THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Bachelor of Education (Honours) (English Language)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme QF Level</td>
<td>5</td>
</tr>
<tr>
<td>Course Title</td>
<td>English Grammar for Teachers II</td>
</tr>
<tr>
<td>Course Code</td>
<td>ENG2250</td>
</tr>
<tr>
<td>Department</td>
<td>Department of Linguistics and Modern Language Studies (LML)</td>
</tr>
<tr>
<td>Credit Point</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>39</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Nil</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>English</td>
</tr>
<tr>
<td>Level</td>
<td>2</td>
</tr>
</tbody>
</table>

Part II

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. Course Synopsis

This course provides opportunities for students to develop their grammatical knowledge of the English language. Specific attention focuses on processes of sentence formation and complex sentence structures. The course attempts to analyze grammar from an integrated perspective, drawing insights from both formalist and functional approaches. Pedagogical implications link the concepts of syntax to real communicative events in the context of Hong Kong school classrooms.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO1 Demonstrate a sound understanding of the key concepts in standard English grammar based on up-to-date linguistic research;
CILO2 Analyse short texts to show how different meanings are conveyed through different grammatical choices;
CILO3 Use knowledge of English grammar to identify and provide feedback on learners’ written errors; and
CILO4 Evaluate and adapt textbook materials for innovative grammar teaching.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

CILLO1 Demonstrate the use of appropriate metalanguage to discuss English errors and a range of grammatical choices in text, as required in the Language Proficiency Assessment for Teachers.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs/ CILLOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
</table>
| ● Clause structure and processes of sentence formation in English:  
  ➢ Clause types and speech acts  
  ➢ Interrogation  
  ➢ Negation | CILO1, 2 & 3  
  CILLO1 | Readings, lectures, tutorials, exercises, class activities, group work and elearning. |
| ● Complex sentences– combining messages:  
  ➢ Coordination  
  ➢ Subordination  
  ➢ Relativisation  
  ➢ Ellipsis and substitution | CILO1, 2 & 3  
  CILLO1 | Readings, lectures, tutorials, exercises, class activities, group work and elearning. |
Information packaging in the clause, e.g. passive clauses and the system of voice, extraposition, existential clauses and cleft construction.  

| Pedagogical implications:  
| Teaching strategies which encourage a focus on form and meaning  
| Evaluating student texts, focusing on accuracy, and identifying and explaining grammatical errors in students' writing  
| Evaluating and adapting textbook materials for innovative grammar teaching |

5. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
<th>CILOs/ CILLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Online quiz on key grammatical concepts</td>
<td>25%</td>
<td>CILO₁</td>
</tr>
</tbody>
</table>
| b. Examination on  
| • grammatical analysis  
| • correcting and explaining errors  
| • textbook evaluation and teaching materials design | 30% | CILO₁, 2, 3 & 4 |
| N.B.: Students must pass the Examination in order to pass the course. | 20% | CILO₁ |
| c. Class participation | 10% | CILO₁, 2, 3 & 4 |

6. Required Text(s)


7. Recommended Readings

8. Related Web Resources

‘Language Proficiency Assessment for Teachers’: 

‘Error Types and Examples’: 
http://personal.cityu.edu.hk/~encrproj/error_types.htm

‘Grammar Teaching Resources for School Teachers’: 
http://corpus.eduhk.hk/grammar/

‘The Internet of English Grammar’ 
http://www.ucl.ac.uk/internet-grammar/
9. Related Journals

   English Today
   TESOL Quarterly
   Language and Education
   Linguistics and Education

10. Academic Honesty

    The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. Others

    Nil

22 January 2019