



# Theoretical Basics of English Grammar

**Instructor:**

Associate professor

T. M. Burenko

Theoretical Basics of English Grammar is an elective lecture course for 4th year students. The aim of this course is to develop the students' understanding of English Morphology and Syntax. In this course students will learn about the morphologic and syntactic structure of modern Standard English grammar: word structure, phrase structure, clause structure, and sentence structure. This grammar course is primarily designed to allow students to gain a sufficient amount of knowledge of English Grammar and to provide students with the tools necessary for understanding language structure.

The students will be also asked to tackle the exercises based on the lectures so that they will have better understanding of theory of grammar with practical examples.

**\* *COURSE DESCRIPTION:***



# LEARNING OBJECTIVES:



*Understanding the structural characteristics of English: its word structure, and phrase and sentence patterns*



*Learning the terminology used to describe and analyze the structure and systems of English: e.g. noun, verb, subject, clause, phrase, etc.*

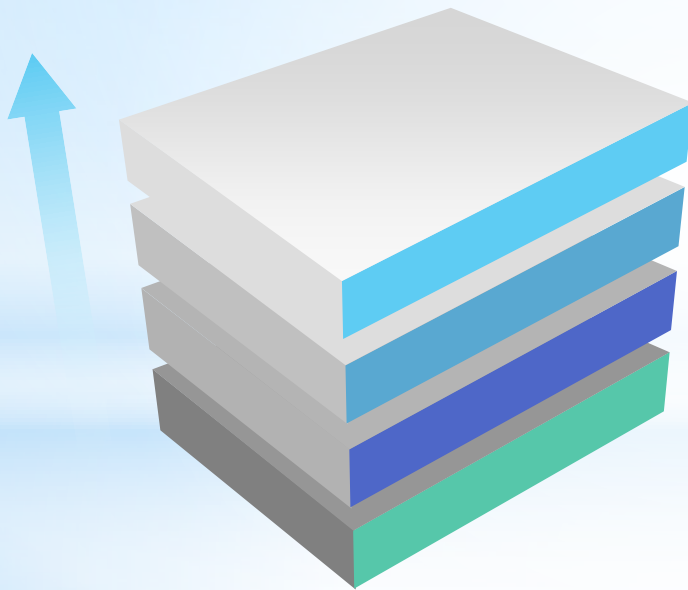


*Understanding basic principles of linguistic theory*

# \* **LEARNING OUTCOMES**

*Upon successful completion of this course students will be*

*able to :*



*enhance their understanding of English grammar*

*understand the basic theoretical framework of Generative Grammar*

*enhance their ability to write and speak crisply and effectively without grammatical mistakes*

*express their thoughts clearly and grammatically in English*



# STUDENT'S RESPONSIBILITIES

## **1) Take personal accountability**

*Students should always acknowledge that they are a part of a learning community.*

## **2) Be active participants**

*Students should come to the classes prepared to participate.*

## **3) Show Respect**

*Showing respect for self and others is one of the most important things a student can do to contribute to a quality learning environment and reducing disciplinary distractions. Simple actions such as waiting until recognized before speaking and raising a hand before speaking demonstrate self-respect and respect for others. Being attentive, listening and refraining from interrupting when others are talking also demonstrate a respect for others.*

## **4) Don't Be Late**

*Being tardy to class can cause a major disruption for all students in the class and negatively impact the academic progress of the student who is tardy. Additionally, information that was missed as a result of being tardy is not always completely conveyed in the catch-up period.*

# \* **INSTRUCTOR'S RESPONSIBILITIES:**

## **1) Create A Culture Of Caring**

*Effective classroom management is rooted in a culture of caring. Instructor sets the tone for the classroom. When students sense a teacher is committed to their success, they are more likely to conform to classroom guidelines and specific behavioral goals.*

## **2) Establish Rules**

*Instructor should begin the course with clear expectations of classroom behavior. If students are aware of what is and isn't acceptable, they are more likely to be positive contributors in the classroom.*

## **3) Assessment**

*Instructor should define and communicate learning expectations to students, assign reasonable assignments and homework, evaluate students' performances in an objective, fair and timely manner, record and report timely the results of assignments, mid- and final semester exams.*

**\*You are  
welcome!**

