



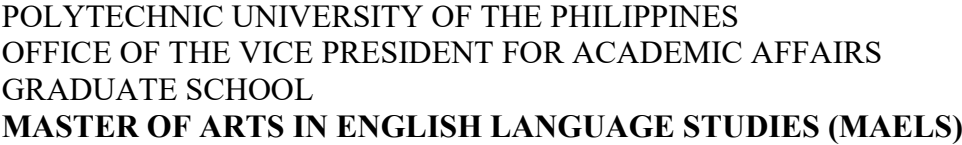
OUTCOMES-BASED COURSE SYLLABUS

COURSE INFORMATION				
COURSE CODE	ELS 603	COURSE TITLE	Syntactic Theories	COURSE CREDIT 3 Units
COURSE DESCRIPTION	This course examines major approaches to English syntax with a focus on how different syntactic theories conceptualize and explain clause and phrase structure in language use. It approaches syntactic theories as frameworks for describing and interpreting grammatical patterns in English, emphasizing theoretical insight in support of linguistic analysis. The course integrates theory-informed description with empirical analysis, emphasizing the application of syntactic concepts to authentic spoken and written data, including academic texts, learner language, and varieties of English. It also explores the interface between syntax and meaning, discourse, and genre, highlighting how syntactic choices contribute to communicative function and structural variation. By the end of the course, students will be prepared to use syntactic theories critically and selectively in graduate-level linguistic research and analysis.			
PRE-REQUISITES		None	CO-REQUISITES	None

VISION	To become a leading comprehensive Polytechnic University in Asia.
MISSION	Advance an inclusive, equitable, and globally relevant polytechnic education towards national development.
QUALITY POLICY STATEMENT	The Polytechnic University of the Philippines commits to provide inclusive and equitable quality education and promote lifelong learning opportunities for human advancement and social transformation through re-engineered polytechnic academic programs. Toward this end, we, the members of the PUP Community will vigorously and steadfastly endeavor to continuously improve the standard of university services to the satisfaction of our clients through the adoption and continuous review of our Quality Management System.
INSTITUTIONAL LEARNING OUTCOMES (ILO)	1. Critical and Creative Thinking. Graduates use their rational and reflective thinking as well as innovative abilities to life situations to push boundaries, realize possibilities, and deepen their interdisciplinary, multidisciplinary, and/or transdisciplinary understanding of the world. 2. Effective Communication. Graduates apply the four macro skills in communication (reading, writing, listening, and speaking), through conventional and digital means, and can use these skills in solving problems, making decisions, and articulating thoughts when engaging with people in various circumstances. 3. Strong Service Orientation. Graduates exemplify strong commitment to service excellence for the people, the clientele, industry and other sectors.



	4. Adept and Responsible Use or Development of Technology. Graduates demonstrate optimized and responsible use of state-of-the-art technologies of their profession. They possess digital learning abilities, including technical, numerical, and/or technopreneurial skills. 5. Passion for Lifelong Learning. Graduates perform and function in society by taking responsibility in their quest for further improvement through lifelong learning. 6. Leadership and Organizational Skills. Graduates assume leadership roles and become leading professionals in their respective disciplines by equipping them with appropriate organizational skills. 7. Personal and Professional Ethics. Graduates’ manifest integrity and adherence to moral and ethical principles in their personal and professional circumstances. 8. Resilience and Agility. Graduates demonstrate flexibility and the growth mindset to adapt and thrive in the volatile, uncertain, complex and ambiguous (VUCA) environment. 9. National and Global Responsiveness. Graduates exhibit a deep sense of nationalism as it complements the need to live as part of the global community where diversity is respected. They promote and fulfill various advocacies for human and social development.
COLLEGE GOALS	PUP Graduate School has the following goals to attain: 1. Quality Instruction. • To provide quality instruction responsive to global needs and expectations. 2. Wider Accessibility. • To democratize access to graduate education to all qualified Filipinos and foreigners. 3. Research Excellence. • To foster a culture of research excellence in graduate education. 4. Resilient Industry-Academe Partnerships. • To develop and establish mutually beneficial partnerships with relevant industry sectors. 5. Stakeholder Empowerment. • To intensify capacity-building programs among stakeholders 6. Strong Commitment to Community Service. • To provide adequate programs for the improvement of quality of life and to encourage acts of volunteerism to serve the needs of the marginalized sectors.



