

Module Specification: E304A & B (Exploring English Grammar)

1. Factual information			
Module title	E304A&B: Exploring English Grammar	Level	6
Module tutor	Dr. Ismail Safieh	Credit value	16 credit hours
Module type	Taught	Notional learning hours	2 hours / week

2. Rationale for the module and its links with other modules	
<p>Grammar continues to play a significant role in formal education around the world, and can often be the key to academic success or failure. However, conceptions of what is meant by grammar vary widely, and are often based on writing rather than speech, and on prescriptive ideas about what ought to be the case rather than an analysis of how language is actually used. This course helps you to recognise grammar as the chief means of making meaning through language, and to evaluate the relative success of different texts in achieving this goal. If you are involved in the teaching or learning of English, the relevance of the course to you should therefore be obvious.</p>	
<p>E304: <i>Exploring English Grammar</i> is designed for anyone needing an up-to-date framework for describing and analysing the English language as used in the world today.</p>	
<p>The module provides a range of material to anticipate students' different needs and expectations. It combines grammatical description – based on a hands-on approach which draws on computer analysis – with demonstrations of how such analytical techniques can be applied to real-world data and problems.</p>	
<p>The module content is designed to be of broad interest: examples are drawn from, amongst other fields, everyday conversation, fiction, academic writing and the news media. The applications of grammar in professional fields such as translation, teaching, lexicography, and the law are also highlighted. In the process of studying grammar in this way, students can expect to improve their own communicative effectiveness, including their academic writing, and to become more discriminating readers of other people's texts.</p>	
<p>The intellectual and scholarly skills learned and honed in this module, including a sophisticated knowledge of the English language, will serve any student well, no matter what career he or she chooses to practise upon graduating from AOU. With other modules in linguistics/applied linguistics such as E301 and U214, E304 tries to broaden</p>	

2. Rationale for the module and its links with other modules

the students' understanding of English grammar and applied linguistics and gives them a perspective on how English works and how texts written in English can be analyzed and interpreted.

3. Aims of the module

The overall aim of this module is to show how a knowledge and understanding of English grammar can be applied in practical and useful ways.

In broad terms, upon completing this course students will acquire:

- An understanding of the major characteristics of English grammar;
- Skills in language description and grammatical analysis and interpretation in order to gain an insight into how English 'works' in real-life contexts;
- Skills in applying grammatical/linguistic understanding in order to evaluate and, where appropriate, improve the quality of spoken and written texts.

4. Pre-requisite modules or specified entry requirements

Course Prerequisites:

- **E304A:** U214B
- **E304B:** E304A

This OU-based module was originally designed to be delivered over one academic year. For practical purposes, the module is divided into two equal parts each delivered as an independent course as follows:

(i) E304A: Exploring English Grammar (Part I)

(ii) E304B: Exploring English Grammar (Part II)

The Relationship between the two parts (E304A & E304B) is as follows:

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- E304A is a prerequisite for E304B. This means students cannot register in E304B unless they have passed E304A.
- E304A and E304B are treated as **independent modules for purposes of student registration.**
- E304A and E304B are treated as **independent modules for purposes of assessment.** This means that students will be assessed independently for each module and that they have to pass each of the two modules. The marks they

earn in each of E304A and E304B will be entered separately onto their transcripts.

- Some of the teaching/learning materials used in E304A will also be used in E304B. This means **students will receive a complete module kit upon registering in E304A.**

Students will be expected to have access to a computer with standard features, an appropriate audio-video card to support it and speakers or headphones.

5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>If students successfully complete the course they will have knowledge and understanding of:</i></p> <p>A1. the major characteristics of structural and functional theories of English grammar;</p> <p>A2. a range of methods, analytical tools, concepts and metalanguage for describing and analysing English Grammar in use;</p> <p>A3. insights into the grammar of English which can be applied to a range of real-life (including professional) contexts.</p>	<p>The module is delivered through a blended open learning system, which – according to the AOU regulations – consists of two complementary modes:</p> <ol style="list-style-type: none"> 1. face-to-face interactive tutorials, constituting 25% of course credit hours, and; 2. interactive online learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 75% of course credit hours. <p>Learning and teaching strategies</p> <ul style="list-style-type: none"> - Pre-class preparation and reading of assigned texts - In-class discussion by making inter-textual connections. - Analysing texts from different registers - Reading research articles pertinent to the linguistic work under discussion - Post-reading and doing activities to allow students to deepen and expand their understanding - Researching some relevant material through the e-library, the internet, etc

