



Teaching Guide

Identifying Data					2023/24
Subject (*)	English Studies	Code	613G03039		
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Fourth	Obligatory	6	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Lezcano Gonzalez, Emma	E-mail	emma.lezcano@udc.es		
Lecturers	Lezcano Gonzalez, Emma	E-mail	emma.lezcano@udc.es		
Web					
General description	<p>This course aims to provide a detailed survey of topics in modern English grammar from a descriptive and practical point of view. We will focus mainly on the syntactic analysis of grammatical categories, although other approaches to the study of English (discourse or textual analysis, for instance) will not be disregarded.</p> <p>Students will also be trained in the use of grammatical structures at an advanced level, since an understanding of the mechanics of language is no substitute for active use and control of the language itself.</p> <p>Desired learning outcome for linguistic competence: C1, and some skills of C2.</p>				

Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A3	Coñecer as correntes teóricas da lingüística e da ciencia literaria.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A9	Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A14	Ser capaz para identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os distintos aspectos destes estudos.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A17	Coñecer a historia e a cultura das comunidades anglófonas.
A18	Dominar a gramática da lingua inglesa.
A19	Coñecer a situación sociolingüística da lingua inglesa.
A20	Coñecer a variación lingüística da lingua inglesa.
A21	Coñecer a evolución histórica externa e interna da lingua inglesa.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B2	Manexar ferramentas, programas e aplicacións informáticas específicas.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.



Learning outcomes			
Learning outcomes	Study programme competences		
Students should acquire basic knowledge of the main theoretical foundations and mechanisms of description and analysis of the grammatical and textual components of the English language. They should also be able to apply this knowledge to practice.	A1 A2 A3 A6 A11 A15 A21	B1 B3 B5	
Students should develop skills to conduct academic work (papers, presentations, practical exercises) related to the contents of the subject and deal with possible problems.	A1 A6 A9 A10 A14 A17 A18 A19 A20	B1 B2 B3 B4 B6 B7 B8	C2
Students should develop an informed critical attitude towards the grammar of the English language within the framework of language science.	A10 A11 A18		C6

Contents	
Topic	Sub-topic
1. Basic concepts	1.1. Category vs. Function 1.2. Sentence, clause and phrase 1.3. Rankscale and rankshift 1.4 Canonical vs. Non-canonical constructions 1.5. Constituent structure
2. The verb phrase	2.1. Complementation patterns 2.2. Adjuncts vs. complements 2.3. Semantic and syntactic ambiguity
3. The adjective and the adverb phrase	4.1. Characteristics of adjectives and adverbs 4.2. Position of adjectives 4.2. The structure and function of adjective phrases and adverb phrases
4. The noun phrase	3.1. The structure of the noun phrase 3.2. Modification and complementation within NP 3.3. Semantic and syntactic ambiguity
5. The simple sentence	5.1. Syntactic analysis of simple sentences
6. Subordination	6.1. Content clauses 6.2. Relative clauses 6.3. Adverbial clauses 6.4. Non-finite clauses
7. Discourse: text and context	7.1. Genre and register 7.2. Information processing and structure 7.3. Using corpus analysis



Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A3 A17 A18 A19 A20 A21 B8	21	21	42
Workshop	A2 A6 A9 A10 A11 A15 B4 C2	23	10	33
Workbook	A2 A10 A14 B6 B7	0	13	13
Document analysis	A1 A2 A3 A6 A10 A11 A18 B3 B5 B6	4	4	8
Supervised projects	A1 A9 A11 A14 A15 A18 A19 A20 B1 B2 B3 B5 B6 B7 B8 C6	3	24	27
Student portfolio	A6 A9 A10 A15 A18 B1 B3 B6	0	13	13
Mixed objective/subjective test	A1 A2 A3 A6 A9 A10 A11 A15 A18 B6 C2	3	9	12
Personalized attention		2	0	2

