**SYLLABUS**

**regarding the qualification cycle FROM 2023 TO 2026**

1. Basic Course/Module Information

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| --- | --- |
| Course/Module title | *Syntax* |
| Faculty (name of the unit offering the field of study) | *Faculty of Humanities* |
| Name of the unit running the course | *Department of English Studies* |
| Field of study | English Studies |
| Qualification level  | BA level |
| Profile | General academic |
| Study mode | Full-time studies |
| Year and semester of studies | *1nd  year: summer semester* |
| Course type | *major*  |
| Language of instruction | English |
| Coordinator | dr Dorota Rut-Kluz |
| Course instructors | dr Dorota Rut-Kluz |

\* - as agreed at the faculty

* 1. Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits**  |
| IV | 30 | 15 | 1 | - | - | - | - | - | 3 points |

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

Lecture: Pass without a grade *and Written exam*

Ćwiczenia: *Pass with a grade*

2. Prerequisites

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| - the abilities of using language at the level of B2 or higher of the European Framework of Reference for Languages.- a pass at the course of practical grammar |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| --- | --- |
| O1 | *- Getting the students to know with the basics of the syntax of the English language with exercises*  |
| O2 | *- analysing phrases and sentences in English, discovering solutions to more and more complex structures basing on the already acquired skills* |
| O3 | *- better ad deeper understanding of the English sentence structure* |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Student knows the names and is able to describe syntactic theories of different authors | K\_W01, K\_W03 |
| LO\_02 | Student can define basic functions and grammatical categories in sentences. | K\_W02, K\_W04 |
| LO\_03 | Student is able to identify and analyze noun phrases, adjective phases, adverb phases prepositional phases and verb phases. |  K\_W07, K\_U05, K\_U06 |
| LO\_04 | Student is able to identify different subcategories of verb phases and analyses the sentences. | K\_W07, K\_U05,K\_U06 |
| LO\_05 | Student can analyze sentences with different types of adverbials . | K\_W07, K\_U05,K\_U06 |
| LO\_06 | Student is able to formulate a statement on the basis of the examples analyzed. | K\_U05  |
| LO\_07 | Student is able to discuss the analyses done by other students.  | K\_U07, K\_K01, K\_K02 |

**3.3. Course content (to be completed by the coordinator**

1. Lectures

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| Content outline  |
| 1. Main syntactic theories in the 20th century
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| 1. the Prague School and the Functional syntax
 |
| 1. Bloomfield’s theory
 |
| 1. Noam Chomsy’s tranfomational-generative syntax theory.
 |
| 1. Non-verbal clauses
 |
| 1. Function of the word order
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1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

|  |
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| 1. Introduction, getting to know the what structure is
 |
| 1. Sentence structure; the main functions in the sentence
 |
| 1. The main syntactic categories noun phrases, adjective phases, adverb phases and prepositional phases.
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| 1. Verb phases (the subcategories)
 |
| 1. Adverbials (adjuncts, disjuncts and conjuncts)
 |
| 1. Verb group (auxiliary verbs) modality, aspect and voice
 |
| 1. Noun phrase – the structure
 |
| 1. Coordinated sentences
 |

3.4. Methods of Instruction

e.g.

*Lecture: a problem-solving lecture / a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

*Laboratory classes: designing and conducting experiments*

4. Assessment techniques and criteria

The grade is assigned on the basis of written tests and essays.

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | *Written exam* | lecture |
| LO-o2 | Final Test, *Written exam* | classes, lecture |
| LO-o3 | Final Test, *Written exam* | classes, lecture |
| LO-o4 | Final Test, *Written exam* | classes, lecture |
| LO-o5 | *Written exam*  | classes |
| LO-o6 | OBSERVATION | classes |
| LO-07 | OBSERVATION | classes |

4.2 Course assessment criteria

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| Lecture: the final grade is assigned on the basis of attendance and a positive outcome (60%) of The written exam.Classes:the final grade is assigned on the basis of attendance and a positive outcome (60%) of The final test5 (A) – 100% - 92%4,5 (B) – 91% - 84%4 (C) – 83% - 76%3,5 (D) – 75% - 68%3 (E) – 67% - 60% |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 45 |
| Other contact hours involving the teacher (consultation hours, examinations) | 3 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 27 |
| Total number of hours | 75 |
| Total number of ECTS credits | 3 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours | *Not applicable* |
| Internship regulations and procedures | *Not applicable* |

7. Instructional materials

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| Compulsory literature:Burton-Roberts N. 1986 Analysing Sentences. An Introduction to English Syntax. Longman |
| Complementary literature: *Radford. A. 1981 Transformational Syntax – A Student’s guide to Chomsky’s Extended Standard Theory. Cambridge University Press.**Smith, N. V. and D. Wilson 1979 Modern Linguistics – The results of Chomsky’s revolution. Pelican.* |

Approved by the Head of the Department or an authorised person