



## DEPARTMENT OF LANGUAGES AND LITERATURES

### **EN2110 Theoretical Approaches to English Grammar, 7.5 higher education credits**

Teoretiska förhållningssätt till engelsk grammatik, 7,5 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by The Faculty of Arts on 2011-12-27 and was last revised on 2015-11-20 by Department of Languages and Literatures to be valid from 2016-01-18, spring semester of 2016.

*Field of education:* Arts 100%

*Department:* Department of Languages and Literatures

#### **Position in the educational system**

The course is given as a freestanding course at second cycle level.

*Main field of studies*

English

*Specialization*

A1N, Second cycle, has only first-cycle course/s as entry requirements

#### **Entry requirements**

For admission to the course, a Bachelor's degree is required.

#### **Learning outcomes**

On successful completion of the course the student is expected to be able to:

*Knowledge and understanding*

- describe how the principles of generative grammar have changed over time

- account for how functional-cognitive methods can be used to study grammar

### *Skills and abilities*

- describe and analyse the differences in how generative and functional grammar relate to and differ from one another,

### *Judgement and approach*

- orally and in writing analyse, evaluate and critically review his/her own linguistic arguments and those of others on the basis of their scientific and ethical possibilities, limitations and consequences for the surrounding society and for continued studies in the field.

### **Course content**

The course gives an introduction to:

a) the so-called formal (or generative) model where linguistic structures are independent of their functions and meanings, and

b) the functional model where linguistic structures are justified for functional and cognitive reasons.

The first part of the course gives an introduction to formal theories of grammar. Here the focus of study and analysis is on the basic principles of generative grammar and how these principles have developed and changed over time. The other part of the course deals with different functional-cognitive methods of studying grammar, primarily construction grammar. The focus here is also on the analysis of the basic differences between the two methods.

### **Form of teaching**

*Language of instruction:* English

**Assessment**

The examination of all learning objectives is done continuously in connection with the teaching in the form of oral presentations and through submission of written assignments.

Students who have failed any part of the course are given the possibility of a new test. Those who have passed a subtest may not undergo a new test for a higher grade. Nor do students have the right to withdraw a submitted test and in such a way avoid being graded. A student who has failed a test twice has the right to change examiner, unless weighty argument can be adduced. The application shall be sent to the board of the department and has to be in writing. In case the course ceases or goes through major changes, examination is available for a maximum number of three attempts (including the regular examination) for a period of one year on the basis of the previous set-up of the course.

**Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

**Course evaluation**

The students are given the opportunity to make a written evaluation of the course. Results of the evaluation are published digitally.

**Additional information**

If the course is to be included in a Master's degree (120 credits) with English as the main field of study, 90 credits of English from first cycle, 15 credits of which should constitute an independent project, are required.

Equality aspects should be taken into consideration in content, literature, teaching and evaluation. In addition, where relevant, the course should make students aware of and problematise ecological, economic, cultural and socially sustainable development.