

**1. General information****Course:** ENGLISH GRAMMAR AND DISCOURSE**Type:** ELECTIVE**Degree:** 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)**Center:** 101 - FACULTY OF EDUCATION IN ALBACETE**Year:** 4**Main language:** English**Use of additional languages:****Web site:****Code:** 46351**ECTS credits:** 6**Academic year:** 2023-24**Group(s):** 17**Duration:** First semester**Second language:****English Friendly:** N**Bilingual:** Y**Lecturer:** ELIECER CRESPO FERNANDEZ - Group(s): 17

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**2. Pre-Requisites**

The student must have passed the course units Foreign Language and its Teaching I: English and Foreign Language and its Teaching II: English from the first and the second year respectively of the Degree of Teacher in Primary Education.

**3. Justification in the curriculum, relation to other subjects and to the profession**

Not only is the knowledge of the English language essential for the training and professional development of the future Primary Education teachers; it is also crucial for them to know how English is structured as well as its main elements and units. In this regard, the course unit Grammar and Discourse delves into the scientific study and systematic reflection of English grammar (morphology and syntax) and discourse. This course focuses on one of the two dimensions on which the speciality of Foreign Language: English is based: the knowledge of grammar as part of the more general knowledge of the English language. After completion of the course, students will be able to know the basic principles of English grammar and apply them in their future jobs in order to teach the language successfully.

The course unit English Grammar and Discourse is integrated in the speciality of Foreign Language: English which belongs to the Degree of Teacher in Primary Education.

**4. Degree competences achieved in this course****Course competences**

Code	Description
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
CT03	Correct oral and written communication.
MLI.03	Develop verbal and non-verbal communication strategies to convey and understand messages better.
MLI.04	Acquire the lexical, semantic, grammatical and discursive bases of the English language, to allow students to understand the function of different linguistic units in communication and, thus, acquire the necessary linguistic background to manage a foreign language class in Primary Education.
MLI.06	Select and elaborate relevant and interesting oral and written texts for pupils, which allow learning of the English language.
MLI.07	Be able to stimulate the development of metalinguistic, metacognitive and cognitive aptitudes for the acquisition of a new language, through relevant and suitable tasks for pupils.

**5. Objectives or Learning Outcomes****Course learning outcomes****Description**

Acquire the necessary phonetic, grammatical and discursive tools so as to use the English language autonomously.

Use songs, games and storytelling to practise the most relevant grammar aspects of the English language in the foreign language classroom from a communicative and functional perspective.

Be able to write coherent and cohesive texts on a wide range of topics related to their personal or professional life by using different elements in a linear sequence.

Be able to make an oral description or maintain a conversation on a wide range of topics of general interest or related to their speciality.

**Additional outcomes**

Analyse the word as a morphological unit and identify the main processes of word formation.

Identify the main morphological and syntactic elements of the English language, from the word to the text, and get to know how they work in discourse.

Analyse and produce simple and complex sentences, distinguishing between clauses and sentences as well as the different clause types (nominal, adjectival, adverbial, infinitival, gerundive and participial).

Reflect on clause and sentence structure and analyse the different phrase types: nominal, adjectival, verbal, adverbial and prepositional phrases.

Develop analytical tools to apply to samples of real discourse.

Identify the coordination and subordination links existing in sentence structure and reflect on how coherence and cohesion devices work in texts belonging to

different discourse types.

Apply the knowledge of English grammar acquired in the course to the teaching/learning process of English in Primary Education.

## 6. Units / Contents

### Unit 1: INTRODUCTION

**Unit 1.1** Key concepts: Grammar, Linguistics and Discourse

**Unit 1.2** Units and levels of language description

### Unit 2: DESCRIBING THE WORD

**Unit 2.1** Word structure and word classes

**Unit 2.2** Main processes of word formation

### Unit 3: DESCRIBING THE PHRASE

**Unit 3.1** Talking about people and things: Nominal and adjectival phrases

**Unit 3.2** Expressing events and states: The verbal phrase

**Unit 3.3** Expressing circumstances: Adverbial and prepositional phrases

### Unit 4: DESCRIBING CLAUSES, SENTENCES AND TEXTS

**Unit 4.1** Clause structure and types

**Unit 4.2** Coordination and subordination: Sentence patterns

**Unit 4.3** Creating coherent texts. Thematic structures

### Unit 5: TEACHING ENGLISH GRAMMAR IN PRIMARY EDUCATION

## ADDITIONAL COMMENTS, REMARKS

The main aim of this course is to help students gain understanding of the main rules and elements of English morphosyntax (grammar and vocabulary). To this end, following a hierarchical structure, the different language units are studied: the word, the phrase, the clause and the text. In this way, students get familiar with the main morphological and syntactic elements of the English language and how they work in (real and contextualised) discourse.

