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**California State University—Northridge**  
**English 302: Introduction to Modern Grammar**  
**Syllabus**

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**Textbook (required):**

*Minimum of English Grammar*. (University Readers, 2009) Galasso, Joseph  
[www.csun.edu/~galasso/contents.htm](http://www.csun.edu/~galasso/contents.htm) (link to Analyzing English Grammar, an on-line exercise portion of the text)

**Description:**

A basic course in grammar, traditional, structural, and transformational. Some applications of linguistics to the teaching of English and the language arts are suggested. This introductory grammar course is primarily designed (*i*) to allow students to gain a sufficient amount of *Explicit* Knowledge of English Grammar and (*ii*) to provide students with the tools necessary for understanding language structure. The course is divided into three basic levels of language as a whole: Sound (Phonology), Word (Morphology) and Sentence (Structure, Syntax and Transformations). The rationale for English 302 is to provide students with both theoretical and practical knowledge of English Grammar to meet the needs of teachers who plan to teach either English in Secondary school programs—including English as a Second Language (ESL) and/or the Language Arts in Elementary school programs.

This course satisfies requirements in the English Major (Credential Option) and the Liberal Studies Major. While the course will be especially useful to students preparing for a career in teaching, it is Not a course in Methodology.

**Course Objectives:**

- Understanding (Explicit knowledge) about the structural characteristics of English: its phonological sound system, 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.
- Understanding how to analyze new English data in the context of language use.

(JG)

**Assignments:**

- Readings (based on Lectures), Exercises
- Three In-class Exams (one after each of the lectures: bluebook) on relevant lecture topics
- One Paper (3,000 words max.) on an approved topic related in some way to given lecture material

**Method of Instruction:**

The three lectures are based on material taken from the book: this is accompanied with daily Reading Assignments and Exercises. Particular Exercises will be called on for collection and grading. Regular attendance is essential. Absences and late assignments must be discussed directly with the instructor.

**Grading:** All evaluated work is based on a five point scale:  
5 (=A, outstanding), 4 (A/B), 3 (B/C), 2 (C/D), 1(F, failed)

**Further Recommended Readings:**

(See also additional References overleaf in the Lecture Schedule)

Azar, B. (1989) *Understanding and Using English Grammar*. Second/third editions. Prentice Hall Regents.

\*(A good basic grammar book: useful in ESL settings).

Celce-Murcia, M. (Ed. 1991) *Teaching English as a Second or Foreign Language*. Heinle & Heinle

\*(Useful for teachers of ESL, CLAD: Covers Theory & Methods)

Crystal, D. (1995) *The Cambridge Encyclopedia of the English Language*. Cambridge Univ. Press

Galasso, J.(2002) Analyzing English Grammar Handbook: <http://www.csun.edu/~galasso>  
<Analyzing English Grammar, Engl 302>

Hurford, J. (1994) *Grammar: A student's guide*. Cambridge Univ. Press.

Noreen, R. (2000) Traditional Grammar Review. Ms. CSUN.  
<<http://www.vcsun.org/~rnoreen/302/docs/TGR-1.htm>>

Palmer, F. (1984) *Grammar*. Pelican Books.

\*(A classic text on the concepts of transformational Grammar: easy to read).

Radford, A. et al. (Ed.1999) *Linguistics: An Introduction*. Cambridge Univ. Press.

\*(A solid Intro. into Linguistics in plain English: good exercises, reader friendly).

Raimes, A. (1998) *Grammar Troublespots*. Cambridge Univ. Press.

(JG)

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**English 302 Lecture Schedule (revised, Spr. 2009)**  
**Joseph Galasso**

**Required Text:**

- Minimum of English Grammar* (Course-book). Galasso, J.  
(a) *Analyzing English Grammar: on-line exercise*  
[www.csun.edu/~galasso](http://www.csun.edu/~galasso)  
(b) *Class lecture notes*

**Lecture I:**

**Readings**

**Sounds:**

- Intro. Phonology and the English Sound System
- IPA (International Phonetic Alphabet)
- Phonological Rules and Assimilation

**Chapter 13**

**Words:**

- Word features
- Morphology
  - Lexical vs. Functional Categories
  - The ‘Sally Experiment’
- Structure vs. Form Class
- Categories and Features
- Noun/Verb Regular vs. Irregular Morphology
- Verb/Noun Inflectional & Derivational Forms
- Lexical Categories
- Functional Categories

**Chapters 2-3**

**§2.1**

**§3.2**

**§3.3**

**§3.4**

**§3.4.1**

**§3.4.2**

→ **Exam 1**

**Lecture II:**

**Phrase:**

- What is a Phrase?
  - A seven step guide to Phrases
  - Phrase Diagrams
- Nouns:
  - DP Phrases & Features
  - DP Functional Features
  - Case (Pronouns)
  - Person & Number
  - Reflexive Pronouns
- Verbs
  - Infinitive [Non-Finite] Verbs
  - Three Infinitive Verb Forms
  - Three Infinitive Verb Types
  - Main Verb [Finite] Phrases & Features
- Aux Grammars

**Chapters 5-6**

**§5.1**

**§5.2**

**§5.3**

**§5.4**

**§6**

→ **Exam 2**

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**Lecture III:**

**Sentence/Clause:**

- Sentence Structure
- Sentence Types
- Clauses
  - Small Clause
  - Non-Finite
  - Finite
  - Independent & Dependent Clause
  - Subordinate Conjunctions
  - Relative Pronouns
  - Relative Adverbs
  - Wh-words

**Chapter 4/Chapter 7**

§§4.1-4.4

§7.3.1

§7.2

- Movement & Constituency
  - Inflectional movement
  - Word-level movement
    - Wh-movement (Question)
    - Auxiliary movement (Question)
    - Phrase-level movement
    - DP-movement Dative Shift
    - Clause-level movement
    - Passive movement
    - Dangling Modifiers

**Chapter 8**

- A Note on Early Child Grammars

**Chapter 11**

→ **Exam 3**

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**Exams:**

- 3 Exams based on Lecture Material (Blue book) (t.85%)
- 1 Paper (3,000 word max.) on a selected lecture:  
examples/accounts in support of a chosen relevant topic (15%)