

## School of Linguistics and Applied Language Studies Course Outline

### LALS 512, Description of English 1: Grammar, Trimester 2, 2007

#### Course Coordinator:

**Dr Elaine Vine**  
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#### Class times and rooms:

Class weeks for this course for both on-campus and distance students are the weeks beginning 16, 23 and 30 July, 6 and 13 August, 3, 10 and 17 September, 1 and 8 October 2007.

Please note that the weeks beginning 20 and 27 August (university mid-trimester break) and 24 September are not class weeks.

**On-campus group class meeting time:** Thursday, 4.10 - 6.00pm  
Room: Kirk Building, Room 104.

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

#### LALS 512 Course Administrator:

Rachel Scholes, Postgraduate administration  
Sarah Dunstan, Distance education administration

Tel: 463 5600/463 5255  
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**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  |
|----------------|-------------------------------|---|---|
| 16 July        | 1                             | Introduction<br>Simple sentences                            | Introduction<br>Ch 3.1-3.2                              |
| 23 July        | 2                             | Clause patterns<br>Interrogatives, imperatives and negation | Ch 3.3-3.6  |
| 30 July        | 3                             | Lexical and auxiliary verbs<br>Finite verbs                 | Ch 5.1-5.2<br>Ass 1 due by 5pm<br>Mon 06 August 2007    |
| 06 Aug         | 4                             | Non-finite verbs<br>Verb phrase functions                   | Ch 5.3-5.5  |
| 13 Aug         | 5                             | Nouns and noun phrases                                      | Ch 4.1-4.2  |
| 20 Aug         | trimester break<br>no classes |   | Ass 2 due by 5pm<br>Wed 22 August 2007                  |
| 27 Aug         | trimester break<br>no classes |   |   |
| 03 Sept        | 6                             | Determiners<br>Pronouns                                     | Ch 4.3-4.5  |
| 10 Sept        | 7                             | Adjectives<br>Adverbs                                       | Ch 6.1-6.2<br>Ass 3 due by 5pm<br>Mon 17 September 2007 |
| 17 Sept        | 8                             | Prepositions<br>Coordination                                | Ch 6.3<br>Ch 7.1-7.2                                    |
| 24 Sept        | no classes                    |   |   |
| 01 Oct         | 9                             | Ellipsis<br>Subordination                                   | Ch 7.3-7.4  |
| 08 Oct         | 10                            | Non-finite clauses<br>Review                                | Ch 7.5  |
|                | no classes                    |   | Ass 4 due by 5pm<br>Wed 24 October 2007                 |

### 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, \$59.99)

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:**

You will need to have access to at least one reference grammar of English. I strongly recommend this one:

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, \$49.99)

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* (5th edition, including CD-ROM, 2006). Glasgow: HarperCollins. (Victoria University Book Centre, [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or enquiries@vicbooks.co.nz, \$39.95)

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 06 August 2007     | 20%       | 800-900 words   |
| 2          | 5pm Wednesday 22 August 2007  | 20%       | 800-900 words   |
| 3          | 5pm Monday 17 September 2007  | 20%       | 800-900 words   |
| 4          | 5pm Wednesday 24 October 2007 | 40%       | 1500-1700 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.

Details of the four assignments will be provided in a separate handout. The points you will find 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 2007. The MA Programme Handbook 2007 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 (Applied Linguistics, Linguistics, TESOL).

#### **Ethical considerations for assignments:**

Assignment 4 requires you to collect sample(s) of written English. You must pay attention to ethical considerations when you collect samples. You must find person(s) who are willing to participate, ensure that they are appropriately informed about their participation, and obtain informed consent from them for you to copy sample(s) of their writing. You will find further details in the guidelines for Assignment 4. Make sure you start early on the assignment so that you have plenty of time to find appropriate participant(s) and to obtain their informed consent.

#### **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 name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

### **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** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

### **Manaaki Pihipihinga Programme**

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto:Manaaki-Pihipihinga-Programme@vuw.ac.nz) or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Post graduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

### **Student Services**

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.