The approach to the English grammar followed here is, first and foremost, functional and communicative: In fact, this course unit deals with the scientific study of English as a structured system of communication. Attention will thus be paid to the pragmatic and communicative aspects of language units in texts belonging to different discourse types.

This course unit closes with aspects related to the teaching of English grammar in the Primary Education classroom.

## 7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	MLI.04	0.7	17.5	N		Presentation of contents and grammatical structures and their application to the teaching of English in Primary Education.
In-class Debates and forums [ON-SITE]	Debates	CB04 CT03 MLI.03 MLI.04 MLI.07	0.4	10	N		Classroom discussion on the topics covered in the course.
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	CB04 CT03 MLI.03 MLI.04 MLI.06 MLI.07	0.6	15	Y	N	Oral presentation in cooperative work groups of the topics covered in the course contents.
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	CB05 CT03	1.1	27.5	N		Reading and critical review of book chapters or journal articles related to the contents covered in the course.
Study and Exam Preparation [OFF-SITE]	Self-study	CB05	2.5	62.5	N		Student's self-study on activities and topics related to the course contents.
Group tutoring sessions [ON-SITE]	Guided or supervised work	CB04 CB05 CT03	0.4	10	N		Problem solving related to the course contents and activities.
Progress test [ON-SITE]	Assessment tests	CT03	0.2	5	Y	N	Written assessable test on the practical course contents.
Final test [ON-SITE]	Assessment tests	CT03	0.1	2.5	Y	Y	Written final exam on the course contents: Theoretical and practical sections.
<b>Total:</b>			<b>6</b>	<b>150</b>			
<b>Total credits of in-class work: 2.4</b>			<b>Total class time hours: 60</b>				
<b>Total credits of out of class work: 3.6</b>			<b>Total hours of out of class work: 90</b>				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

## 8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Oral presentations assessment	10.00%	10.00%	Oral presentation (in cooperative work groups) of the topics covered in the course. This presentation cannot be retaken.
Progress Tests	20.00%	20.00%	Written assessable test on the practical course contents. This activity can be retaken in the written final test of the extraordinary call.
Final test	70.00%	70.00%	Written final test on the course contents
<b>Total:</b>	<b>100.00%</b>	<b>100.00%</b>	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

#### Evaluation criteria for the final exam:

##### Continuous assessment:

The final test will be held at the date fixed in the official calendar of exams. It will consist of several theoretical questions and practical exercises and have a weight of 70% of the final grade. If the student does not get at least 40% in any of the two sections of the exam (although the average exam mark is over 5), the exam grade will be "FAIL 4".

Students will have the option of taking the so-called "progress test" (20%), oral or written, during the semester on a previously announced date to check to what extent they have acquired the practical contents of the course. Students who do not pass the progress test will be able to retake it in the practical section of the exam in the extraordinary call.

Students who do not participate in the oral presentation of topics (10%) will not have the opportunity to retake this activity.

To add the percentages of the progress test and the oral presentation, the final exam grade must be at least 4 (out of 10).

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations)."

Grammatical and expression mistakes will be penalised in all kinds of activities to be performed by the student. For every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes). If the mistake is repeated, the repetition(s) will be also penalised.

##### Non-continuous evaluation:

The final test will be held at the date fixed in the official calendar of exams. It will have a weight of 70% of the final grade.

On the same day, students will take a practical exam, corresponding to the progress test (20%), devoted to checking to what extent students have acquired the practical course contents. Students who fail this practical test will have the opportunity to retake this activity in the exam of the extraordinary call.

Instead of the oral presentation to the class in cooperative work groups, students will have to do an individual oral presentation (10%) via Teams on any of the course topics (to be specified by the lecturer) on a date to be arranged between the lecturer and the student. The oral presentation cannot be retaken.

To add the percentages of the practical test and the oral presentation, the final exam grade must be at least 4 (out of 10).

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations)."

Those students who decide to take the non-continuous evaluation model must inform the professor about that decision within the first four weeks of the academic year.