	<ul style="list-style-type: none"> - Giving short presentations expressing their views and skills on the work studied. - Taking a mid-term exam (MTA) to show their knowledge and understanding of the key concepts discussed in the module. - Writing essays (TMAs) to engage further with the relevant argument, and develop a synthesis of the concepts, principles, and linguistic works discussed in the module.
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B. Cognitive skills	Learning and teaching strategy
<p><i>If students successfully complete the course, they will be able to:</i></p> <p>B1. Describe major grammatical structures and patterns in English in use and relate these to meaning, purpose and context.</p> <p>B2. Apply the analytical frameworks acquired through the module to the analysis, interpretation and evaluation of authentic spoken and written English texts in relation to their context.</p> <p>B3. Acquire and synthesize information and ideas drawn from varied sources, and critically evaluate alternative explanations and arguments deriving from different theoretical paradigms and value positions.</p> <p>B4. Argue a case in a grammatically principled way, using appropriate linguistic terminology, for a particular analysis/ interpretation/ evaluation of English language use in context.</p> <p>B5. Engage with different interpretations of texts and relate abstract concepts and theories to specific texts.</p>	<ul style="list-style-type: none"> - Pre-class preparation and reading of assigned texts - In-class discussion by making inter-textual connections. - Analysing texts from different registers - Reading research articles pertinent to the linguistic work under discussion - Post-reading and doing activities to allow students to deepen and expand their understanding - Researching some relevant material through the e-library, the internet, etc - Giving short presentations expressing their views and skills on the work studied. - Taking a mid-term exam (MTA) to show their knowledge and understanding of the key concepts discussed in the module. - Writing essays (TMAs) to engage further with the relevant argument, and develop a synthesis of the concepts,

	principles, and linguistic works discussed in the module.
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C. Practical and professional skills	Learning and teaching strategy
<p><i>If students successfully complete the course, they will be able to:</i></p> <p>C1. Assess the value of evidence critically (including simple statistical data);</p> <p>C2. Make independent judgements;</p> <p>C3. Construct coherent written arguments, supported by relevant evidence, appropriately referenced.</p>	<ul style="list-style-type: none"> - In-class discussion by making inter-textual connections. - Researching some relevant material through the e-library, the internet, etc - Giving short presentations expressing their views and skills on the work studied. - Taking a mid-term exam (MTA) to show their knowledge and understanding of the key concepts discussed in the module. - Writing essays (TMAs) to engage further with the relevant argument, and develop a synthesis of the concepts, principles, and linguistic works discussed in the module.

D. Key skills	Learning and teaching strategy
<p><i>If students successfully complete the course, they will be able to:</i></p> <p>D1. Identify and ask questions appropriately to explore issues within the field of English language studies;</p> <p>D2: Construct coherent academic arguments, clearly relevant to the task and supported by linguistic evidence;</p>	<ul style="list-style-type: none"> - Pre-class preparation and reading of assigned texts - In-class discussion by making inter-textual connections. - Analysing texts from different registers - Reading critical articles pertinent to the linguistic work under discussion

D. Key skills	Learning and teaching strategy
<p>D3. Communicate complex information, arguments and ideas effectively using appropriate style and academic conventions;</p> <p>D4. Find, critically evaluate and accurately use information and linguistic data in complex contexts;</p> <p>D5. Select and use appropriate ICT tools to analyze data and extend your learning;</p> <p>D6. As an independent learner, plan, monitor and evaluate your own learning and seek ways to improve your performance.</p>	<ul style="list-style-type: none"> - Post-reading and doing activities to allow students to deepen and expand their understanding - Researching some relevant material through the e-library, the internet, etc - Giving short presentations expressing their views and skills on the work studied. - Taking a mid-term exam (MTA) to show their knowledge and understanding of the key concepts discussed in the module. - Writing essays (TMAs) to engage further in the relevant argument, and develop a synthesis of the concepts, principles, and linguistic works discussed in the module.

