

## School of Linguistics and Applied Language Studies Course Outline

### LALS 512, Description of English 1: Grammar, Trimester 2, 2006

#### Course Coordinator:

**Dr Elaine Vine**  
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Ext. 5608  
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<http://www.vuw.ac.nz/lals>



#### Class times and rooms:

**On-campus group:** Thursday, 4.10 - 6.00pm      20 Kelburn Parade, Room 101.

Class weeks for this course are the weeks beginning 17, 24 and 31 July, 7 and 14 August, 4, 11 and 18 September, 2 and 9 October 2006.

Please note that there are no classes in the weeks beginning 21 and 28 August (university mid-trimester break) and 25 September.

**LALS main office:** VZ210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade

#### LALS 512 Course Administrator:

Jane Dudley, Postgraduate administration  
Sarah Dunstan, Distance education administration

Tel: 463 5600/463 5255

**Web contact:** [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz)

#### Content:

This course aims to help teachers become familiar with the grammatical/syntactic systems used in English. It focuses on aspects of English grammar which are pedagogically important because they are frequently used or difficult for learners. Learning English involves more than mastering the grammar of the language. Learners have to be able to use the grammatical systems effectively to construct and interpret spoken and written texts. Thus, the course explores both formal and functional perspectives on English grammar.

Week beginning	Course Week #	Topics	Textbook reading
17 July	1	Introduction Simple sentences	Introduction Ch 3.1-3.2
24 July	2	Clause patterns Interrogatives, imperatives and negation	Ch 3.3-3.6
31 July	3	Nouns and noun phrases	Ch 4.1-4.2 Ass 1 due by 5pm Mon 07 Aug
07 Aug	4	Determiners Pronouns	Ch 4.3-4.5
14 Aug	5	Lexical and auxiliary verbs Finite verbs	Ch 5.1-5.2
21 Aug	trimester break no classes		Ass 2 due by 5pm Wed 23 Aug
28 Aug	trimester break no classes		
04 Sept	6	Non-finite verbs Verb phrase functions	Ch 5.3-5.5
11 Sept	7	Adjectives Adverbs	Ch 6.1-6.2 Ass 3 due by 5pm Mon 18 Sept
18 Sept	8	Prepositions Coordination	Ch 6.3 Ch 7.1-7.2
25 Sept	no classes		
02 Oct	9	Ellipsis Subordination	Ch 7.3-7.4
09 Oct	10	Non-finite clauses Review	Ch 7.5
	no classes		Ass 4 due by 5pm Wed 25 Oct

### Objectives:

By the end of this course you should:

1. have a clearer understanding of the nature and scope of the task facing learners of English as a second language with respect to grammar;
2. have an understanding of a pedagogically-relevant description of English grammar;
3. be able to identify and analyse pedagogically-significant grammatical features of English texts, both spoken and written;
4. be able to make and justify decisions about grammatical aspects of course materials, course content and teaching/learning activities.

Assignments 1, 2 and 3 give you practice at analysing pedagogically-relevant aspects of the grammar of spoken and written texts. These three assignments address course objectives 1-3. Assignment 4 also addresses course objectives 1-3, but focuses particularly on course objective 4 (the pedagogical implications of grammatical understanding).

The course textbook lists very specific learning objectives at the beginning of each chapter.

## **Expected Workload:**

Students are expected to devote on average 12 hours per week to this course in order to maintain satisfactory progress. This includes class contact hours for on-campus students.

## **Readings:**

### **Required:**

Kennedy, G. 2003. *Structure and meaning in English: A guide for teachers*. Harlow, England: Pearson/Longman. (Available from Victoria University Book Centre, [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or enquiries@vicbooks.co.nz, \$59.95)

In preparation for each class week you should read the required sections of the textbook (see schedule of course Content above) and have a go at the practice tasks in those sections. Please note that the practice tasks are not for submission or assessment. Distance students will participate in discussions on Blackboard about the reading and the tasks, and on-campus students will have similar discussions in class meetings. On-campus classes will be run as workshops where we work together to build our understanding of the reading and the tasks.

This course will cover the Introduction and Chapters 3 to 7 of the textbook. The other chapters are relevant to other MA courses: Chapter 1 - LALS 513, Description of English 2: Phonology and morphology; Chapter 2 - LALS 522, Teaching and learning vocabulary; Chapter 8 - LALS 544, Discourse analysis.

The textbook is the only required reading for this course. The focus of the course is on developing your ability to identify and analyse relevant aspects of English grammar in texts and to see the pedagogical implications. You may find it useful to read more widely, and some suggestions will be made during the course, but this course is different from most courses in this MA programme in that wide reading is not a requirement.