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Oral presentation offered by the lecturer, using audiovisual material ? if necessary? and encouraging student interaction. It is aimed at transmitting knowledge and promoting learning.
Workshop	Applied learning situation incorporating a range of supervised learning and testing techniques (presentation, simulation, debate, problem-solving, guided practice, etc.) with a strongly practical focus, under the guidance of the teacher.
Workbook	Compilation of printed texts and written documents, collected and edited, as a tool to prepare and consolidate the contents and competences of the course.
Document analysis	Research skills development involving use of audiovisual and/or bibliographical documents (relating to a specific topic of study, with targeted analysis activities). It can be used as an introduction to the topic, as the focus for a case study, to explain abstract processes and present complex situations, or as a strategy for synthesising content (theoretical and practical).
Supervised projects	Students will have to submit a written paper. The objectives, characteristics, supporting material and format of presentation of the paper will be explained at the beginning of the course. The work will be carried out under the supervision and guidance of the lecturer.
Student portfolio	It will contain small assignments on the contents presented in the lectures and practised in the DI groups. They may also be related to the recommended readings.
Mixed objective/subjective test	A mixed test consisting of essay-type and objective test questions. Essay section consists of open (extended answer) questions; the objective part of the test may contain multiple-choice, ordering and sequencing, short answer, binary, completion and/or multiple-matching questions, etc. This mixed test will be done on the official date for the final exam if the students have not passed the two partial tests throughout the course.

Personalized attention	
Methodologies	Description
Supervised projects Workshop	Throughout the semester, students are strongly advised to inform the lecturer about their progress on the supervised projects and on the course in general, either during office hours or by e-mail.



Assessment

Methodologies	Competencies	Description	Qualification
Supervised projects	A1 A9 A11 A14 A15 A18 A19 A20 B1 B2 B3 B5 B6 B7 B8 C6	Students are expected to write a final paper under the supervision of the teacher. Originality in the approach chosen, appropriate style and register as well as grammatical correctness will be awarded.	30
Mixed objective/subjective test	A1 A2 A3 A6 A9 A10 A11 A15 A18 B6 C2	Students can pass this part of the course by sitting for the partial tests which will be done throughout the course OR by means of a final exam which will be held in May. This official exam will be mandatory if the students have not passed/sit for the continuous assessment partial tests.	60
Student portfolio	A6 A9 A10 A15 A18 B1 B3 B6	It will contain small assignments on the contents presented in the lectures and practised in the DI groups. They may also be related to the recommended readings.	10
Others			

Assessment comments



IMPORTANT:

In order to pass this course, a minimum of 5 out of 10 in the final mark is required. A score of 4 out of 10 is the minimum required in each of the following parts of the course: a) supervised project and b) final mixed test.

Any academic dishonesty (plagiarism, cheating in exams, unacceptable use of AI, etc.) will be penalised with the mark of 0 (SUSPENSO) in both the first and the second opportunities, in accordance with the provisions of the "Regulamento disciplinar do estudantado da UDC" (article 11 4b). To detect plagiarism, the application Turnitin could be used. This application recognises papers previously turned in by other people (or the student him/herself) at this university or other universities.

Deadlines for assignments are strict. Late arrivals (up to 5 days) will be penalised (25% off the final mark), unless they are duly justified.

Extra-credit material carried out by the students during the course could be awarded up to an extra 5% of the final mark. This can include voluntary work, alternative readings, voluntary participation in forums or any other activity proposed and accepted by students and teachers.

The students who do not attend the official exam will be given a grade of NP (absent) if they have not handed in the supervised paper or the portfolio.

The dates for the supervised projects, oral presentation and mixed objective tests will be announced well ahead of time.

July opportunity: Those students with less than a 4 in each of the parts specified above (even if the average is superior to 5) will have to sit for the "second opportunity exam session" in July, where students can retake those parts they have failed, according to the following distribution of percentages: Supervised project (30%), mixed test (60%) and face-to-face assignment related to the contents of the portfolio (10%).

Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity. If they wish to present their portfolio, the teacher will indicate which tasks they can complete during the course.

This module can be adapted to students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their school or faculty, or the Unidade de Atención á Diversidade (ADI) at the beginning of each academic semester in the timeframe officially established (<https://www.udc.es/cufie/adi/apoioalumnado/>); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: pat.filologia@udc.gal).