6. Indicative content.
<p>E304 is divided into four blocks each of which has an associated print book. The study books will contain the main teaching text and activities. The books will be accompanied by a range of resources. The module makes focused use of accounts of grammar knowledge influencing or underpinning work-based practice, using AV resources and on-line activities. Linguistic analysis is supported by both interactive grammar practice resources and corpus software for grammar analysis.</p> <p>The main content of each of the Blocks is described below.</p> <p>E304A:</p> <p>E304A consists of two complete Blocks as described below:</p> <p><u>Block 1: Grammar, context and meaning</u></p> <p>Block 1 of this module is a foundational block that serves two purposes. It is meant to review the basic grammatical terminology (noun groups, adjective groups, finite clauses, etc.) needed in order to get the most out of this module. It will also preview what is to come in the rest of the module by introducing the framework of Systemic Functional Linguistics (SFL).</p>

6. Indicative content.

Each block contains some digital information literacy work. These activities are designed to reinforce and build on the information literacy skills introduced in U214, and will comply with the new DiL framework. In addition, students will be introduced to the use of a specially designed corpus software tool which will aid language analysis.

Block 2: *Construing the world*: Ideational meaning making

In Block 2 students focus on the way in which we use language to experience the world and also understand and have ideas about the world. They explore how language refers to who does what to whom, how, when, where and why by examining the functional elements of processes (actions, events and states), participants (the people or things involved in the processes) and circumstances (extra information describing how or why the events or states of the clause took place).

Using these elements students can better describe the topic or subject matter of a text (answering the question: what is the text about?) the social activity taking place in a text (answering the questions: what is the nature of the social action taking place? what is the purpose?), and lastly the way in which a speaker or writer represents and makes sense of what is happening, known as the 'angle of representation'.

E304B:

E304B consists of two complete Blocks as described below:

Block 3: *Managing communication flow*: Textual meaning making

Block 3 continues to explore grammatical variation but focuses increasingly on developing a critical orientation to English use. Students will be expected not only to describe, and interpret texts, but also to apply grammatical knowledge and analytical skills as a means of judging and improving the communicative effectiveness of a range of everyday texts. This block also introduces students to researching on English through grammatical analysis and paves the way for the project work that they will undertake in the TMA. Corpus analysis work continues, focusing on how this can be combined with manual analysis of texts and on viable small-scale projects for the TMA.

Block 3 also highlights research methods relevant to analyzing English in various contexts. Students are taken through the stages of conducting and writing up a research project with illustrations from authentic student and published research. Digital information literacy activities will involve students searching online for corpus and other resources.

Block 4: *Creating relationships*: Interpersonal meaning-making

In this block, the specific topic is the interpersonal function of language, that is, the linguistic means by which speakers and writers:

6. Indicative content.

- form and negotiate relationships
- act out social roles
- present themselves (for example, as powerful or deferential, assertive or conciliatory, emotionally engaged or uninvolved)

and so on.

The relationship between all these components, together with an indicative timetable of study, is illustrated in the table in the **Study Calendar** in the Course Guide.

7. Assessment strategy, assessment methods and their relative weightings

E304A and E304B each has ONE tutor marked assignment (**TMA**), ONE Mid-Term Assessment (**MTA**) and ONE 3-hour **FINAL EXAM** at the end of the course.

- **TMA** (related to Blocks that the students already covered and representing 20 per cent of the overall continuous assessment score [OCAS]).
- **One two- hour Mid-Term Assessment (MTA)**
- **One 3-hour FINAL EXAM** at the end of the course.
- The balance between components of assessment is shown in the following table:

Components	Form of Assessment & Marks	%
CONTINUOUSASSESSMENT	TMA	20
	MTA	30
FINAL ASSESSMENT	FINALEXAM	50
GRAND TOTAL		100

Assessment tasks	Learning outcomes																	
	A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	D5	D6	
TMA		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
MTA	X	X	X							X	X	X				X	X	
Final Exam	X	X	X			X				X	X	X	X			X		

9. Teaching staff associated with the module

Name and contact details

Dr. Ismail Safieh

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10. Key reading list	
Off-line Delivery via Print Material:	Title
Module Guide	Exploring English Grammar: Part I and Part II: <i>Course Guide & Course Support Materials</i>
FOUR MAIN TEACHING TEXTBOOKS (OU PUBLICATIONS)	<i>1. Grammar, context and meaning</i>
	<i>2. Construing the world: Ideational meaning making</i>
	<i>3. Managing communication flow: Textual meaning making</i>
	<i>4. Creating relationships: Interpersonal meaning-making</i>
APPLICATIONS BOOK	Grammar in Practice
CORPUS TOOL BOOKLET	
OFF-LINE DELIVERY VIA COMPUTER:	
CORPUS TOOL AND ASSOCIATED LANGUAGE ANALYSIS ACTIVITIES	