



postgraduate module POST05-08 “English Grammar” taught in the first semester.

## 8. OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA

- i. Provide the student with an advanced knowledge of up-to-date analysis of various complex grammatical phenomena in English, whose felicitous description is of core significance for contemporary grammatical theory.
- ii. Provide an in-depth understanding of the way conceptual motivation and grammatical structuring interact to yield meaningful symbolic units of various degrees of complexity from phrasal to multi-clausal level.
- iii. Increase critical awareness of the various theoretical and empirical problems underlying the analysis of complex grammatical phenomena that pose a challenge to the analyst.
- iv. Provide the student with the ability of conducting original analysis on data that present the analyst with theoretical and empirical challenges.
- v. Attain a firm and comprehensive grounding in explanatory cognitive grammatical analysis that will enable the student to initiate original research in the field.

## 9. SABERES / CONTENIDOS

- i. The symbolic thesis and the various degrees of grammatical complexity. From phrases to clauses and beyond.
- ii. Phrasal integration: dependent and autonomous elements, profile determinants and site-elaboration.
- iii. Phrasal integration as instantiation.
- iv. Phrasal integration as extension.
- v. Nominal Phrase Structuring.
- vi. Clausal Structuring: Subjecthood, Objecthood, Agents, Themes.
- vii. Rules and constructions. Constructions as networking within the structured inventory of Grammar as a whole.
- viii. Construal at high level of structuring: Subjectivity, Objectivity, Grounding. Demonstratives, Articles, Quantifiers.
- ix. Clausal Grounding Systems: Tense, Modals. Conceived and Projected Reality.
- x. Beyond Clause: Clausal complexes and their connections.
- xi. Beyond Clauses: Language and Discourse. Interaction, Context.

## 10. METODOLOGÍA

To the end of achieving the aims and objectives as outlined above, this module is organised around the following axes: in-class lectures, in-class analysis and discussion, off-class activities and a final preparation of an essay, either on a prescribed subject or a theme that the student is interested in elaborating further with the possibility of conducting further research on the topic. The weekly program comprises a session divided into two hourly parts. The first one is devoted to the analysis, discussion and development of themes that have been given to the students as material for off-class practice. The second is devoted to introducing new material and empirically analysing data. The students are required to prepare the assigned material and actively participate in its analysis in the class.

## 11. METODOLOGÍAS DE EVALUACIÓN

- i. In each lecture, activities in the form of grammatical analysis and development of small scale self-contained themes will be given to the students for preparing them as an off-class work assignment. The students are required to bring along the work they have come up with and actively participate in its presentation in the session devoted to practice. Meeting this requirement occupies a 20% over the whole mark.
- ii. An essay of 3.500 words on a prescribed subject or another grammatical topic. This is assessed with a maximum participation of 80% over the whole mark.

## 12. REQUISITOS DE APROBACIÓN

**ASISTENCIA 80%**

**NOTA DE APROBACIÓN MÍNIMA 4.0**

**REQUISITOS PARA PRESENTACIÓN A EXÁMEN: N/A**

**OTROS REQUISITOS:**

## 13. PALABRAS CLAVE

grammar; conceptualisation; constructions

#### 14. BIBLIOGRAFÍA OBLIGATORIA

-Langacker, R. W. (2008). *Cognitive Grammar. A basic Introduction*. Oxford: OUP.

#### 15. BIBLIOGRAFÍA COMPLEMENTARIA

-Huddleston, R. & G. K. Pullum (2005). *A Student's Introduction to English Grammar*. Cambridge, Cambridge University Press.

-Taylor, J.R. (2003). *Cognitive Grammar*. Oxford: OUP.

#### 16. RECURSOS WEB