



**UNIVERSITY OF ZADAR**  
**UNIVERSITAS STUDIORUM IADERTINA**  
 Form 1.3.2. *Syllabus*

<b>Course</b>	<b>Introduction to syntax</b>					<b>Year</b>	2022/2023					
<b>Study programme</b>	English Studies					<b>ECTS</b>	<b>3</b>					
<b>Department</b>	Department of English Studies											
<b>Level of study programme</b>	<input checked="" type="checkbox"/> Undergraduate		<input type="checkbox"/> Graduate			<input type="checkbox"/> Integrated			<input type="checkbox"/> Postgraduate			
<b>Type of study programme</b>	<input type="checkbox"/> Single major <input checked="" type="checkbox"/> Double major		<input checked="" type="checkbox"/> University			<input type="checkbox"/> Professional			<input type="checkbox"/> Specialized			
<b>Year of study</b>	<input type="checkbox"/> 1.		<input checked="" type="checkbox"/> 2.			<input type="checkbox"/> 3.			<input type="checkbox"/> 4.		<input type="checkbox"/> 5.	
<b>Semester</b>	<input type="checkbox"/> Winter	<input type="checkbox"/> I.		<input type="checkbox"/> II.		<input type="checkbox"/> III.		<input checked="" type="checkbox"/> IV.		<input type="checkbox"/> V.		
	<input checked="" type="checkbox"/> Summer	<input type="checkbox"/> VI.		<input type="checkbox"/> VII.		<input type="checkbox"/> VIII.		<input type="checkbox"/> IX.		<input type="checkbox"/> X.		
<b>Status of the course</b>	<input checked="" type="checkbox"/> Compulsory		<input type="checkbox"/> Elective			<input type="checkbox"/> Elective course offered to students from other departments			<b>Teaching Competencies</b>		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
<b>Workload</b>	30	L	15	S	E	<b>Internet sources for e-learning</b>					<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
<b>Location and time of instruction</b>	Tuesday, 8-10 (lectures), and 10-12 (seminars), room 143					<b>Language(s) in which the course is taught</b>					English	
<b>Course start date</b>	28 February 2023					<b>Course end date</b>					6 June 2023	
<b>Enrolment requirements</b>	Enrolment in the 4 <sup>th</sup> semester undergraduate English Studies											
<b>Course coordinator</b>	Sanja Škifić, Ph.D., Associate Professor											
<b>E-mail</b>	sskific@unizd.hr					<b>Consultation hours</b>		Friday, 9-10 or by appointment via e-mail				
<b>Course instructor</b>	Sanja Škifić, Ph.D., Associate Professor											
<b>E-mail</b>	sskific@unizd.hr					<b>Consultation hours</b>		Friday, 9-10 or by appointment via e-mail				
<b>Assistant/Associate</b>												
<b>E-mail</b>						<b>Consultation hours</b>						
<b>Assistant/Associate</b>												
<b>E-mail</b>						<b>Consultation hours</b>						
<b>Mode of teaching</b>	<input checked="" type="checkbox"/> Lectures		<input checked="" type="checkbox"/> Seminars			<input type="checkbox"/> Exercises		<input type="checkbox"/> E-learning		<input type="checkbox"/> Field work		
	<input type="checkbox"/> Individual assignments		<input type="checkbox"/> Multimedia and network			<input type="checkbox"/> Laboratory		<input type="checkbox"/> Mentoring		<input type="checkbox"/> Other		
<b>Learning outcomes</b>	<p>By the end of the course the students will acquire basic knowledge in syntax, and will be able to be able to:</p> <ul style="list-style-type: none"> <li>-define basic syntactic concepts and interpret their relationship</li> <li>-analyze the relationship between the constituents of simple and complex sentences of the English language</li> <li>- analyze the function of the constituents of simple and complex sentences of the English language</li> <li>-apply the knowledge about the relationship between constituents of simple and complex sentences and their functions in syntactic descriptions and production of simple and complex sentences of the English language</li> </ul>											
<b>Learning outcomes at the Programme level</b>	<ul style="list-style-type: none"> <li>-recognize and describe relevant ideas and concepts</li> <li>-connect different approaches, perceptions, and knowledge through an interdisciplinary approach</li> <li>-recognize, explain, link and apply phonological, morphological and syntactic structures of the English language</li> </ul>											



