	A-Movement	3 + 5 + 6	Lectures/ Recorded lectures/ Online materials/ Forum Discussions	Quizzes/ assignments	Main Textbook
15	15.1	Final Exam				
	15.2					
	15.3					

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	15	As Assigned	1-6	1-15	Online
Quizes	5	All topics	1-6	1-15	In-class
Midterm Exam	30	Week 1-7 topics	1-6	7	In-class
Final Exam	50	All topics	1-6	15	In-class

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:

A- Required book (s), assigned reading and audio-visuals:

Radford, Andrew. 2009. *Analyzing English Sentences: A Minimalist Approach*. Cambridge University Press.

B- Recommended books, materials, and media:

Carnie, Andrew. 2013. *Syntax: A Generative Introduction*. Oxford: Blackwell Publishing.

Other course materials will posted on UJ E-Learning platform in a timely manner, according to the course schedule.

27 Additional information:

28. Rubrics

Rubric for Oral Presentation

Syllabus

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the student are not explained clearly.	There is some explanation provided by the student of the topic and research questions presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the student that correctly provides a solution to the problem identified.	The work presented to solve this problem is insufficient.	Work presented fully explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language,	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language,	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear	

		engagement with the audience, pronunciation, etc.	engagement with the audience, pronunciation, etc.	language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Assignment Score _____

Rubric for Term-paper

Topic	Weight	Beginning	Developing	Accomplished	Exemplary	Score
Organization (Overall order, flow, transitions, and report sections)	40%	Details and examples are not organized, are hard to follow and understand. The paper is not divided into sections.	Information is scattered and needs further development. The paper is divided into sections but needs improvement.	Information is logically ordered with paragraphs and transitions. The paper is divided into clear sections.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and comprehension. The paper is divided into clear sections and each section is used effectively to convey target information	
Quality of Information on the topic of the presentation	40%	Unable to find specific details about research questions and hypotheses.	Details about research questions and hypotheses are somewhat sketchy.	Some details about research questions and hypotheses do not support the topic	Supporting details about research questions and hypotheses are specific to topic and	

				presented by the student.	provide the necessary information.	
Grammar & Spelling	20%	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	
Instructor's Comments:						

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: --