### **Recommended:**

However, you will need to have access to at least one reference grammar of English. You will find a useful list of books in your textbook on pp. 345-346 (Section 5, reference grammars). There is now a shorter version of Biber et al (1999) available, which I recommend that you consider if you are planning to buy a reference grammar:

Biber, D., Conrad, S., and G. Leech. 2002. *Longman student grammar of spoken and written English*. Harlow, England: Pearson/Longman. (Available from Victoria University Book Centre, [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or enquiries@vicbooks.co.nz, \$49.95)

This is the reference grammar that I will refer to most frequently in classes and on Blackboard.

Students are also advised to ensure that they have access to at least one advanced learner's dictionary. You will find a useful list in your textbook on pp. 345-346 (Section 4, dictionaries). There is also a more recent version of the Collins Cobuild dictionary available, which I recommend that you consider if you are planning to buy a dictionary:

*Collins Cobuild advanced learner's English dictionary* (4th edition, including CD-ROM, 2003). Glasgow: HarperCollins. (Victoria University Book Centre, [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or enquiries@vicbooks.co.nz, about \$40)

Note that having access to a good reference grammar and a good dictionary (and preferably more than one of each) is advisable for all English teachers all the time, not just for this course.

**Materials and equipment:** None.

## Assessment requirements:

This course will be examined by in-term assessment. There is no final examination. The final grade will be awarded on the basis of your marks for four assignments:

Assignment	Due date	Weighting	Required length
1	5pm Monday 07 Aug	15%	600-700 words
2	5pm Wednesday 23 Aug	20%	800-950 words
3	5pm Monday 18 Sept	30%	1200-1400 words
4	5pm Wednesday 25 Oct	35%	1400-1600 words

The required length applies to the “body” of the assignment (excluding list of references and any appendices). Appendices will present your analysis, usually in the form of annotations to the text(s). The “body” of the assignment will introduce, summarise and discuss the analysis. Provide a word count of the assignment “body” on each assignment.

You will find details of the four assignments at the end of this course outline. The points listed under each assignment topic are intended as guidelines to help you do the assignment. They are not intended as an outline of the assignment. You should decide for yourself how best to organise and present your work, taking account of section 6.0 on "Stylistic conventions" in the School's MA Programme Handbook 2006. The MA Programme Handbook 2006 is available from the School office, or you can download it from the School website (<http://www.vuw.ac.nz/lals>) where you will find it under MA (TESOL) and MA (Applied Linguistics).

### Ethical considerations for assignments:

Assignments 3 and 4 require you to collect samples of spoken and written English. You must pay attention to ethical considerations when you collect samples.

If you choose samples from published or publically available sources (e.g. radio, tv, video, dvd, newspaper, magazine, book, brochure), you must acknowledge your sources fully and accurately.

If you collect samples from people, you must find people who are willing to participate, ensure that they are appropriately informed about their participation, and obtain informed consent from them for you to audio- or video-tape them and/or copy sample(s) of their writing. For each participant, make two copies of the information sheet and consent form which you will find at the end of this course outline. Give each participant one copy to keep, and ask them to sign the other copy for you. You should keep your copies of signed consent forms, in case you are asked to show them as evidence that you have obtained informed consent from participants. Do not submit the forms with your assignments.

### Submitting assignments:

#### General guidelines

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)

#### Hard copy submissions

- Type on one side of A4 paper
- Staple pages together

- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

### **Penalties:**

Please take careful note of the length requirement for each assignment. If an assignment exceeds the word limit, only the first part of the assignment, from the beginning up to the word limit, will be considered for assessment purposes. It is important both academically and professionally that you be able to explain your ideas concisely and coherently.

### **Mandatory Course Requirements (Terms):**

These are the minimum course requirements which must be satisfied in order to earn the right to be assessed for a final grade. On-campus students are expected to attend all classes and contribute to class activities and discussions. Distance students are expected to contribute to on-line discussion at least once for each "course week". All students must submit all assignments. In the case of absences from class (on-campus students), or inadequate participation in on-line discussions (distance students), you may be required to submit a written task to make up for the activities missed. Any such tasks submitted must be of an acceptable standard.

### **Communication of additional information:**

Additional information about this course and information about any changes will be announced in class for on-campus students, and posted on the course website in Blackboard for distance students.

### **General University policies and statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

#### **Student and staff conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

#### **Academic grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

[www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

## Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

## Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

Telephone: 463-6070

Email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The School's Disability Liaison Person for 2006 is Dr Dianne Bardsley, ext 5644, email [Dianne.Bardsley@vuw.ac.nz](mailto:Dianne.Bardsley@vuw.ac.nz).

## Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

## Details of Assignments

### Assignment 1

Assignment 1 is due by 5pm on **Monday 07 August 2006**, but you may hand it in before then if you wish. It counts for **15%** of the final grade for the course.

**Topic:** Discuss the clause patterns, the sentence types and the sentence functions which occur in the following two samples of English, one spoken and one written.

#### Sample of spoken English:

The following conversational excerpt is taken from the Wellington Corpus of Spoken New Zealand English. It was recorded on 6/06/1992. The Corpus Guide provides this information about the two speakers:

BD is a Pakeha female aged 40-44, Deputy Head School Health Science

AC is a Pakeha male aged 50-54, Head of Polytechnic School

#### Transcription conventions

a- (e.g. line 1)	word is cut off
<latch> (e.g. line 1)	next utterance follows immediately with no discernible pause or overlap
[cos-] (e.g. lines 6 and 7)	word or words are overlapped by word or words of following speaker (which are also enclosed in [ ])
<laughs> ... </laughs> (e.g. line 10)	the words in between are spoken with simultaneous laughter and/or laughing voice quality
(unclear word(s)) (e.g. line 10)	a word or words occurred which the transcriber could not hear clearly
(laughs) (e.g. line 10)	speaker laughs (with no simultaneous speech)
' (e.g. line 16)	a pause of up to one second

#### Sample 1

- 1 BD: mm well there's a- a new track um up by kaitoke somewhere we need to explore <latch>
- 2 AC: is there
- 3 BD: mm apparently very nice
- 4 AC: put in by the city council is it <latch>
- 5 BD: something like that yeah
- 6 AC: oh good [cos-] do you know how long it is
- 7 BD: [could try that]
- 8 BD: no not terribly long
- 9 i think it might be too short for us
- 10 AC: or- <laughs> i think we could (unclear word(s)) </laughs> [(laughs)]
- 11 BD: [no no too short for a- no] too short for a day trip

12 AC: oh i <laughs> see what you mean </laughs> [(laughs)]  
13 BD: [and it might only be half an hour or an hour]  
14 ivan's been on it  
15 we can check it with him  
16 AC: okay we'll do that ,  
17 that would be good

### Sample of written English:

The following text is taken from  
[http://www.upperhuttcity.com/City\\_Guide/Walkways/Walks\\_KRP.asp](http://www.upperhuttcity.com/City_Guide/Walkways/Walks_KRP.asp)  
accessed 07 July 2006

The original text included information about four walks, only one of which is included here.

### Sample 2

1 Walkways - Kaitoke Regional Park  
2 There are four walks in Kaitoke Regional Park, which all begin near the carpark at the Pakuratahi Hutt Forks.  
3 **The Weir Walk**  
4 **Classification: Path**  
5 The Weir Walk is tar sealed and leads up stream through bush to the weir which collects water for the supply to the Wellington Region.  
6 The clear deep pools on the Hutt and Pakuratahi Rivers are ideal for swimming.  
7 This walk is wheelchair accessible.  
8 **Walking Time:**  
9 30 minutes return.  
10 **To get there:**  
11 Follow State Highway 2 from Upper Hutt 9km to the Te Marua entrance for Kaitoke Regional Park.  
12 Toilet facilities available at Kaitoke Regional Park.

### Guidelines:

- Identify and analyse the clause patterns, the sentence types and the sentence functions which occur in the two samples. In your assignment you will summarise and discuss your analysis. You should provide the detail of the analysis in an appendix to your assignment. See the keys to the extra practice tasks on Blackboard for examples of how to present your analysis.
- Give your assignment a title.
- Provide a word count of the "body" of your assignment (i.e., excluding appendices and list of references).

**Length:** 600-700 words.



## Assignment 2

Assignment 2 is due by 5pm on **Wednesday 23 August 2006**, but you may hand it in before then if you wish. It counts for **20%** of the final grade for the course.

**Topic:** Discuss either noun phrase structures or the use of determiners in two samples of English, one spoken and one written.

### Guidelines:

- The two samples of English for this assignment are the same ones as for Assignment 1 (see above).
- Identify and analyse either the noun phrase structures or the use of determiners in the two samples. In your assignment you will summarise and discuss your analysis. You should provide the detail of the analysis in an appendix to your assignment. See the keys to the extra practice tasks on Blackboard for examples of how to present your analysis.
- Give your assignment a title.
- Provide a word count of the "body" of your assignment (i.e., excluding appendices and list of references).

**Length:** 800-950 words.

## Assignment 3

Assignment 3 is due by 5pm on **Monday 18 September 2006**, but you may hand it in before then if you wish. It counts for **30%** of the final grade for the course.