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<b>Assessment criteria</b>	<input checked="" type="checkbox"/> Class attendance	<input type="checkbox"/> Preparation for class	<input type="checkbox"/> Homework	<input type="checkbox"/> Continuous evaluation	<input type="checkbox"/> Research
	<input type="checkbox"/> Practical work	<input type="checkbox"/> Experimental work	<input type="checkbox"/> Presentation	<input type="checkbox"/> Project	<input checked="" type="checkbox"/> Seminar
	<input checked="" type="checkbox"/> Test(s)	<input checked="" type="checkbox"/> Written exam	<input type="checkbox"/> Oral exam	<input type="checkbox"/> Other:	
<b>Conditions for permission to take the exam</b>	<p>Class attendance (70%) and accepted seminar paper.</p> <p>Accepted seminar paper is a prerequisite for obtaining the signature, but is not a component in the formation of the final grade. Students are required to write a seminar paper in the field of syntax, 2000-2500 words long. Seminar papers are written in pairs. Seminar topics are determined with the course instructor during office hours. Students should be consistent in using the APA citation style throughout the paper. The first version of the seminar paper should be sent by the beginning of 13th week of class the latest.</p>				
<b>Exam periods</b>	<input type="checkbox"/> Winter		<input checked="" type="checkbox"/> Summer	<input checked="" type="checkbox"/> Autumn	
<b>Exam dates</b>			1. 12 June 2023 2. 26 June 2023	1. 6 September 2023 2. 20 September 2023	
<b>Course description</b>	<p>The course offers a detailed overview of the structure and constituents of simple and complex sentences in the English language. Students are acquainted with basic syntactic structures of the English language, which are identified, interpreted and analyzed. Furthermore, students are acquainted with different theoretical frameworks by means of which these phenomena are analyzed, primarily within the traditional, transformational-generative and cognitive approaches. In that way, students develop critical thinking towards basic syntactic theoretical frameworks.</p>				
<b>Course content</b>	<p><b>Lectures:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the course</li> <li>2. Sentence structure</li> <li>3. Functions of sentence constituents</li> <li>4. Categories of sentence constituents. Types of phrases.</li> <li>5. Verb phrase. Verb categorization.</li> <li>6. Adverbials. Ellipsis.</li> <li>7. Mid-term test</li> <li>8. Verbs I: lexical and auxiliary verbs. Verbs II: negative sentences, questions, passive sentences</li> <li>9. Noun phrases. Modifiers in noun phrases.</li> <li>10. Complex sentences. Function of dependent clauses.</li> <li>11. Wh-clauses</li> <li>12. Relative clauses</li> <li>13. Non-finite clauses</li> <li>14. Contemporary approach to syntax</li> <li>15. End-term test</li> </ol> <p><b>Seminars</b> follow the topics covered in lectures.</p>				
<b>Required reading</b>	<p>1. Burton-Roberts, Noel. 2011. <i>Analysing Sentences: An Introduction to English Syntax</i>. Harlow: Longman.</p>				
<b>Additional reading</b>	<ol style="list-style-type: none"> <li>1. Huddleston, Rodney &amp; Geoffrey K. Pullum. 2005. <i>A Student's Introduction to English Grammar</i>. Cambridge: Cambridge University Press.</li> <li>2. Aarts, Bas. <i>English Syntax and Argumentation</i>. 2001. Basingstoke: Palgrave Macmillan.</li> <li>3. Carnie, Andrew. 2007. <i>Syntax: A Generative Introduction</i>. Oxford: Blackwell.</li> <li>4. Culicover, Peter W. &amp; Ray Jackendoff. 2005. <i>Simpler Syntax</i>. Oxford: Oxford University Press.</li> <li>5. Freiden, Robert. <i>Syntax. Basic Concepts and Applications</i>. 2012. Cambridge: Cambridge University Press.</li> <li>6. Goldberg, Adele. 2006. <i>Constructions at Work: The Nature of Generalization in Language</i>. Oxford: Oxford University Press.</li> <li>7. Huddleston, Rodney i Geoffrey K. Pullum. 2002. <i>The Cambridge Grammar of the English Language</i>. Cambridge: Cambridge University Press.</li> <li>8. Miller, Jim. 2002. <i>An Introduction to English Syntax</i>. Edinburgh: Edinburgh University Press.</li> <li>9. Radford, Andrew. 2004. <i>English Syntax. An Introduction</i>. Cambridge: Cambridge University Press.</li> <li>10. Tallerman, Maggie, 2005. <i>Understanding Syntax</i>. London: Hodder Arnold.</li> <li>11. Van Valin Jr., Robert. 2001. <i>An Introduction to Syntax</i>. Cambridge: Cambridge University Press.</li> </ol>				
<b>Internet sources</b>					
<b>Assessment criteria</b>	Final exam only				



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<b>of learning outcomes</b>	<input type="checkbox"/> Final written exam		<input type="checkbox"/> Final oral exam		<input type="checkbox"/> Final written and oral exam		<input type="checkbox"/> Practical work and final exam	
	<input type="checkbox"/> Only test/homework	<input type="checkbox"/> Test/homework and final exam	<input type="checkbox"/> Seminar paper	<input checked="" type="checkbox"/> Final exam/tests and seminar paper	<input type="checkbox"/> Practical work	<input type="checkbox"/> other forms		
<b>Calculation of final grade</b>	The final grade is formed on the basis of the mean value of the percentages obtained on the mid-term and end-term exams. If both are not positively evaluated, the student has to take the final exam. In that case, the final grade is formed on the basis of the results obtained on the final exam. If the student is not satisfied with the mean value from mid-term and end-term exams, he/she can take the final exam.							
<b>Grading scale</b>	0%-59%	% Failure (1)						
	60%-69%	% Satisfactory (2)						
	70%-79%	% Good (3)						
	80%-89%	% Very good (4)						
	90%-100%	% Excellent (5)						
<b>Course evaluation procedures</b>	<input checked="" type="checkbox"/> Student evaluations conducted by the University <input type="checkbox"/> Student evaluations conducted by the Department <input type="checkbox"/> Internal evaluation of teaching <input type="checkbox"/> Department meetings discussing quality of teaching and results of student evaluations <input type="checkbox"/> Other							
<b>Note /Other</b>	<p>In accordance with Art. 6 of the <i>Code of Ethics</i> of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”</p> <p>According to Art. 14 of the University of Zadar's <i>Code of Ethics</i>, students are expected to “fulfil their responsibilities responsibly and conscientiously. [...] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. [...]</p> <p>Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>- various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;</li> <li>- various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.”</li> </ul> <p>All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the <i>Rulebook on Disciplinary Responsibility of Students at the University of Zadar</i> will be applied.</p> <p>In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.</p> <p>This course uses the Merlin system for e-learning, so students are required to have an AAI account.</p> <p>Due to the epidemiological situation related to COVID-19, certain changes in the syllabus are possible.</p>							