	7. Efficient Resource Generation. - To vigorously pursue efforts of increasing resources to sustain key programs of graduate education. 8. Responsive Extension Services. - To share expertise with those who are in need most and ensure the same as a source of empowerment. 9. Quality and Extensive Production. - To publish/produce quality instructional materials, modules, technical packages, and interactive multimedia software. - To produce innovations, inventions, research and development outputs. 10. Effective Local and International Linkages. - To establish, expand and strengthen opportunities for local and international linkages.
PROGRAM LEARNING OUTCOMES (PLOs)	The Master of Arts in English Language Studies program has the following Program Learning Outcomes: - Demonstrate comprehensive knowledge of both foundational and emerging theories in English Language Studies by: - engaging in critical reading, analysis, and inquiry across a wide range of texts; and employing creative approaches in assessing, interpreting, and solving language-related problems. - employing creative approaches in assessing, interpreting, and solving language-related problems. - Apply disciplinary knowledge to conduct research and implement community development programs that address linguistic and sociocultural issues.



	3. Exhibit the ability to work and learn independently and foster these same skills among learners and professionals within and beyond the discipline.	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																											
PERFORMANCE INDICATORS (PI)	Thee following are the Performance Indicators: 1. Critically analyzes and synthesizes linguistic and discourse theories to interpret complex language phenomena. 2. Designs innovative and theory-based solutions to address language-related academic or professional issues. 3. Formulates and conducts research projects using appropriate linguistic frameworks and methodologies. 4. Translates research findings into sustainable community or institutional language programs and interventions. 5. Demonstrates self-directed and collaborative learning in research, teaching, or professional practice.	<table><tr><th colspan="3">ALIGNMENT TO PLOs</th></tr><tr><th>1</th><th>2</th><th>3</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	ALIGNMENT TO PLOs			1	2	3																					
ALIGNMENT TO PLOs																													
1	2	3																											



POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
GRADUATE SCHOOL
MASTER OF ARTS IN ENGLISH LANGUAGE STUDIES (MAELS)

	6. Mentors or facilitates knowledge sharing among learners and professionals in academic or community contexts.			
COURSE LEARNING OUTCOMES (CLO)	The following are the Course Learning Outcomes of Syntactic Theories: 1. Explain major approaches to English syntax and how different syntactic theories conceptualize clause and phrase structure in language use. 2. Analyze grammatical patterns in English using theory-informed syntactic frameworks applied to authentic spoken and written data. 3. Examine the interface between syntax and meaning, discourse, and genre, accounting for how syntactic choices contribute to communicative function and structural variation. 4. Produce a graduate-level analytical paper that applies one or more syntactic theories to the systematic analysis of empirical language data.	ALIGNMENT TO PLOs		
		1	2	3

OUTCOMES-BASED TEACHING AND LEARNING (OBTL) PLAN								
Week	Desired Learning Outcomes (DLO)	Alignment to CLOs	Learning Content / Topic	Instructional Delivery Design			Library Resources	Assessment Task
				Face-to-Face	Flexible Learning and Teaching Activities (FLTAs)			
					Synchronous	Asynchronous		
1	Explain what syntactic theories explain and what counts as syntactic evidence	CLO1, CLO2	Thinking syntactically: description vs analysis vs explanation; syntax	Theory-as-lens micro-lecture; evidence vs intuition workshop	Guided discussion on syntactic evidence	Reading orientation; example identification	Huddleston & Pullum (2002); Carnie (2013)	—



POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
GRADUATE SCHOOL
MASTER OF ARTS IN ENGLISH LANGUAGE STUDIES (MAELS)

			vs semantics/pragmatics					
2	Justify structural claims using diagnostics	CLO1, CLO2	Constituency, alternations, distribution; limits of diagnostics	Diagnostics workshop; counterexample analysis	Diagnostics modelling	Practice with counterexamples	Carnie (2013); Radford (2009)	Syntax Lab 1 due (Syntactic evidence & diagnostics)
3	Define syntactic domains and structural relations	CLO1, CLO2	Clause and phrase structure; complements vs adjuncts	Structural profiling workshop	Tree-to-claim walkthrough	Dataset expansion task	Huddleston & Pullum (2002); Adger (2003)	—
4	Apply descriptive generative syntax as an explanatory framework	CLO1, CLO2	Basic generative syntax; argument positions; structural reasoning	Tree-to-claim alignment clinic	Proposal clarification session	Proposal drafting	Adger (2003); Radford (2009)	Syntax Lab 2 due (Phenomenon delimitation & data discipline); Project Proposal (Gate 1)
5	Identify argument structure patterns and alternations	CLO1, CLO2	Valency; argument realization; alternations	Complement inventory workshop	Coding reconciliation	Codebook drafting	Huddleston & Pullum (2002); Goldberg (1995)	—
6	Articulate structural constraints and edge cases	CLO1, CLO2, CLO3	Voice, passives, non-canonical patterns	Constraint identification workshop; reliability check	Inter-coder calibration	Constraint refinement	Huddleston & Pullum (2002); Levin & Rappaport Hovav (2005)	Syntax Lab 3 due (Structural patterning & constraints)
7	—	—	RESEARCH BREAK 1	No class	—	Dataset consolidation; codebook finalization	—	—
8	Analyze syntax–meaning interface phenomena	CLO1, CLO2, CLO3	Functional syntax; transitivity; clause roles	Functional clause analysis workshop	Transitivity coding clinic	Functional layer annotation	Halliday & Matthiessen (2014); Thompson (2014)	—



POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
GRADUATE SCHOOL
MASTER OF ARTS IN ENGLISH LANGUAGE STUDIES (MAELS)

9	Explain information structure syntactically	CLO1, CLO2, CLO3	Theme–rheme; mood; modality	Information-structure mapping workshop	Interface review	Genre-conditioned analysis	Lambrecht (1994); Halliday & Matthiessen (2014)	—
10	Explain grammatical patterns as form–meaning pairings	CLO1, CLO2	Construction Grammar; argument structure constructions	Construction identification lab	Guided comparison discussion	Reflection on alternative lenses	Goldberg (1995); Croft (2001)	—
11	—	—	RESEARCH BREAK 2	No class	—	Full analysis; claims drafting	—	—
12	Construct evidence chains from data to claims	CLO3, CLO4	Claims, warrants, counterexamples	Writing clinic: evidence → claim	Results-table review	Draft Results/Analysis sections	Exemplar articles (<i>English Language and Linguistics</i> ; <i>Journal of English Linguistics</i>)	Draft Results/Analysis sections due (group, formative feedback)
13	Evaluate explanatory adequacy and limits	CLO2, CLO3	Theory limits; controlled comparison	Whole-class synthesis forum	Domain consultations	Full internal paper draft	Selected empirical syntax studies	Full internal paper draft due (group; includes appendices as applicable)
14	Revise analytically and respond to feedback	CLO3, CLO4	Peer review; revision strategies	Peer-review workshop	Revision planning	Draft revision	Syntax writing exemplars	
15			RESEARCH BREAK 3	No class	—	Finalizing the draft manuscript for submission		—
16-18	Synthesize findings and articulate theory use	CLO1–CLO4	Research symposium; theory reflection	Group research presentations	Presentation feedback	Final paper submission	Core reference texts	1. Final Research Article (Manuscript) due 2. Group Research Process Portfolio due (proposal + dataset + codebook + memos)



								3. Oral Research Presentation PPT
--	--	--	--	--	--	--	--	-----------------------------------

LIST OF REFERENCES

Core References (Theoretical Foundations)

- Adger, D. (2003). *Core syntax: A minimalist approach*. Oxford University Press.
- Goldberg, A. E. (1995). *Constructions: A construction grammar approach to argument structure*. University of Chicago Press.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar* (4th ed.). Routledge.
- Huddleston, R., & Pullum, G. K. (2002). *The Cambridge grammar of the English language*. Cambridge University Press. <https://doi.org/10.1017/9781316423530>
- Lambrecht, K. (1994). *Information structure and sentence form: Topic, focus, and the mental representations of discourse referents*. Cambridge University Press.
- Radford, A. (2009). *Analysing English sentences: A minimalist approach*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511801617>

Supplementary and Methodological References

- Bybee, J. (2010). *Language, usage and cognition*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511750526>
- Carnie, A. (2021). *Syntax: A generative introduction* (4th ed.). Wiley-Blackwell.
- Egbert, J., Larsson, T., & Biber, D. (2020). *Doing corpus linguistics with a corpus*. Cambridge University Press. <https://doi.org/10.1017/9781108888790>
- Levin, B., & Rappaport Hovav, M. (2005). *Argument realization*. Cambridge University Press.
- Thompson, G. (2013). *Introducing functional grammar* (3rd ed.). Routledge.