Gender equality: I will incorporate a gender perspective into this subject. This will include, among other measures, the use of non-sexist language, the selection of books and articles written by men and by women, as well as encouraging participation from all students in class, regardless of their gender. I will also try to identify and address sexist prejudices and attitudes and will actively work towards the modification of this environment and the promotion of values of respect and equality. In the event of gender discrimination, appropriate actions will be implemented to rectify such cases.

Very active participation in the different class activities, as well as all the extra-credit material carried out by the students during the course, could be awarded up to an extra 5% of the final mark. This can include voluntary work, alternative readings or any other activity proposed and accepted by students and teachers.

Very active participation in the different class activities, as well as all the extra-credit material carried out by the students during the course, could be awarded up to an extra 5% of the final mark. This can include voluntary work, alternative readings or any other activity proposed and accepted by students and teachers.

July opportunity: Those students who are absent from or fail the official examination session or those with less than a 4 in each of the parts (even if the average is superior to 5) will have to sit for the "second opportunity exam session" in July, where students can retake those parts they have failed.

Details for the second opportunity requirements will be posted on Moodle before the exam period begins.

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: adi@udc.es

The assignments showing signs of plagiarism will be marked with a 0.

The students who do not attend the official exam will be given a grade of NP (absent) if they have not handed in more than 50% of the continuous assessment activities.

JULY OPPORTUNITY

Those students who are absent from or fail the official examination session or those with less than a 4 in each of the parts (even if the average is superior to 5) will have to sit the "second opportunity exam session" in July, where students can retake those parts they have failed. Details for the second opportunity requirements will be posted on Moodle before the exam period begins.

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: adi@udc.es

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: adi@udc.es.

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: adi@udc.es.

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: adi@udc.es.

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: adi@udc.es.

ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: adi@udc.es.





