

Linguistic Principles of English Grammar

ENG 595G 2007 – Weekend Section

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Office Hours: Friday and Saturday 1:00-3:00, Friday, 5:30-7:00, Saturday 2:00 – 3:30
(Also by appointment, and any time by e-mail).

Course web site: www.uoregon.edu/~tpayne/enggramgt.htm

Course Description:

Alice thought to herself, "There's no use in speaking." The voices didn't join in this time, as she hadn't spoken, but, to her great surprise, they all thought in chorus (I hope you understand what thinking in chorus means -- for I must confess that I don't), "Better say nothing at all. Language is worth a thousand pounds a word!"

Lewis Carroll, Through the Looking Glass

If we could “think in chorus,” we would not need language. Language is one very important tool whereby individuals share and negotiate representations of situations, ideas, and feelings. Through language, individual minds are constantly influencing one another in sometimes subtle, and sometimes obvious ways. Communication, via language and other similar tools, is an essential component of all human collective activity. Perhaps this is why “Language is worth a thousand pounds a word!”

In Linguistic Principles of English Grammar we will study a variety of linguistic structures and their semantic and pragmatic characters from a communicative perspective. In other words, we will view the structures of English as “tools” that have developed and continue to develop in response to the communicative needs of speakers. These needs include the needs to express lexical meaning, propositional meaning, connotative meaning and complex, interrelated and hierarchically organized ideas. The structures employed to meet such needs include words, phrases, sentence patterns, and culture-specific ways of combining these structures in discourse.

This course will provide a firm descriptive grounding in English grammar for Applied Linguistics graduate students and professionals, and will complement work in English literature, linguistics, English for native speakers and related disciplines.

Goals: Students should be able to identify, describe, and explain those aspects of English grammar covered in class in terms of English as a symbolic system arising naturally and employed intentionally by communities of speakers in various communication settings, and to employ the principles of descriptive linguistics in the ESL classroom.

Academic integrity: Students are expected to follow the Hanyang University and University of Oregon academic integrity (honor) system. Academic misconduct will result in automatic failure of the course. Academic misconduct includes cheating on exams and plagiarizing the work of others on the final project or written assignments. Plagiarism consists

of presenting the intellectual work of someone else as though it is your own. See the separate handout entitled "How to protect yourself from committing plagiarism."

Cellular phones: Cellular phones must be turned off during class. Anyone who's phone rings (or vibrates audibly) during class will be counted as late for that class. Anyone who *answers* a phone in class will be asked to leave, and will be counted as absent without excuse.

Other information: This is neither a traditional English grammar course nor an ESL course; it is a course in English linguistics for the ESL professional. You should plan to devote approximately 4 hours per week beyond the class sessions to this course. There is a class web-site located at <http://www.uoregon.edu/~tpayne/enggramgt.htm>. All class handouts and assignments will be posted on this site as soon as they are ready.

Use of the internet and e-mail will be essential to this course. If you do not have personal access to the internet, you may use the computers in the TESOL department resource room. "Virtual office hours" by e-mail are strongly encouraged! Send your questions and comments to me at tpayne@uoregon.edu, and, if the comment pertains to the course material, I will forward your message and my response to the other class members. If there is much traffic on the class e-mail list, I may archive messages on the class website.

Assignments:

IMPORTANT: Your first assignment is to send me an e-mail message as soon as possible with the following information:

1) Your name. 2) Your first language. 3) Other languages you speak with some description of your proficiency, e.g. "reading and writing only," "I speak a little," "very fluent," etc. 4) Previous linguistics courses you have taken. 5) One thing you hope to learn in this class ("Linguistic Perspectives on English Grammar.")

If you title your message "Student in LPEG morning session" that will help me. Thank you.

1. Reading. The main text for this course is: Berk, Lynn M. 1999. *English Syntax: from Word to Discourse*. New York, Oxford: Oxford University Press. This textbook is largely a resource rather than a book to be read through and studied in depth. You will need to consult the text to answer many of the study questions (see below), however the linguistic perspective presented in class differs in some respects from the more traditional approach taken in the text.

The reading for the first week is Larsen-Freeman, Diane. 1998. "Grammar and Its Teaching: Challenging the Myths." Available at: www.uoregon.edu/~tpayne/EG595/GrammarMyths.pdf. Other readings may be assigned at various points during the course.

2. Study questions There will be six "study question" assignments. These will normally be distributed on Fridays, and will be due one week later. The study questions will consist of short answer, fill-in-the-blank or essay questions. The final exam will consist of

subsets of these study questions. Exception: actual English data used in some questions may be different on the exams.

3. Exam. There will be a final exam covering the entire course. The exam will consist of subsets of the study questions that will be distributed during the term, so none of the exam material will be new to you.

4. Review (term project) assignment. The term project will consist of three parts: a prospectus, an oral presentation, and a written review. I will expect a written "prospectus" for your review in week 6 (see the tentative schedule below). Your oral presentation will be given in week 8 or 9, and the final written review will be due on Friday of week 10 (the final exam will be on Saturday of week 10). In the oral presentation, you will present your review to the class, and attempt to convince your audience that you have learned something significant from this assignment. See the separate handout on the term paper assignment for more information.

5. Participation. You are responsible for your own learning. The best students will learn no matter how poorly the teacher teaches. By the same token, poor students will not learn no matter how well the teacher teaches. The participation portion of this class is the instructor's evaluation of your degree of engagement with the material. Are you in class and ready to learn when the class starts? Do you demonstrate interest in the material discussed in class, and not just what will be on the exam? Do you make use of course resources, such as office hours and e-mail, when you have problems or questions? Is your attitude one of openness to new and sometimes perplexing ideas? Are you willing to discuss issues in class, and answer questions thoughtfully? Are your study questions turned in complete, and on time?

Summary of Course Assessment Percentages

Study questions:	30%
Midterm exam:	----
Final exam:	30%
Review assignment:	30% (prospectus 5%; oral presentation 10%; written review 15%)
Participation:	10%

Grading Criteria

A+	100% - 95%
A	94% - 90%
B+	89% - 85%
B	84% - 80%
C+	79% - 75%
C	74% - 70%
F	69% or less

Outline and Tentative Schedule

Week	Topics/assignments	Resource:
1.	Introduction Theoretical preliminaries	Larsen-Freeman (www.uoregon.edu/~tpayne/EG595/GrammarMyths.pdf)