Applied Illustrative Studies

- Gonzales, W. D. W. (2024). When to (not) split the infinitive: factors governing patterns of syntactic variation in Twitter-style Philippine English. *English Language and Linguistics*, 28(2), 305–339. <https://doi.org/10.1017/S1360674323000631>
- Hundt, M. (2024). The *be*- and *get*-passive alternation in World Englishes. *World Englishes*. Advance online publication. <https://doi.org/10.1111/weng.12633>
- Hundt, M., Röthlisberger, M., & Seoane, E. (2021). Predicting voice alternation across academic Englishes. *Corpus Linguistics and Linguistic Theory*, 17(1), 189–222. <https://doi.org/10.1515/cllt-2017-0050>

Optional Reading

- Chen, Q. (2019). Theme–rheme structure in Chinese doctoral students' research writing: From the first draft to the published paper. *Journal of English for Academic Purposes*, 37, 154–167. <https://doi.org/10.1016/j.jeap.2018.12.004>

CLASSROOM POLICIES

Face-to-Face Delivery	Flexible Teaching and Learning Activities (FLTAs)
Aside from what is prescribed in the student handbook, the following are the professor's additional house rules:	Students' Responsibilities. Students are expected to:



- 1.** No make-up quizzes shall be given for missed quizzes, regardless of circumstances, unless extremely meritorious, to be determined on a case-to-case basis, upon the sole discretion of the course facilitator. Per College Policy, students who failed to take their midterm and/or final examination(s) on the scheduled date(s) may be given make-up examinations. The lesson coverage of said make-up examinations shall be the same as that of the regularly scheduled examination, but the make-up examination questions are designed to be more difficult and challenging. All make-up examinations must be taken no later than the prescribed deadline specified by the College.
- 2.** All assignments, projects and other requirements must be submitted on the specified date provided by the course facilitator. Late submission of course requirements shall merit a corresponding deduction in points. The course facilitator reserves the right to determine the acceptability of reason(s) presented by the student.
- 3.** Examination must be written in white intermediate pad and don't write at the back. Portion at the back of the examination paper is provided for dirty solutions.
- 4.** Student should seek permission from the professor before going out of the classroom.

Observe classroom cleanliness and orderliness. Make sure that the classroom is clean every start and end of the class.

- a.** Take time to read and watch provided class learning materials,
- b.** Fulfill class requirements such as posting on discussion boards and submit group presentations.
- c.** Check the status of their submissions and inform the instructor if they are having problems submitting the requirements. The instructor may not be able to remind all students about their missing/unsubmitted requirements. If at the end of the course students still have missing requirements, the instructor will compute for the final grade without those submissions (they will be graded with 0) and submit the grade. If the final grade is equivalent to an "5," an "INC" grade will be submitted. The student must contact the instructor to make arrangements in completing the course, ASAP.
- d.** Confer with classmates or the instructor about the discussions during the synchronous sessions that they missed if unable to attend the live sessions. Recordings will be provided but may not be available immediately.
- e.** Inform the instructor of concerns that may prevent them from fully participating in the class. This includes withdrawal from the course, long term illnesses, personal matters, and others. Teachers will not be able to help you if you don't tell them of these concerns.
- f.** Attendance. We recognize that students have varying access levels to technology and connectivity, which is why for the most part, the course is conducted asynchronously. During synchronous sessions, there will be no checking of attendance. However, everyone is encouraged to participant in these sessions. A recording and/or transcript of synchronous classes



	will be made available for students who are unable to attend a synchronous session. g. Late Submissions. Deadlines will be set for the submission of course requirements. This allows the instructor sufficient time to review them. It also helps students pace their work. If you experience problems submitting your work on time, please contact the instructor ahead of time. All requirements must be completed to pass the course. Late submissions will not merit deductions but may not receive timely feedback. h. Cheating and Plagiarism. Any work submitted by a student in this course for academic credit will be the student’s own work. Any form of academic dishonesty will be fully dealt with according to the stipulations of the PUP Student Handbook. i. Participation. Participation during discussions greatly encouraged, and students should feel free to ask questions when an idea or lesson is unclear or confusing especially during synchronous sessions. j. Announcements. Class announcements will be communicated through the class president. Other communication shall always be coursed through university-issued (i.e., official) email accounts. Students must use their PUP student accounts.												
COURSE REQUIREMENT(S) WITH CLO LINKS	GRADING SYSTEM												
Student performance in <i>Syntactic Theories</i> will be evaluated through the following requirements, which integrate theoretical understanding, empirical syntactic analysis, and scholarly communication. Each requirement is directly aligned with the Course Learning Outcomes (CLOs).	<table><tr><th>Component</th><th>Weight</th></tr><tr><td>1. Syntax Labs</td><td>15%</td></tr><tr><td>2. Major Examination (Midterm/Finals)</td><td>10%</td></tr><tr><td>3. Group Research Process Portfolio</td><td>30%</td></tr><tr><td>4. Final Research Paper</td><td>40%</td></tr><tr><td>5. Final Oral Presentation</td><td>5%</td></tr></table>	Component	Weight	1. Syntax Labs	15%	2. Major Examination (Midterm/Finals)	10%	3. Group Research Process Portfolio	30%	4. Final Research Paper	40%	5. Final Oral Presentation	5%
Component	Weight												
1. Syntax Labs	15%												
2. Major Examination (Midterm/Finals)	10%												
3. Group Research Process Portfolio	30%												
4. Final Research Paper	40%												
5. Final Oral Presentation	5%												
<table><tr><th>Course Requirement</th><th>Description</th><th>Mode</th><th>Aligned CLOs</th></tr></table>	Course Requirement	Description	Mode	Aligned CLOs									
Course Requirement	Description	Mode	Aligned CLOs										



POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
GRADUATE SCHOOL
MASTER OF ARTS IN ENGLISH LANGUAGE STUDIES (MAELS)

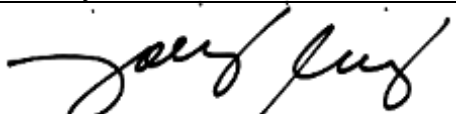
1. Syntax Labs	Three individual, theory-neutral analytical tasks designed to develop students' <i>syntactic thinking</i> . Across the labs, students (a) justify syntactic structure using diagnostics and evidence, (b) delimit and operationalize a grammatical phenomenon with disciplined data selection, and (c) identify structural patterns, constraints, and edge cases that require theoretical explanation.	Individual	CLOs 1, 2, 3	<table><tr><td>Total</td><td>100%</td></tr></table>	Total	100%
Total	100%					
2. Major Examination	A theory-application examination requiring students to analyze and justify syntactic patterns using unseen or guided data. The exam assesses conceptual understanding of major syntactic theories, diagnostic reasoning, and the ability to articulate theory-guided explanations under controlled conditions.	Individual	CLOs 1, 2			
3. Group Research Process Portfolio	A structured, collaborative research portfolio documenting the <i>process</i> of syntactic inquiry. Components include a research proposal, dataset construction and documentation, operational definitions, a codebook, reliability or consistency checks, and analytic memos. This requirement assesses disciplined research practice and readiness for theory-guided analysis.	Group	CLOs 2, 3			
4. Final Research Article (Manuscript)	One co-authored empirical research article per group (approximately 6,000–8,000 words) providing a theory-guided syntactic account of a clearly delimited phenomenon within a single syntactic domain. Required sections include Introduction, Theoretical Framework, Data and Methodology, Analysis and Results, Discussion (including limits of the account), and Conclusion.	Group	CLOs 2, 3, 4			
5. Oral Research Presentation	A conference-style presentation (15–20 minutes) of the final research article, with clearly assigned speaking roles and a structured question-and-answer segment. Students articulate their theoretical framework, analytic decisions, key findings, and the explanatory limits of their account.	Group	CLOs 3, 4			



POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
GRADUATE SCHOOL
MASTER OF ARTS IN ENGLISH LANGUAGE STUDIES (MAELS)

Grade Mark	Percentage / Equivalence	Description
1.00	97 - 100	Excellent
1.25	94 - 96	Excellent
1.50	91 - 93	Very Good
1.75	88 - 90	Very Good
2.00	85 - 87	Passing
5.00	84-Below	Failure
INC		Incomplete
W		Withdrawn

CLASS INFORMATION	FACULTY INFORMATION
Section: MAELS 1-1	Name of Faculty: JOHN PHILIP CAINOY
Time:	Consultation Time:
Room:	Office Telephone No. / Mobile Phone No.:
Semester: TERM 2	Institutional Email: JPDCAINOY@PUP.EDU.PH

Prepared by:	Reviewed and checked by:	Recommending Approval:	Approved by:
 Dr. JOHN PHILIP D. CAINOY 09 Feb 2026	Dr. Marissa L. Mayrena Chairperson/Date	Dr. Elmer G. De Jose Dean/Date	Dr. Emanuel C. De Guzman Vice President for Academic Affairs/Date

Form No. _____
Revision No. _____
Date of Approval _____
Semester _____
Academic Year _____