



The University of Jordan

Accreditation & Quality Assurance Center

COURSE Syllabus

1	Course title	Functional Grammar in English Language
2	Course number	0802745
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	
4	Prerequisites/corequisites	none
5	Program title	Methods of Teaching English Language
6	Program code	
7	Awarding institution	
8	Faculty	Faculty of Education Sciences
9	Department	Curriculum & Instruction
10	Level of course	Master
11	Year of study and semester (s)	2015
12	Final Qualification	Master
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Date of production/revision	15-6-2016

16. Course Coordinator:

Office numbers, office hours, phone numbers, and email addresses should be listed.

24477- alkhawaldeh@ju.edu

17. Other instructors:

Office numbers, office hours, phone numbers, and email addresses should be listed.

24477- alkhawaldeh@ju.edu

18. Course Description:

As stated in the approved study plan.

This course discusses the issues of learning and teaching English; functional directions in grammar instruction; grammar as a source for communication to serve meaning and not only a set of grammatical rules; language systems and the role of functional grammar in connected text, texts through curricula and models of analysis used in functional grammar such as: theme-rheme Analysis contextual configuration framework.

19. Course aims and outcomes:**A- Aims:**

By the end of the semester, students should be able to:

1. Gain better understanding of issues of functional grammar
2. Identify the main foundations of English language teaching grammar
3. Identify the new trends and issues in teaching and learning English language grammar
4. Be familiar with the methods of teaching functional grammar
5. Be familiar with the recent teaching methods with special focus on multimedia and its contribution to the improvement of teaching English functional grammar

B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to ...

Outcomes

By the end of the course. Students should demonstrate different types of outcome.

Academic outcomes

1. Knowledge of the nature of English functional grammar
2. Knowledge of the methods and approaches for English language grammar.

Analytical outcome

1. To analyze specific features that characterize successful English language functional grammar teaching methods and approaches
2. To evaluate the effectiveness of the teaching of English functional grammar

Transferable skills

To be able to transfer the theories and models gained through the course to the field of teaching and learning English functional grammar

20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
the theories of foreign language functional grammar	1 2 3		Knowledge of the nature of English functional grammar Knowledge of the methods and approaches for English functional grammar teaching.	Observations Short test	
the psychological	4				

l, social and cultural aspects of functional grammar					
Approaches to teaching functional grammar	6 7				
, reasons for learning a functional grammar and the phases of teaching functional grammar	8 9 10 11 12 13 14 15 Final exam		To analyze specific features that characterize successful teaching methods and approaches To evaluate the effectiveness of the methods and approaches of teaching functional grammar. To be able to transfer the theories and models gained through the course to the field of teaching and learning English	Observations and test Test and observations	

21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:

Lecturing
Presentations and discussions
Group work

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Using authentic assessment methods mainly observations and meetings with the students
Mid-term and final exam

23. Course Policies:

A- Attendance policies:

B- Absences from exams and handing in assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

24. Required equipment:

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25. References:

- Amy, B Bakker, D. 2005. Agreement: more arguments for the dynamic expression model. In C. de Groot and K. Hengeveld (eds.) *Morphosyntactic Expression in Functional Grammar*. Berlin and New York: Mouton de Gruyter, 1-40.
- Bakker, D. and A. Siewierska. 2004. Towards a speaker model of Functional Grammar. In J. L. Mackenzie and M. L. A. Gómez-González (eds.) *A New Architecture for Functional Grammar*. Berlin and New York: Mouton de Gruyter, 325-364.
- Butler, C. S. 2008a. Cognitive adequacy in structural-functional theories of language. *Language Sciences* 30, 1-30.
- Butler, C. S. 2008b. Interpersonal meaning in the noun phrase. In D. García Velasco and J. Rijkhoff (eds.) *The Noun Phrase in Functional Discourse Grammar*. Berlin and New York: Mouton de Gruyter, 221-261.
- Connolly, J. H. 2004. The question of discourse representation in Functional Discourse Grammar. In J. L. Mackenzie and M. L. A. Gómez-González (eds.) *A New Architecture for Functional Grammar*. Berlin and New York: Mouton de Gruyter, 89-116.
- Connolly, J. H. 2007. Mental context and the expression of terms within the English clause: an approach based on Functional Discourse Grammar. In M. Hannay and G. J. Steen (eds.) *Structural-Functional Studies in English Grammar*. Amsterdam and Philadelphia: John Benjamins, 193-208.
- Connolly, J. H. 2008. Context in Functional Discourse Grammar. *Alfa* 51(2), 11-33.
- Epicacan, C. (2013). Functional Grammar in the context of linguistic applications in Turkish language teaching. *Educational Research and reviews*, 8, (12), 806-814.
- Feng, Z. (2013) Functional Grammar and its implications for English teaching and learning, *English language teaching*, 6 (10), 86-94.
- Halliday's Introduction to Functional Grammar, 2nd and 4th edition
- Ning, G. (2008). Systemic Functional Grammar and its Pedagogical implications. *Sino-US English Teaching*, 5 (10), 44-47.

26. Additional information:

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----

Copy to:
Head of Department
Assistant Dean for Quality Assurance
Course File