Basic

- Burton-Roberts, N. (1997/2010). *Analysing Sentences (COURSE BOOK)*. London and New York: Longman.
 - Bailey, S (2011). *Academic Writing*. New York: Routledge
 - Ballard, Kim (2013). *The Frameworks of English*. New York: Palgrave Macmillan
 - Biber, Douglas, Susan Conrad and Geoffrey Leech (2002). *Longman Student Grammar of Spoken and Written English*. London: Longman
 - Brinton, L. and Donna Brinton. (2010). *The Linguistic Structure of Modern English..* Amsterdam and Philadelphia: John Benjamins
 - Brown, G and Yule, G (1983). *Discourse analysis*. Cambridge: C.U.P
 - Carter, R. & M. McCarthy (2006.). *Cambridge Grammar of English*. . Cambridge: C.U.P.
 - Depraetere, I., & Langford, C. (2012). *Advanced English grammar: a linguistic approach*. . London; New York: Continuum International Pub.
 - Downing, Angela. & P. Locke (2006). *A University Course in English Grammar*. Hemel Hempsted: Prentice Hall International.
 - Hewings, M. (2005). *Advanced Grammar in Use*. Cambridge: C.U.P
 - Huddleston, R. (1984). *Introduction to the Grammar of English*. Cambridge: C.U.P
 - Huddleston, R. & G. Pullum. (2006). *A Student's Introduction to English Grammar*. . Cambridge: C.U.P
 - Greenbaum, S. & R. Quirk (1990). *A Student's Grammar of the English Language*. . London: Longman.
 - Gotti, M (2011). *Investigating specialized discourse*. Bern: Peter Lang
 - Mackenzie, J.L. and Elena Martínez Caro (2012). *Compare and Contrast: A Grammar of English for Speakers of Spanish*. . Granada: Comares.
 - Quirk, R. et al. (1985). *A Comprehensive Grammar of the English Language*. . Harlow: Longman.
 - Simpson, Paul (2014). *Stylistics: A Resource Book for Students*. London and New York: Routledge.
 - Trask, R.L (1993). *A Dictionary of Grammatical Terms in Linguistics*. . London and New York: Routledge.
 - Van Gelderen, Elly. (2010.). *An Introduction to the Grammar of English. Revised Edition*. . Amsterdam and Philadelphia: John Benjamins.
- Greenbaum, S. 1990. *A Student's Grammar of the English Language*. London: Longman. Semantics. John I. Saeed. 1997. Oxford: Blackwell Publishers
- Hewings, M. 1999. *Advanced Grammar in Use. A self-study reference and practice book for advanced learners of English*. Cambridge: Cambridge University Press.
- Greenbaum, S. 1990. *A Student's Grammar of the English Language*. London: Longman.
- Greenbaum, S. 1990. *A Student's Grammar of the English Language*. London: Longman.
- Greenbaum, S. 1990. *A Student's Grammar of the English Language*. London: Longman.
- Greenbaum, S. 1990. *A Student's Grammar of the English Language*. London: Longman.
- Hewings, M. 1999. *Advanced Grammar in Use. A self-study reference and practice book for advanced learners of English*. Cambridge: Cambridge University Press.
- Hewings, M. 1999. *Advanced Grammar in Use. A self-study reference and practice book for advanced learners of English*. Cambridge: Cambridge University Press.
- Recome?ndase encarecidamente o? alumnado asistir a cantas sesio?n presenciais poida, mesmo que non acade o 80% requirido.N.B.: En caso de calquera tipo de plaxio a calificacio?n final sera? de suspenso.
- Bibliografi?a. Fontes de informacio?n
- Libro de texto: Biber, Douglas, Susan Conrad and Geoffrey Leech. 2002. *Longman Student Grammar of Spoken and Written English*. London: Longman.
- Bibliografi?a
- Aarts, B. 1997. *English Syntax and Argumentation*. London: Macmillan.
- Aarts, B. 2007. *Syntactic Gradience. The Nature of Grammatical Indeterminacy*. Oxford: Oxford University Press.
- Aarts, B., D. Denison, E. Keizer & G. Popova. 2004. *Fuzzy Grammar*. Oxford: Oxford University Press.
- Bauer, L. 2002. *An Introduction to International Varieties of English*. Edinburgh: Edinburgh University Press.
- Biber, D., S. Johansson, G. Leech, S. Conrad, and E. 1999. *Longman grammar of spoken and written English*. London: Longman
- *Biber, Douglas, Susan Conrad and Geoffrey Leech. 2002. *Longman Student Grammar of Spoken and Written English*. London: Longman.
- Brinton, L and D. Brinton. 2010 (2000). *The Linguistic Structure of Modern English*. Amsterdam and Philadelphia: John Benjamins
- Burton-Roberts, N. 1997: *Analysing Sentences*. London and New York: Longman.
- Carnie, A. 2006: *Syntax*. London: Blackwell.
- Collins, P. And C. Hollo. 2010. *English Grammar. An Introduction*. London: Palgrave Macmillan.
- Crystal, D. 2004, *Making Sense of Grammar*. London: Longman
- Downing, A. & P. Locke 2006 (1992): *A University Course in English Grammar*. Hemel Hempsted: Prentice Hall International.
- Gelderen, Elly van. 2010. *A Introduction to the Grammar of English*.