**Topic:** Discuss verb phrase structures and functions in two samples of English, one spoken and one written.

### Guidelines:

- Collect two samples of English, each of 100-150 words. One sample will be spoken English and one will be written English. The samples should come from authentic English use (not from a course book), and the speakers/writers should be native speakers of English. The spoken sample will be an interaction (not a monologue), and it will be spontaneous speech (not scripted, as for example in a television drama). You will need to transcribe the spoken sample, and you will submit just your transcription, not the audio- or video-tape that you have transcribed from. See Sample 1, Assignment 1, for an example of how to present your transcription.
- Check that you have paid attention to ethical considerations for spoken and written data.
- Include copies of the texts in an appendix to your assignment.
- Identify and analyse the verb phrase structures and functions in your two samples. In your assignment you will summarise and discuss your analysis. You should provide the detail of the analysis in an appendix to your assignment. See the keys to the extra practice tasks on Blackboard for examples of how to present your analysis.
- Give your assignment a title.
- Provide a word count of the "body" of your assignment (i.e., excluding appendices and list of references).

**Length:** 1200-1400 words

## Assignment 4

Assignment 4 is due by 5pm on **Wednesday 25 October 2006**, but you may hand it in before then if you wish. It counts for **35%** of the final grade for the course.

**Topic:** Discuss an aspect or aspects of English grammatical usage in the writing of one or more ESL learners.

### Guidelines:

- Collect a total of 200-300 words of written English produced by one or more ESL learners. You may collect just one text that is 200-300 words long, or you may collect two or more shorter texts that together total 200-300 words. In your assignment you will briefly explain how/why you collected your sample. I have asked you to collect sample(s) of learner writing to make the assignment more manageable for you in that you don't have to record and transcribe learner speech. However, if you particularly want to use spoken text(s) for this assignment, please contact me and we will negotiate what you should do.
- Check that you have paid attention to ethical considerations for written data.
- Include copies of the text(s) in an appendix to your assignment.
- Choose either (i) prepositions, or (ii) subordination, or (iii) non-finite clauses as your focus. You must address one of these three aspects of grammar in your assignment. You may, if you wish, address other aspects of grammar as well. In the introductory part of your assignment, you will briefly explain how/why you chose the aspect (or aspects) of grammar as your focus.
- Analyse what the learner(s) can do, and cannot do yet, with respect to the aspect(s) of grammar you have chosen. In your assignment you will summarise your analysis. You should provide the detail of the analysis in an appendix to your assignment. Note that the focus is on analysing the learner's writing, not on correcting it. If you discuss correction, it will be as a possible pedagogical strategy.
- What choices are available to you to help the learner(s) with their grammatical development? In your assignment you will discuss briefly what you would choose to do to help the learners.
- Give your assignment a title.
- Provide a word count of the "body" of your assignment (i.e., excluding appendices and list of references).

**Length:** 1400-1600 words

**LALS 512**  
**Description of English 1: Grammar**

**Information for participants in assignments**

I am required to collect and analyse samples of spoken and written English as part of my course requirements for LALS 512, Description of English 1: Grammar.

In order to complete these assignments, I need to make a short recording (up to 15 minutes) of people speaking in a common situation and/or make a copy of writing that people have done for their own purposes. I will transcribe speaking that I record, and I will analyse the samples of spoken and/or written English for aspects of their grammatical structure.

You do not have to participate and you may withdraw at any time. Your name will not be used in the assignment(s). The language samples will only be used for assignment(s) for this course. Tape recordings will be electronically erased when the assignment(s) have been completed.

If you are willing to participate, I would be grateful if you would sign the attached consent form. Your name will not be used in my assignment(s) and my tutor, who will read and mark the assignment(s), will not know who you are.

When I have completed the analysis, I hope to have a better understanding of some grammatical features of English, which will help me to teach English more effectively.

Please ask me if you have any questions about this work.

My name: \_\_\_\_\_

My tutor's name: \_\_\_\_\_

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**Consent form for participants in assignments**

I have been given an explanation of this work. I have had an opportunity to ask questions about it, and any questions have been answered to my satisfaction. I understand that I do not have to participate and that I may withdraw at any time. I understand that my name will not be used in the assignment(s). I understand that the language samples will only be used for assignment(s) for this course, and that any tape recordings will be electronically erased when the assignment(s) have been completed.

Please tick the following boxes as appropriate:

- You may audiotape me speaking in a common situation.
- You may videotape me speaking in a common situation.
- You may make a copy of writing I have done for my own purposes.
- You may analyse this sample (or samples) of my language use for your assignment(s) for your course.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_