

SUBJECT TEACHING GUIDE

G520 - Morphosyntax and Semantics of the English Language

Degree in Early Childhood Education
Degree in Primary Education Teaching

Academic year 2020-2021

1. IDENTIFYING DATA			
Degree	Degree in Early Childhood Education Degree in Primary Education Teaching		Type and Year Optional. Year 3 Optional. Year 3
Faculty	School of Teacher Training		
Discipline	Speciality in Foreign Language (English) Module: Complementary or Specialised Training		
Course unit title and code	G520 - Morphosyntax and Semantics of the English Language		
Number of ECTS credits allocated	6	Term	Semester based (1)
Web			
Language of instruction	English	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA		
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Other lecturers	ASIER SALVADORES TASCON		

3.1 LEARNING OUTCOMES
- Understand the mechanisms of word formation in English.
- Describe and analyze the syntax and the semantics of different types of sentences in English.
- Contrast the morphosyntactic and semantic aspects of both English and Spanish.
- Identify morphosyntactic and semantic aspects of the English language that are problematic for Spanish speakers.

4. OBJECTIVES

Apply the scientific principles of linguistic theory applied to the study of the morphology, syntax and semantics of the English language.

Interpret new linguistic data in the light of already known theoretical principles.

Solve new problems, either through the application of familiar concepts or by comparison to other familiar properties or data.

Contrast morphosyntactic and semantic properties of both English and Spanish using practical criteria.

6. COURSE ORGANIZATION

CONTENTS

1	Morphology: Word and Phrase Level
2	Syntax: Clause and Sentence Level
3	Semantics: Working with Texts

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Theory and practice	Written exam	Yes	Yes	60,00
Portfolio	Others	No	Yes	10,00
Exercises and tests	Activity evaluation with Virtual Media	No	Yes	30,00
TOTAL				100,00

Observations

Both the Portfolio and the exercises and tests have to be delivered on the dates established by the teacher throughout the course. To pass the course students must pass the written exam; therefore, the grades obtained in the Portfolio and the exercises and tests are only added if the exam has been passed.

ORTHOGRAPHY:

It is assumed that university students have acquired linguistic abilities in relation to oral and written expression. Therefore, spelling, accentuation, punctuation, grammar and lexical correction in assignments and exams are an obligatory prerequisite to pass the subject.

PLAGIARISM:

Regarding the fraudulent performance of the evaluation tests, the final mark complies with the provisions of article 32 of the Regulation of the evaluation processes at the University of Cantabria: 'The fraudulent conduct in exams or assignments will be graded as Fail '0' in the subject'.

CITATION NORMS:

The Faculty assumes the APA STYLE as citation criteria for all academic work. Although there are several editions of these guidelines, a BUC link is attached as an initial reference: <http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

Observations for part-time students

These students are subject to the same assessment requirements as full-time students, but may choose to deliver the Portfolio and the exercises and tests on the date of the final exam. In this case, they must let the teacher know this within the first two weeks of the semester by sending an email indicating their choice. If a student decides to invoke continuous assessment, that is, submitting the Portfolio and the exercises and tests along the semester, it is understood that he or she will not submit them on the date of the final exam.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- Brinton, L. J. & Brinton, D.M. (2010) *The Linguistic Structure of Modern English*. John Benjamins.
- Carter, R. & McCarthy, M. (2006) *The Cambridge Grammar of English*. Cambridge University Press.
- Delahunty, G. P. & Garvey, J. J. (2010) *The English Language. From Sound to Sense*. The WAC Clearing House and Parlor Press. <http://wac.colostate.edu/books/sound/sound.pdf>
- Lock, G. (1996) *Functional English Grammar. An introduction for second language teachers*. Cambridge University Press.
- Newson, M. et al. (2006) *Basic English Syntax with Exercises*. Bölcsész Konzorcium. <http://primus.arts.u-szeged.hu/bese/bese.pdf>
- Portero Muñoz, C. (2004) *A Course in English Morphology*. Publicaciones de la Universidad de Córdoba.
- van Gelderen, E. (2010) *An Introduction to the Grammar of English*. Revised edition. John Benjamins.