Revised Edition. Amsterdam and Philadelphia: John Benjamins. Givón, T. 1993: English Grammar. Amsterdam and Philadelphia: John Benjamin Publishing Company. Haegeman, L. 2005: Thinking Syntactically. A Guide to Argumentation and Analysis. Oxford: Blackwell. Haegeman, L. & J. Gue?ron 1999: English Grammar: A Generative Perspective. Oxford: Blackwell. Huddleston, R. 1984: Introduction to the Grammar of English. Cambridge: Cambridge University Press. Huddleston, R. 1988: English Grammar: An Outline. Cambridge: Cambridge University Press. *Huddleston, R. & G. Pullum 2002: The Cambridge Grammar of the English Language. Cambridge: Cambridge University Press. Huddleston, Rodney and Geoffrey Pullum (2005). A Student?s Introduction to English Grammar. Cambridge: Cambridge University Press. Kolln, M. & Funk, R. 2001: Understanding English Grammar. London: Longman. Kuiper, K. And W.S. Allan. 2010. An Introduction to English Language. 3rd edition. London: Palgrave Macmillan. Mackenzie, J.L. and E. Marti?nez Caro, 2012. Compare and Contrast: A Grammar of English for Speakers of Spanish. Granada: Comares. Matthews, P. H. 1984: Syntax. Cambridge: Cambridge University Press. Matthews, P. H. 2007: Syntactic Relations. A Critical Survey. Cambridge: Cambridge University Press. Miller, J. 2002: An Introduction to English Syntax. Edinburgh: E.U.P. Mun?oz, C. 1995: Clause Analysis. A Practical Approach. Barcelona: PPU. *Quirk, R. et al. 1985: A Comprehensive Grammar of the English Language. London: Longman. Rojo, G. & Jime?nez Julia?, T. 1989: Fundamentos de ana?lisis sinta?ctico funcional. Santiago de Compostela: Servizo de Publicacio?ns e Intercambio Cient?fico. Van Valin, R.D. 2001. An Introduction to Syntax. Cambridge: Cambridge University Press. Wardaugh, Ronald 2008: Understanding English Grammar. A Linguistic Approach. London: Blackwell. Young, D.J. 1980: The Structure of English Clauses. London: Hutchinson. Greenbaum, S. 1990. A Student?s Grammar of the English Language. London: Longman. Course-book: Burton-Roberts, N. 1986. Analysing Sentences. London and New York: Longman. [1997: second edition] Other references Baker, C.L. 1995. English Syntax. Cambridge, Mass: The MIT Press. Carter, R. & M. McCarthy. 2006. Cambridge Grammar of English. Cambridge: C.U.P. Downing, A. & Locke, P. 1992. A University Course in English Grammar. Hemel Hempstead: Prentice Hall. Haegeman, L. 1991. Introduction to Government and Binding Theory. Oxford: Blackwell. Halliday, M.A.K. 1985. An Introduction to Functional Grammar. London: Edward Arnold. Hewings, M. 2005. Advanced Grammar in Use. Cambridge: CUP. Huddleston, R. 1984. Introduction to the Grammar of English. Cambridge: CUP. Huddleston, R. & G. Pullum. 2002. The Cambridge Grammar of the English Language. Cambridge: CUP. Huddleston, R. & G. Pullum. 2006. A Student?s Introduction to English Grammar. Cambridge: CUP. Matthews, P.H. 1981. Syntax. Cambridge: CUP. Miller, J. 2002. An Introduction to English Syntax. Edinburgh: E.U.P. Quirk, R. et al. 1985. A Comprehensive Grammar of the English Language. Harlow: Longman. Radford, A. 1988. Transformational Grammar. Cambridge: CUP. Trask, R.L 1993. A Dictionary of Grammatical Terms in Linguistics. London and New York: Routledge.

Cambridge University Press. Kolln, M. & Funk, R. 2001: Understanding English Grammar. London: Longman.
Kuiper, K. And W.S. Allan. 2010. An Introduction to English Language. 3rd edition. London: Palgrave Macmillan.
Mackenzie, J.L. and E. Martínez Caro, 2012. Compare and Contrast: A Grammar of English for Speakers of Spanish.
Granada: Comares. Matthews, P.H. 1981. Syntax. Cambridge: CUP. Miller, J. 2002. An Introduction to English Syntax.
Edinburgh: E.U.P. Muñoz, C. 1995: Clause Analysis. A Practical Approach. Barcelona: PPU. Radford, A.
1988. Transformational Grammar. Cambridge: CUP. Saeed, J. 1997. Semantics. Oxford: Blackwell. Van Valin, R.D.
2001. An Introduction to Syntax. Cambridge: Cambridge University Press. Wardaugh, Ronald 2008: Understanding
English Grammar. A Linguistic Approach. London: Blackwell.



Recommendations

Subjects that it is recommended to have taken before

Lingua Inglesa 1/613G03003
Lingua Inglesa 2/613G03008
Lingua Inglesa 3/613G03015
Lingua Inglesa 4/613G03019
Use of English 1/613G03020
English Grammar/613G03025

Subjects that are recommended to be taken simultaneously

Use of English 2/613G03037

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.