Grammatical and expression mistakes will be penalised in all kinds of activities to be performed by the student. For every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes). If the mistake is repeated, the repetition(s) will be also penalised.

#### Specifications for the resit/retake exam:

The retake exam will be held at the date fixed in the official calendar of exams and will consist of several theoretical issues and practical exercises. If the student does not get at least 40% in any of the two sections of the exam, the exam grade will be "FAIL 4" although the average mark is over 5.

It is important to note that (continuous evaluation) students will have the option of maintaining the grade obtained in the progress test if they want to do so. In this case, the weight of the retake exam will be 70% and that of the progress tests up to 20%. To add the percentage of this evaluation activity, and that of the oral presentation (10%), the grade of the retake exam must be at least 4 (out of 10).

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations)."

Grammatical and expression mistakes will be penalised in all kinds of activities to be performed by the student. For every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes). If the mistake is repeated, the repetition(s) will be also penalised.

If a student is caught cheating, (s)he would automatically obtain the grade 'FAIL 0'.

Grammatical and expression mistakes will be penalised in all kinds of activities to be performed by the student. For every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes). If the mistake is repeated, the repetition(s) will be also penalised.

#### Specifications for the second resit / retake exam:

The second retake exam will be held at the date fixed in the official calendar of exams. It will consist of several theoretical issues and practical exercises and have a weight of 100% of the final grade. To pass the test, the grade must be at least 5 (out of 10). If the student does not get at least 40% in any of the two sections of the exam (theory and practice), the exam grade will be "FAIL 4" although the average mark is over 5.

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations)."

Grammatical and expression mistakes will be penalised in all kinds of activities to be performed by the student. For every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes). If the mistake is repeated, the repetition(s) will be also penalised.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Progress test [PRESENCIAL][Assessment tests]	5
Final test [PRESENCIAL][Assessment tests]	2.5
Unit 1 (de 5): INTRODUCTION	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4

In-class Debates and forums [PRESENCIAL][Debates]	2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	3
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> September 2022	
<b>Unit 2 (de 5): DESCRIBING THE WORD</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	3.5
In-class Debates and forums [PRESENCIAL][Debates]	2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	3
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> October 2022	
<b>Unit 3 (de 5): DESCRIBING THE PHRASE</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	3.5
In-class Debates and forums [PRESENCIAL][Debates]	2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	3
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> October-November 2022	
<b>Unit 4 (de 5): DESCRIBING CLAUSES, SENTENCES AND TEXTS</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	3.5
In-class Debates and forums [PRESENCIAL][Debates]	2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	3
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> November 2022	
<b>Unit 5 (de 5): TEACHING ENGLISH GRAMMAR IN PRIMARY EDUCATION</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	3
In-class Debates and forums [PRESENCIAL][Debates]	2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	3
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> December 2022	
<b>Global activity</b>	
<b>Activities</b>	<b>hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	17.5
In-class Debates and forums [PRESENCIAL][Debates]	10
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	15
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	27.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	62.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	10
Progress test [PRESENCIAL][Assessment tests]	5
Final test [PRESENCIAL][Assessment tests]	2.5
<b>Total horas: 150</b>	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
Campos, M., A. Lillo, V. Pina and David B. Bell	Grammar in Gobbets. A Guide to English Grammar and Usage	Aguaclara	Alicante		2021	Textbook to be used as the basis of the course unit
Crespo-Fernández, Eliecer	Describing English. A Practical Grammar Course	Grupo Editorial Universitario	Granada	978-84-16729-46-3	2016	
Downing, A. and P. Locke	English Grammar. A University Course (2nd. ed.)	Routledge	London and New York		2006	
Greenbaum, S. and R. Quirk	A Student's Grammar of the English Language	Longman	London		1990	
Lewis, G. and H. Mol	Grammar for Young Learners	Oxford University Press	Oxford		2018	
McGregor, W.B	Linguistics: An Introduction	Continuum	London		2009	
Parrott, A.	Grammar for English Language Teachers	Cambridge University Press	Cambridge		2010	

Akmajian, A., Farmer, A., Bickmore, L., Demers, R. and Harnish, R.	Linguistics: an Introduction to Language and Communication	MIT Press	Cambridge, MA	2017
Mathews, P. H.	The Concise Oxford Dictionary of Linguistics	Oxford University Press	Oxford	2014
Plag, Ingo	Word-Formation in English	Cambridge University Press	Cambridge	2018