

Subject Code	ENGL4011
Subject Title	Advanced English Grammar
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to encourage students to consider the nature of English grammar from a cognitive perspective, using descriptive categories and terms from traditional grammar. Grammar here is viewed as part of a larger language system encompassing meaning and discourse. In this respect, the subject has clear affinities with other subjects on the curriculum that focus on semantics, lexis and discourse.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Explain the processes involved in acquiring and using grammar as a system demonstrate an understanding of the terms <i>descriptive</i>, <i>prescriptive</i> and <i>pedagogical</i> grammars recognize and describe the variations in grammar found in learner language identify the variations in grammar found in and non-native varieties of English <ol style="list-style-type: none"> describe key areas of English grammar (tense, aspect, modality, transitivity and voice) using traditional categories and labels.
Subject Synopsis/ Indicative Syllabus	<p>Students will explore these areas:</p> <ul style="list-style-type: none"> - the mental processes involved in acquiring and using grammar as a system - the meanings conveyed by the terms <i>descriptive</i>, <i>prescriptive</i> and <i>pedagogical</i> grammars - learner language as a window on the acquisition process - the grammar of non-native varieties of English <ul style="list-style-type: none"> - grammar-as-system in terms of cognitive and traditional categories and labels - grammar in the typological categorization of English.
Teaching/Learning Methodology	The subject will utilize lecture inputs, student-led seminars and on-line sessions to help students unpick the complex role of grammar in communication and how it is realised within the broad and systematic framework of meaning and discourse.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a	b	c	d	e
	1. Group presentations	25%	✓		✓	✓	✓
	2. Term paper	40%		✓	✓	✓	✓
	3. End of Semester Quiz	35%	✓	✓	✓		
Total	100 %						
	Assessment is both for and of learning, with weekly seminar presentations and assigned readings providing the format for interactive student-led discussions on key areas of grammar. The term paper (mid-term) and the quiz (end of term) provide opportunities to explore these discussions in greater detail.						
Student Study Effort Expected	Class contact:						
	▪ Lectures		39 Hrs.				
	▪ Seminars		0 Hrs.				
	Other student study effort:						
	▪ Preparing for seminar presentations		60 Hrs.				
	▪ Other private study		21 Hrs.				
	Total student study effort		120 Hrs.				
Reading List and References	Recommended reading						
	Carter, R., and M. McCarthy. 2006. <i>The Cambridge Grammar of English</i> . Cambridge: Cambridge University Press.						
	Hawkins, J. A. 2007. <i>Efficiency and Complexity in Grammars</i> . Oxford: Oxford University Press.						
	Taylor, J. R. 2002. <i>Cognitive Grammar</i> . Oxford: Oxford University Press.						
	Further reading						
	Barry, A. 2002. <i>English Grammar: Language as Human Behaviour</i> . New York: Prentice Hall.						
	Bain, B. and A. Yu 1980. Cognitive consequences of raising children bilingually: 'One parent, one language'. <i>Canadian Journal of Psychology</i> , 34, 304-313.						
	Biber, D., S. Johansson, G. Leech, S. Conrad and E. Finegan. 1999. <i>Longman Grammar of Spoken and Written English</i> . Harlow: Pearson Education Ltd.						
	Bauer, L. 2002. <i>An Introduction to International Varieties of English</i> . Edinburgh: Edinburgh University Press.						
	Bolton, K. (ed) 2002. <i>Hong Kong English: Autonomy and Creativity</i> . Hong Kong: Hong Kong University Press.						
Carter, R., R. Hughes and M. McCarthy. 2000. <i>Exploring Grammar in Context</i> .							

	<p>Cambridge: Cambridge University Press.</p> <p>Crystal, David. 1984. <i>Who cares about English usage?</i> London: Penguin Books.</p> <p>Davies, Alan. 1991. <i>The Native Speaker in Applied Linguistics</i>. Edinburgh: Edinburgh University Press.</p> <p>Deacon, T. 1997. <i>The Symbolic Species</i>. London: Penguin. (selected sections)</p> <p>Field, J. 2003. <i>Psycholinguistics: A resource book for students</i>. London: Routledge.</p> <p>Green, C., Han, Y. and Li, E. 2009. <i>Analyzing and Applying English Grammar</i>. Hong Kong: Open University of Hong Kong Press.</p> <p>Huddleston, R. and Pullum, G. 2006. <i>The Cambridge Grammar of the English Language</i>. Cambridge: Cambridge University Press.</p> <p>Yule, G. 1998. <i>Explaining English Grammar</i>. Oxford: Oxford University Press.</p> <p>Kolln, M. and Funk, R. 2006. <i>Understanding English Grammar</i>. New York: Longman.</p>
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Revised as of August 2017