

SUBJECT TEACHING GUIDE

G520 - Morphosyntax and Semantics of the English Language

Double Degree in Teaching in Early Childhood Education and Primary Education
Degree in Early Childhood Education
Degree in Primary Education Teaching

Academic year 2023-2024

| 1. IDENTIFYING DATA | | | | | |
|----------------------------------|---|------------------|--------------------|------------------|--|
| Degree | Double Degree in Teaching in Early Childhood Education and Primary Education Degree in Early Childhood Education Degree in Primary Education Teaching | | | Type and Year | Optional. Year 3 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 | English Friendly | No | Mode of delivery | Face-to-face |

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|------------------|---|--|--|--|--|
| Department | DPTO. FILOLOGIA | | | | |
| Name of lecturer | MARIA EVELYN GANDON CHAPELA | | | | |
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| Other lecturers | | | | | |

| 3.1 LEARNING OUTCOMES |
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| - Understand the mechanisms of word formation in English. |
| - Describe and analyse 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 in relation 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. SUBJECT PROGRAM

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 | | | | |
| <p>Both the Portfolio and the exercises and tests have to be delivered on the dates established by the teacher throughout the course. According to Article 17 of the Regulation of the assessment processes at the University of Cantabria, 40% of the final mark will have been assessed before the lesson period ends.</p> <p>To pass the course students must pass the written exam. According to Article 35 of the Regulation of the assessment processes at the University of Cantabria, "if a student does not obtain the minimum mark required to pass an evaluation test, the overall mark for the subject will be the lowest value between 4.9 and the weighted average of all the evaluation tests".</p> <p>SECOND CALL: According to Article 18 of the Regulation of the evaluation processes at the University of Cantabria, 'Students' final mark in the second call will follow these rules:</p> <p>a) If the student has participated in the continuous assessment system, the exam will have the same percentage value as in the first call. That is, the final mark may take into account the continuous assessment mark and the one obtained in the final exam.</p> <p>b) The student will have the right to take an exam in the second call with a value of 100%. However, when the characteristics of the continuous assessment exercises allow it, the lecturer may allow students to deliver them in the second call, the subject being evaluated in the same way as in the first call'.</p> <p>ORTHOGRAPHY: It is assumed that university students have acquired linguistic abilities in relation to oral and written expression. Therefore, spelling, stress mark, punctuation, grammar and lexical correction in assignments and exams are an obligatory prerequisite to pass the subject.</p> <p>PLAGIARISM: Regarding the fraudulent performance in exams and assignments, the final mark complies with the provisions of article 32 of the Regulation of the assessment processes at the University of Cantabria: 'The fraudulent conduct in exams or assignments will be graded as Fail '0' in the subject in the corresponding call, invalidating the marks obtained in all the assessment activities for the extraordinary call'.</p> <p>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</p> | | | | |
| Observations for part-time students | | | | |
| <p>These students are subject to the same assessment requirements as full-time students. However, according to Article 24 of the Regulation of the assessment processes for part-time students at the University of Cantabria, students may opt for taking a single final assessment. Such assessment will involve the completion of a final exam and the submission of the summative assessment tasks (Portfolios and Moodle tests) on the date of the final exam. In this case, they must inform the lecturer of their choice within the first two weeks of the semester by sending an email.</p> | | | | |

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.