

## **PROGRAMA DE ASIGNATURA (CONTENIDOS)**

### **1. NOMBRE DE LA ASIGNATURA**

SEMINÁRIO DE GRAMATICA INGLESA

### **2. NOMBRE DE LA ASIGNATURA EN INGLÉS**

ENGLISH GRAMMAR SEMINAR

### **3. HORAS DE TRABAJO PRESENCIAL DEL CURSO**

4 Horas

### **4. OBJETIVO GENERAL DE LA ASIGNATURA**

This course is intended to provide a further grounding on contemporary work on Generative English Grammar, in its latest theoretical formulation, the Minimalist Program. It gives a comprehensive, descriptively adequate and explanatory account of core issues in grammatical theory, which regards the issue of correspondence between structure and meaning as central. The theoretical apparatus draws on current work on syntax and semantics. The aim of the course is to deepen the critical awareness of the complex issues associated with the formulation of grammatical descriptions that felicitously reflect language's relevance to the humans' mental capacity of constructing meaning. This course is considered to be a continuation of the first semester's English Grammar course.

### **5. OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA**

- i. Provide the student with an up-to-date analysis of grammatical phenomena in English, whose felicitous description is of core significance for contemporary grammatical theory.
- ii. Deepen the student's knowledge of the theoretical framework of Minimalism to which the presented analyses pertain, its conceptual and empirical scope and its descriptive and analytical tools.
- iii. Draw systematic correlations that hold between structure and meaning in intra-clausal level.
- iv. Increase critical awareness of the various theoretical and empirical problems underlying the analysis of grammatical phenomena.
- v. Appreciate the intrinsic relation between structure and meaning and between theory and linguistic data.
- vi. Understand the reasons underlying the postulation of various distinct levels of grammatical representations.
- vii. Increase awareness of the interconnections and correspondences holding between distinct representational levels.
- viii. Obtain the ability to independently draw systematic correlations between data pertaining to distinct levels of descriptions.
- ix. Get a sufficient grounding in grammatical analysis that will enable the student to cope better with modules which presuppose a good theoretical grounding in this area.

## 6. SABERES / CONTENIDOS

- i. Grammatical and semantic features. The notion of Case. Structural and inherent Case. Case assignment by verbs. Case assignment by prepositions. Agreement.
- ii. Mapping syntactic and semantic categories. Is there a one-to-one correspondence? The notion of discontinuity and the transformational approach to grammatical descriptions. Some core examples: declarative and interrogative clauses. The Tense-Aspect system of English and Auxiliary Inversion.
- iii. Wh-expressions as dislocated arguments. Recursion and Wh-Movement.
- iv. Semantic base and syntactic surface. The VP-internal Subject hypothesis. Subject extraction and Nominative Case Assignment.
- v. The notions of subject and object revisited. Syntactic or semantic notions? Existential constructions. Decomposing subjecthood. The interplay between Structure, Case, and Argument Structure.
- vi. Semantic objects but syntactic subjects: the case of Subject extraction. Unaccusative and passive constructions. Long-distance passivisation.
- vii. Subject raising beyond clause-boundary. Infinitive clauses and non-theta-assigning verbs. Raising vs. Control.
- viii. Structural impenetrability vs. semantic completeness. Another view at raising structures. A hot debate. Why Argument Structure matters.
- ix. Cyclic operations in syntax.
- x. Computational cycles in Syntax. The notion of Phases.

## 7. METODOLOGÍA

To the end of achieving the aims and objectives as outlined above, this module is organised around the following axes: a) in-class lectures and analysis, b) at-home exercises as practice on the newly-learned material and c) a final preparation of an essay on a prescribed subject. The weekly program comprises a session divided into two parts. The first is devoted to analysing the exercises given for practice at home, where the students are encouraged to actively take part, expressing their observations and insights; the second is devoted to introducing new material and empirically analysing data.

## 8. METODOLOGÍAS DE EVALUACIÓN

A small essay on a prescribed subject (a critical analysis of a theoretical or empirical issue or a thorough and comprehensive analysis of a grammatical phenomenon or clausal data).

## 9. REQUISITOS DE APROBACIÓN

ASISTENCIA: 80%

NOTA DE APROBACIÓN MÍNIMA: 4.0

REQUISITOS PARA PRESENTACIÓN A EXÁMEN: N/A

## 10. PALABRAS CLAVE

Syntax, Semantics, Generative Grammar

## **11. BIBLIOGRAFÍA OBLIGATORIA**

-Radford, A. (2004). *Minimalist Syntax: Exploring the Structure of English*. Cambridge: Cambridge University Press.

## **12. BIBLIOGRAFÍA COMPLEMENTARIA**

-Carnie, A. (2006, 2nd edition) *Syntax: A Generative Introduction*. Oxford: Blackwell.

-Haegeman, L. (2006) *Thinking Syntactically: A Guide to Argumentation and Analysis*. Oxford: Blackwell.

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