

Ministry of Higher Education and Scientific research



Department of English

College of Languages

University of Salahaddin

Subject: Elementary Syntax

Course Book – *Fourth Year*

Lecturer's Name: Dr. Salam Mohammed Karim

Academic Year: First Term- 2023/2024

Course Book

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| 1. Course name | Elementary Syntax |
| 2. Lecturer in charge | Dr Salam Mohammed Karim |
| 3. Department/ College | English/ Languages |
| 4. Contact | e-mail: salam.karim@su.edu.krd Tel: (optional) |
| 5. Time (in hours) per week | Theory: 3 Practical: - |
| 6. Office hours | From 8:3 a.m. to 1:30 p.m. |
| 7. Course code | --- |
| 8. Teacher's academic profile | Salam Mohammed Karim is a lecturer at English Department, College of languages, Salahaddin University. He received his BA in 1992 and MA in 1995 from Salahaddin University, Erbil, Iraq. He received his PhD from University of Science, Malaysia (USM) in 2021. His research interests are Semantics and Pragmatics. |
| 9. Keywords | |
| 10. Course overview: | The Elementary English Syntax course is designed to provide students with a foundational understanding of the fundamental principles of English syntax. Through a comprehensive exploration of syntax, students will develop the skills necessary to construct clear, effective, and grammatically correct sentences. This course is suitable for fourth year students who can strengthen their grasp of English sentence structure. |
| 11. Course objectives: | <p>By the end of this course, students will:</p> <ul style="list-style-type: none"> -Understand the basic components of English sentences, including subjects, predicates, and objects. -Identify and use different sentence types, including declarative, interrogative, imperative, and exclamatory sentences. -Comprehend the role of parts of speech (nouns, verbs, adjectives, adverbs, prepositions, conjunctions) in sentence structure. -Construct grammatically correct sentences, paying attention to word order and agreement. -Distinguish between active and passive voice and use them appropriately. -Report speech using both direct and indirect speech forms. -Create complex sentences with the use of subordinate clauses (noun clauses, adjective clauses, adverbial clauses). -Apply syntax knowledge in practical communication, both written and spoken. -Analyse texts for sentence structures and syntactical choices made by authors. -Develop a foundation for more advanced studies in English grammar and syntax. |

11. Students' Obligations

In a course on elementary syntax, students have several obligations to ensure their successful learning and participation. These obligations are essential for making the most of the educational experience and achieving the course objectives. Here are the typical obligations students have in such a course:

Regular Attendance: Students are expected to attend all classes and engage actively in classroom activities and discussions. Regular attendance is crucial for understanding the course material and participating in exercises and discussions.

Active Participation: Actively participating in class discussions, asking questions, and contributing to group activities is essential. Engaging with the material and with fellow students enhances the learning experience for everyone.

Preparation: Students should come to class prepared, having completed assigned readings, homework, and any pre-class activities. Being prepared allows for more meaningful engagement with the course content.

Homework Completion: Completing assigned homework and exercises is necessary for reinforcing concepts learned in class. It provides an opportunity to practice what has been taught.

Assignments: Submitting assignments on time is a critical obligation. Assignments are often designed to assess understanding and application of syntax concepts, and timely submission is essential for evaluation.

Classroom Etiquette: Respecting the instructor and fellow students is vital. This includes listening attentively when others are speaking, refraining from disruptive behavior, and adhering to the classroom's code of conduct.

Participation in Group Work: Collaborating effectively with classmates during group activities or projects is often a part of the course. Students should contribute to group discussions and fulfill their responsibilities in group work.

Review and Self-Study: Beyond class time, students should review class notes, practice exercises, and study syntax concepts independently. Self-study is crucial for deepening understanding.

Use of Office Hours: Students should take advantage of the instructor's office hours to seek clarification on course material, discuss concerns, or ask for additional help if needed.

Respect for Deadlines: Adhering to deadlines for assignments, quizzes, and exams is non-negotiable. Procrastination can lead to unnecessary stress and hinder learning.

Academic Integrity: Students are obligated to maintain academic integrity by avoiding plagiarism and cheating. Properly citing sources and submitting original work is essential.

Feedback Incorporation: Actively use feedback from the instructor on assignments and assessments to improve performance. Learning from mistakes and constructive feedback is a valuable part of the educational process.

Respect for Diversity: In a diverse learning environment, students should respect different perspectives and cultural backgrounds, fostering an inclusive and respectful atmosphere.

Continuous Learning: Recognize that language learning is a continuous process. Students should remain open to new ideas, approaches, and concepts as they progress in their understanding of syntax.

Communication: If students encounter challenges or require assistance, they should communicate with the instructor promptly. This helps in addressing concerns and finding solutions.

Ethical Conduct: Adhere to ethical conduct standards within the educational institution, including policies related to academic honesty and respectful behavior.

Meeting these obligations demonstrates a commitment to learning and contributes to a positive and productive learning environment for both the students and the instructor. It also helps students achieve their learning objectives in the course of elementary syntax.

