

## COURSE OUTLINE

Module/Course Title: Introduction to English Syntax					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI 62025	8.5 hours per week	3 CU x 1.58 = 4.74 ECTS	4 <sup>th</sup>	3 CU x16 = 48	16 meetings
<b>1</b>	<b>Types of courses</b> Compulsory coursework	<b>Contact hours</b> 3 CU x 50 minutes = 510 = 2.5 hours per week	<b>Independent study</b> 3 CU x 120 minutes = 360 minutes = 6 hours	<b>Class size</b> 40 students	
<b>2</b>	<b>Prerequisites for participation (if applicable)</b> --				
<b>3</b>	<p><b>Learning outcomes (PLO + CLO)</b></p> <p><b>Course Description</b> This course is an introduction to Syntax and will, therefore, introduce the study of syntactic theory, using English data. We will develop a grammar of English syntax using a theoretical framework similar to the Transformational-Generative Grammar of the 1960s-1980s. It will introduce much of the syntactic phenomena that have been the concern of theoretical syntax from the 1960s to the present, which include principles of universal grammar, parameters, phrases, clauses, C-command condition on binding, null constituents, head movement and WH-movement.</p> <p><b>Program Learning Outcomes:</b></p> <p>PLO 1 Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works.</p> <p>PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society.</p> <p>PLO 3 Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism.</p> <p><b>Intended Learning Outcomes:</b></p> <p>ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics.</p> <p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment.</p> <p>ILO 3 Students are able to demonstrate language skills by using proper English.</p> <p>ILO 4 Students are able to analyze the development of linguistic, literary and cultural phenomena in the global and digital era.</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts.</p> <p>ILO 6 Students are able to use media and technology into their learning and research</p>				

	<p>activities</p> <p>ILO 7 Students are able to analyze various scientific texts in the fields of language, literature and culture in English.</p> <p><b>Course Learning Outcomes:</b> On completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate knowledge and understanding of major theories in syntax within the framework of Transformational-Generative Grammar.</li> <li>2. apply the theories on empirical evidence individually and in collaboration with their peers</li> <li>3. analyze the surface and underlying structure of words, phrases and clauses and represent them in tree diagrams.</li> </ol>
4	<p><b>Subject aims/Content</b></p> <p><b>Meeting 1: Introduction to the course</b> Students are able to recall the general ideas of syntax</p> <p><b>Meetings 2-3: Grammar</b> Students are able to identify and put into practice the key concepts of</p> <ol style="list-style-type: none"> <li>a. Universal Grammar</li> <li>b. Language faculty</li> <li>c. Principles of universal grammar</li> <li>d. Parameters</li> <li>e. Parameter-setting</li> </ol> <p><b>Meetings 4-5: Structure</b> Students are able to identify and put into practice the key concepts of</p> <ol style="list-style-type: none"> <li>a. Phrases</li> <li>b. Clauses</li> <li>c. C-command condition on binding</li> </ol> <p><b>Meetings 6-7: Null Constituents</b> Students are able to identify and put into practice the key concepts of</p> <ol style="list-style-type: none"> <li>a. Null subjects</li> <li>b. Null Auxiliaries</li> <li>c. Null T in finite clauses &amp; in infinitive clauses</li> <li>d. Null C in finite clauses &amp; in infinitive clauses</li> <li>e. Null determiners and quantifiers</li> </ol> <p><b>Meeting 8: Midterm Test</b></p> <p><b>Meetings 9-10: Head Movement:</b> Students are able to identify and put into practice the key concepts of</p> <ol style="list-style-type: none"> <li>a. T to C movement</li> </ol>

	<ul style="list-style-type: none"> <li>b. V to T movement</li> <li>c. Head movement</li> <li>d. Do - support</li> </ul> <p><b>Meetings 11-13: WH-Movement</b> Students are able to identify and put into practice the key concepts of</p> <ul style="list-style-type: none"> <li>a. Wh-questions</li> <li>b. Driving wh-movement and auxiliary inversion</li> <li>c. Pied-piping</li> <li>d. Long-distance wh-movement &amp; Multiple wh-questions</li> </ul> <p><b>Meeting 14-15: Discussion on Final Project</b> Project consultation include topics, theoretical grounding(s), and data analysis.</p> <p><b>Meeting 16: Submission of Final Project</b></p>
5	<p><b>Teaching methods</b> Lectures, discussions, case method, collaborative learning</p>
6	<p><b>Assessment methods</b></p> <ol style="list-style-type: none"> <li>1. Class Participation To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities.</li> <li>2. Quiz This will be conducted at least twice, orally or in writing, to check students' understanding and to apply their knowledge by doing some analytical works.</li> <li>3. Structured assignment Students are required to write a weekly-summary to prepare them engage with the class activities.</li> <li>4. Mid-term Test</li> <li>5. Mini Research Project (Final Test) In week 14-15, students will be divided into groups consisting of four students. Each group will be assigned to design and conduct a mini research in the area of English syntax using the theories discussed in the class. Then, they will write a research report based on the results of their research. The report is written in English and it is due on Week 16. Students are required to read the task guideline in their Google Classroom for detailed information.</li> </ol>

<b>Assessment Summary:</b>			
<b>Assessment Task</b>	<b>Task Type</b>	<b>Due</b>	<b>Weighting</b>
Attendance and participation	Formative	Through the semester	10%
Quizzes	Formative	Week 5 & 13	15%
Structured Assignments	Formative	Week 2 - 13	20%
Midterm project	Formative	Week 8	25%
Final project (mini research)	Formative	Week 16	30%
<b>TOTAL</b>			100%

Note that attendance at lectures is compulsory.

<b>7</b>	<b>This module/course is used in the following study programme/s as well</b> Not Applicable
<b>8</b>	<b>Lecturer</b> Muhammad Rozin, M.A. Tantri Refa Indhiarti, S.S., M.A.
<b>9</b>	<b>Resources</b>  Radford, Andrew. (2009). <i>An Introduction to English Sentence Structure</i> . New York: Cambridge University Press. (Main reading) HAEGEMAN, LILIANE, (1994). <i>Introduction to Government &amp; Binding Theory</i> , 2nd ed. Oxford: Blackwell. (Supplementary reading) Miller, Jim. (2002). <i>An Introduction to English Syntax</i> . Edinburg: Edinburg University Press. (Supplementary reading)