Course Title	**Pedagogical Grammar**				
Course Code	240				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2nd Year/3rd Semester				
Teacher's Name	Dr. Maria Vasilaki				
ECTS	5	Lectures / week	2 lectures per week Mondays & Thursdays 12.00-13.29 (ΧΩΔ02-B205)	Laboratories / week	Pedagogical Grammar Labs with Dr. Constantina Fotiou
Course Purpose and Objectives	This course introduces students to key concepts in relation to English Grammar: it aims to explain the way in which grammatical and syntactical structures operate on the surface level of linguistic production, as well as the way in which such structures are generated on a deeper, internal level and are organised as a system of specific grammatical operations. We will be working both at the word level, exploring particular categories of words and their traits, and at the phrase/clausal level, accounting for the manner in which these larger linguistic units get structured. We will be following a combination of a top-down and a bottom-up approach, thus applying grammatical and syntactic theories to analyse specific datasets, while also delving into data from English (and other languages) to reach an understanding of their underlying rules and properties. The goal of the module is not only to draw the links between contemporary models of grammar and syntactical paradigms, but also to highlight the way in which the English grammatical system is constructed, thus explaining how specific linguistic phenomena work and justifying the un/grammaticality of various structures of the English language. This insight can then be employed to facilitate EFL understanding and instruction.				

Learning Outcomes	Upon completion of the course, students are expected to have:
	➢ Developed a solid grounding on key concepts and seminal theories within the field, such as categorical features, substitution, merge, domination, c-command, theta roles, case assigning and agreement, among others ➢ Become accustomed to various morpho-syntactical components of the English language and to their key characteristics ➢ Understood the rules that guide the production of linguistic structures beyond word-level ➢ Become able to effectively draw syntax trees for provided constructions, thus illustrating their understanding of the taught content ➢ Familiarised themselves with recognising grammatical and ungrammatical sentences in English, providing theory-based justifications for their accounts ➢ Drawn the links between the surface and the deep level of syntactic structural organisation ➢ Grasped the way in which data analysis can feed into a grammatical and syntactical theorisation ➢ Consolidated the links between the fields of Grammar and Syntax ➢ Compared English grammatical and syntactical structures and phenomena with equivalent phenomena from different European languages ➢ Honed the skills, methodology and critical thinking patterns that are essential for performing abstract, formal linguistic analyses

Prerequisites	161	Required	N/A

Course Content-Tentative Schedule of sessions (The presentation of each week's phenomena/ paradigms will be split between the Monday and Thursday lectures)	WEEK 1 INTRODUCTION	Course Introduction-Grammar, Syntax and the Language Machine Introduction to word classes (open vs closed word-classes)
	WEEK 2	Categories, Features and sub-features Nouns and adjectives
	WEEK 3	Categories, Features and sub-features Verbs and adverbs
	WEEK 4	Traits of other significant word classes Introduction to merge
	WEEK 5	Operation merge Heads and phrases
	WEEK 6	Basic Tenets of the x-bar theory & Constituency Tests Complements and adjuncts Drawing syntax trees

	WEEK 7	Review of Merge and X-bar theory **MID-TERM EXAM**
	WEEK 8	Introduction to theta-theory Arguments vs adverbials
	WEEK 9	Theta roles and theta hierarchies Missing arguments, passives/ergatives and PRO
	WEEK 10	Introduction to case theory Accusative case assigning ***Group take-home analysis task due**
	WEEK 11	Nominative case assigning The case filter
	WEEK 12	Functional projections-Review of case theory Introduction to Agreement
	WEEK 13	Interpretable/Uninterpretable Features and applications of the theory General Revision

* *Indicative weekly schedule of content to be taught, subject to change at the discretion of the lecturer based on the educational exigencies of the group*

Teaching Methodology	Interactive lectures, In-class activities & hands-on tasks, Group discussions
✓ Bibliography	**Primary Textbook (to be purchased by all students-also available as e-book):** ✓ Koeneman, O., & Zeijlstra, H. (2017). *Introducing syntax*. Cambridge: Cambridge University Press. *Please note that weekly readings (mostly pages from the module's textbook) will be assigned at the end of each class for the upcoming session. You will need to have read the relevant sections of the textbook (or any other reading material assigned) **ahead of the next class, in preparation for the lecture that will be provided. After each session, you are also expected to review the taught content/slides.**

	Supplementary Resources (readings from these textbooks may be used to cover areas of interest not explored in detail within the primary textbook, while also being available as additional sources of information for students)**:** ✓ Thorne, S. (2008). *Mastering advanced English language (*2nd ed.). Basingstoke: Palgrave Macmillan. ✓ Miller, J. (2016). *Introduction to English syntax*. Edinburgh: Edinburgh University Press. ✓ Matthews, P.H. (1981). *Syntax*. Cambridge: Cambridge University Press. ✓ Haegeman, L. M. V. & Guéron, J. (1999). *English grammar: A generative perspective*. Oxford; Malden: Blackwell Publishers. ✓ Carnie, A. (2021). *Syntax: A generative introduction*. Chichester: Wiley Blackwell. ✓ Odlin, T. (Ed.). (1994). *Perspectives on pedagogical grammar*. Cambridge: Cambridge University Press. ✓ Huddleston, R. D. & Pullum, G. K. (2005). *A Student's Introduction to English Gramma*r. Cambridge: Cambridge University Press.
Assessment	**Take-home analysis task (in groups)-- 20%** Students will be presented with a set of exercises based on the taught content. In groups of three-four (maximum), they will be expected to work together to produce a viable grammatical and syntactic analysis, thus offering effective answers to the provided tasks. **Mid-Term Exam -- 30%** **Final Exam -- 50%** *Although active participation and engagement in-class can reflect positively on the overall evaluation of each student**, systematic attendance in all sessions** (albeit non-assessed) **is both vital and expected** for handling the demands of the course, given the complexity of the source material.
Language	English