13. Forms of teaching

Teaching elementary English syntax involves using various methods and strategies to help students understand the fundamental principles of sentence structure and grammar. Here are some effective teaching methods for elementary English syntax:

1. Direct Instruction:

- Beginning with clear explanations of syntax concepts, such as sentence structure, word order, and basic sentence types. Use simple language and examples that are easy for students to understand.

2. Visual Aids:

- Visual aids like data shows, PowerPoints, diagrams, and illustrations and whiteboards can be particularly helpful in conveying sentence structure and the roles of different sentence components.

3. Intensive Discussions:

- Engaging students in discussions to encourage them to think about the structure of sentences. Ask open-ended questions that prompt them to analyze and discuss sentence construction.

4. Sentence Diagramming:

- Sentence diagramming is a visual method where students draw diagrams to represent the structure of sentences. This hands-on approach can make abstract syntax concepts more concrete.

5. Sentence Building Exercises

- Providing students with building blocks (words or phrases) and ask them to construct sentences. This can help them practice forming grammatically correct sentences.

6. Practical Examples:

- Using real-life examples and sentences from everyday language to illustrate syntax concepts. This helps students connect grammar to their daily experiences.

7. Syntax Quizzes:

- Incorporating syntax quizzes can reinforce learning.

8. Peer Collaboration:

- Encouraging students to work together on sentence construction exercises or peer editing. Collaborative learning can reinforce understanding and provide peer feedback.

9. Reading and Analysis

- Having students read texts and analyse them for syntax patterns, sentence types, and stylistic choices. Discussing their findings can deepen their understanding.

10. Creative Writing:

- Encouraging students to apply syntax knowledge in creative writing. Assignments like writing short stories, poems, or dialogues can help them practice constructing varied and engaging sentences.

11. Technology and Online Resources:

- Incorporating online grammar resources, interactive exercises to provide additional practice and engagement.

12. Use of Literature:

- Analysing and discussing literary texts to explore how authors manipulate sentence structure for stylistic and rhetorical purposes. This can deepen students' appreciation of syntax.

13. Progressive Learning:

- Starting with simpler syntax concepts and gradually introduce more complex ones as students become comfortable with the basics. Build on their prior knowledge.

14. Feedback and Correction:

- Providing constructive feedback on students' assignments and exercises, highlighting areas where they can improve their sentence structure.

15. Real-life Application:

- Emphasising how syntax is used in practical communication, both written and spoken. Encourage students to use correct syntax in their everyday conversations and writing.

16. Assessment and Evaluation:

- Regularly assessing students' understanding through quizzes, tests, and assignments. Adjusting your teaching based on their performance and areas of improvement.

17. Encourage Questions:

- Creating a supportive classroom environment where students feel comfortable asking questions and seeking clarification on syntax concepts.

18. Review and Reinforcement:

- Periodically reviewing previously taught concepts to ensure retention and reinforce learning.

Effective teaching of elementary English syntax involves a combination of these methods, tailored to the specific needs and learning styles of the students. The goal is to make syntax accessible and engaging while building a solid foundation in grammar and sentence structure.

14. Assessment scheme

Quizzes (10 Marks): Quizzes can be administered throughout the course to assess students' understanding of individual syntax concepts and topics.

Midterm Exam (20 Marks): Two midterm exams that can cover the syntax concepts taught in the course. It may consist of multiple-choice questions, short answers, and sentence construction tasks.

Homework and Assignments (5 Marks): Assigning regular homework exercises and assignments throughout the course. These can include sentence construction tasks, exercises on specific syntax topics, or writing assignments.

Class Participation and Engagement (5 Marks): Assessing students' active participation in class discussions, their willingness to ask questions, and their engagement in syntax-related activities.

15. Student Learning Outcome:

Teaching fourth-year students in the English department elementary English syntax should lead to several learning outcomes that enhance their language proficiency and understanding of sentence structure. Here are some key learning outcomes:

-**Mastery of Basic Syntax:** Students should have a strong grasp of basic syntax concepts, including sentence structure, word order, and the roles of subjects and predicates.

-**Sentence Construction:** They should be proficient in constructing grammatically correct sentences, including declarative, interrogative, imperative, and exclamatory sentences.

-**Parts of Speech:** Students should be able to identify and use different parts of speech (nouns, verbs, adjectives, adverbs, prepositions, conjunctions) effectively in sentences.

-**Noun and Verb Phrases:** They should understand the components of noun phrases and verb phrases, allowing them to create more complex sentences.

Prepositions and Prepositional Phrases: Students should be adept at recognizing prepositions and forming prepositional phrases within sentences.

-**Sentence Types:** They should be able to differentiate between various sentence types and use them appropriately in communication.

Active and Passive Voice: Students should understand the difference between active and passive voice and be capable of transforming sentences between the two forms.

-**Direct and Indirect Speech:** They should be proficient in reporting speech using direct and indirect speech forms, making their writing more versatile.

-**Complex Sentences:** Students should be able to create and analyze complex sentences with the use of subordinate clauses (noun clauses, adjective clauses, adverbial clauses).

-**Stylistic Choices:** They should have an awareness of how syntax can be used for stylistic purposes, such as emphasizing certain elements or creating parallel structures.

-**Literary Analysis:** Students should be able to analyze literary texts for their use of syntax, understanding how authors employ sentence structure for rhetorical and stylistic effects.

-Creative Writing: They should be capable of using syntax creatively in their writing, crafting engaging and varied sentences.

-Practical Application: Students should be able to apply their knowledge of syntax in real-life communication, ensuring clear and effective expression in both spoken and written English.

-Critical Thinking: They should develop critical thinking skills by analyzing how different sentence structures impact the overall meaning and impact of a text.

-Grammar Proficiency: Students should demonstrate improved overall grammar proficiency, as syntax is a foundational aspect of grammar.

-Teaching Capability: Some students may develop the skills and knowledge necessary to teach elementary English syntax to others, should they pursue careers in language instruction.

-Preparation for Advanced Studies: The course should lay the foundation for more advanced studies in syntax and grammar, should students choose to pursue further education in English language and linguistics.

These learning outcomes collectively prepare fourth-year students in the English department to communicate more effectively, write more clearly, and analyze texts more critically. They also equip them with a solid foundation for pursuing advanced studies or careers in fields where language proficiency is crucial.

16. Course Reading List and References:

▪ Key references:

Burton-Roberts, Noel. (2016). *Analysing sentences. An introduction to English syntax*. 4th edn. London: Routledge.

Fabb, Nigel. (1994). *Sentence structure*. London: Routledge.

Greenbaum, Sidney and Nelson, Gerald. (2002). *An introduction to English grammar*. 2nd edn. London: Longman.

Kolln, Marth and Funk, Robert. (2012). *Understanding English grammar*. 9th edn. Boston: Pearson.

Miller, Jim. (2002). *An introduction to English syntax*. Edinburgh: Edinburgh University Press.

Quirk, R. et al. (1973). *A university grammar of English*. Essex: Longman.

Thomas, Linda. (1993). *Beginning syntax*. Malden, MA, USA: Blackwell.

Workbooks:

Azar, B. S. and Hagen, S. A. (2012). *Understanding and using English grammar*. 5th edn. London: Pearson.

Kolln, Marth, Funk, Robert, and Day, S. X. (2012). *Exercises for understanding English grammar*. 9th edn. Boston: Pearson.

Thurman, S. (2012). *The only grammar book you'll need*. Massachusetts: Adammedia.

Online Resources:

-Grammarly Handbook

-Masterclass

-Purdew OWL (Online Writing Lab) – Grammar

-Thoughtco.com

| 17. The Topics: | Lecturer's name |
|---|-----------------|
| <p>Week One: Introduction to Syntax</p> <ul style="list-style-type: none"> Understanding the role of syntax in language Basic components of a sentence Word order and sentence structure <p>Week Two: Sentence Types and Parts of Speech</p> <ul style="list-style-type: none"> Declarative, interrogative, imperative, and exclamatory sentences Parts of speech and their functions in sentences <p>Week Three: Noun and Verb Phrases</p> <ul style="list-style-type: none"> Constructing noun phrases and verb phrases Using articles, adjectives, and adverbs effectively <p>Week Four: Prepositions, Conjunctions, and Interjections</p> <ul style="list-style-type: none"> The role of prepositions and prepositional phrases Using conjunctions to connect words and clauses Understanding interjections for emotional expression <p>Week Five: Active and Passive Voice</p> <ul style="list-style-type: none"> Differentiating between active and passive voice Transforming sentences between voices <p>Week Six: Direct and Indirect speech</p> <ul style="list-style-type: none"> Quoting speech directly Reporting speech indirectly (reported speech) <p>Week Seven: Complex Sentences</p> <ul style="list-style-type: none"> Creating complex sentences with subordinate clauses Noun clauses, adjective clauses, and adverbial clauses <p>Week Eight: Stylistic Elements</p> <ul style="list-style-type: none"> Emphasizing sentence elements through word order Using parallelism and repetition for style <p>Week Nine: Practical Application</p> <ul style="list-style-type: none"> Applying syntax knowledge in real-life communication Writing clear and engaging sentences <p>Week Ten: Reading and Analysis</p> <ul style="list-style-type: none"> Analysing texts for syntax and stylistic choices Recognizing authorial intent through sentence structure | |
| 18. Practical Topics (If there is any) | |
| <p>19. Examinations:</p> <p>1. Compositional: In this type of exam the questions usually start with Explain how, what are the reasons for...? Why...? How....? With their typical answers Examples should be provided</p> <p>2. True or false type of exams:</p> | |

In this type of exam, a short sentence about a specific subject will be provided, and then students will comment on the trueness or falseness of this particular sentence. Examples should be provided

3. Multiple choices:

In this type of exam there will be a number of phrases next or below a statement, students will match the correct phrase. Examples should be provided.

20. Extra notes:

21. Peer review