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Grammar and Logic

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INTRODUCTION

❖ The overall structure of academic writing must be logically organized with correct grammar ; it means the writer should provide his writing with narrative links between sentences and paragraphs with the appropriate grammar. In academic writing, logic and grammar are a must in order to make a well performed and organized work.

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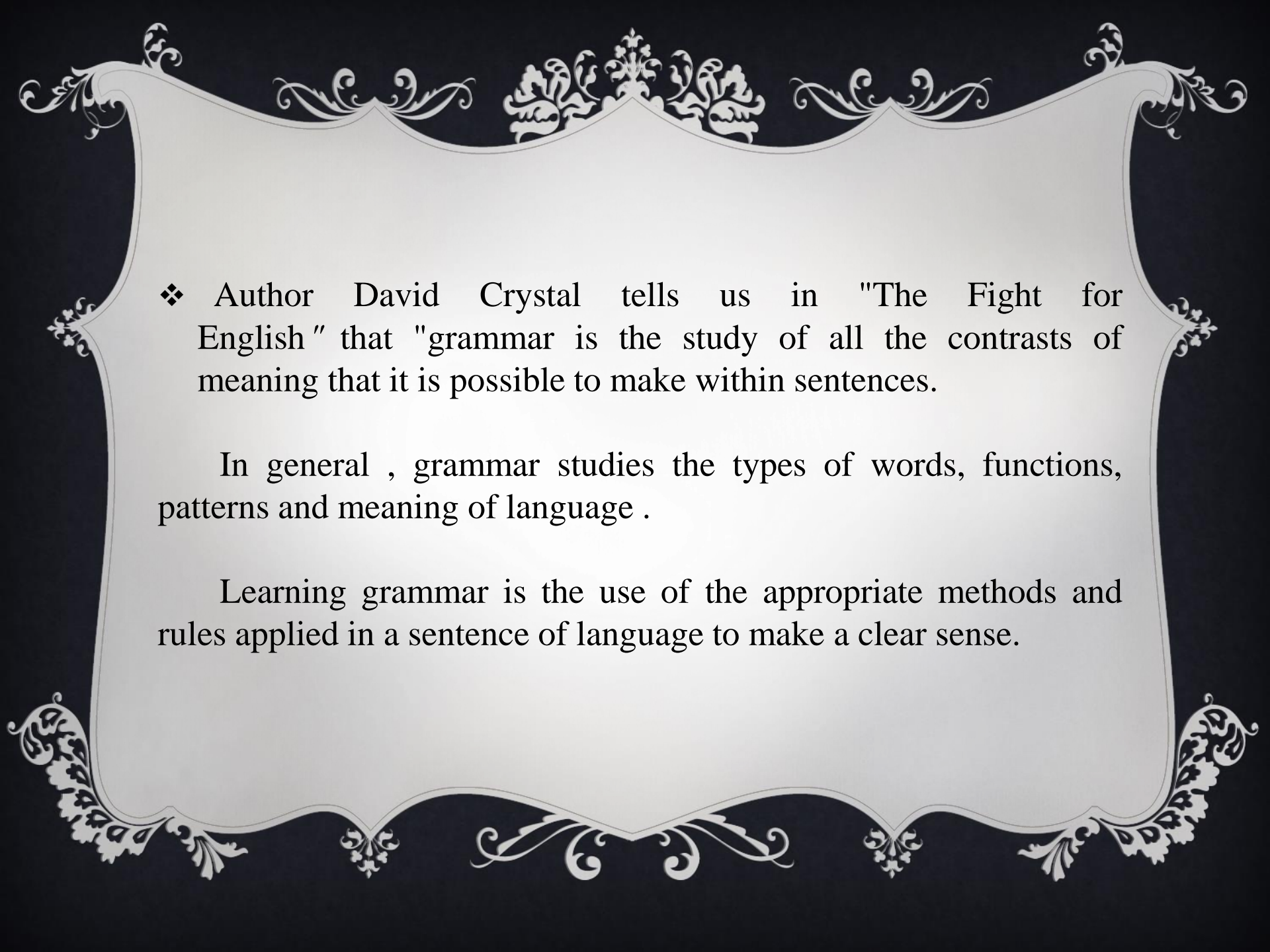
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Chapter One : Grammar

What is Grammar ?

- ❖ Harmer (2001,p.12) explains grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language.
- ❖ (Lado ,1977, p.141) as the study of rules that are claimed to tell the student what should and should not say in order to speak language of the social educated class .

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- ❖ Author David Crystal tells us in "The Fight for English" that "grammar is the study of all the contrasts of meaning that it is possible to make within sentences.

In general , grammar studies the types of words, functions, patterns and meaning of language .

Learning grammar is the use of the appropriate methods and rules applied in a sentence of language to make a clear sense.

What are the Types of Grammar ?

**Mental
Grammar**

**Prescriptive
Grammar**

**Performance
Grammar**

**Comparative
Grammar**

Mental grammar

- The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand is mental grammar
- “All humans are born with the capacity for constructing a Mental Grammar, given linguistic experience; this capacity for language is called the Language Faculty” (Chomsky, 1965)

Prescriptive Grammar


- Refers to the structure of a language as certain people think it should be used.
- Both descriptive and prescriptive types are concerned with rules but in different ways . linguists in descriptive grammar study the rules that underlie our use of words and sentences
- On the other hand, linguists in prescriptive grammar set rules about what they believe to be the correct or incorrect use of language.

Performance Grammar

- A description of the syntax of English as it is actually used by speakers in dialogues .
- In his edition of « perspectives in school learning » Lorin Edison said that performance grammar centers attention on the production of language .

Comparative Grammar

- The analysis and comparison of the grammatical structures of related languages is known as comparative grammar .
- Modern work in comparative grammar is concerned with a faculty of language that provides an explanatory basis for how a human being can acquire a first language .

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- Case grammar.
 - Cognitive grammar.
 - Construction grammar.
 - Generative grammar.
 - Lexical-functional grammar (LFG)
 - Descriptive Grammar .
 - Theoretical grammar.
 - Transformational grammar.



Chapter Two : Logic

What is logic ?

- ❑ Logic derived from the Greek word « LOGOS » which means logic and reason .
- ❑ The father of logic Aristotle, defined it as « new and necessary reasoning » . ‘new’ because it allows us to learn what we do not know, and ‘necessary’ because its conclusions are inescapable.
- ❑ Aristotle called Logic the « ORGANON »
- ❑ Logic is a tool to develop reasonable conclusions based on a given set of data.
- ❑ Logic is free of emotions and deals very specifically with information in its purest form.

What are the Types of Logic ?

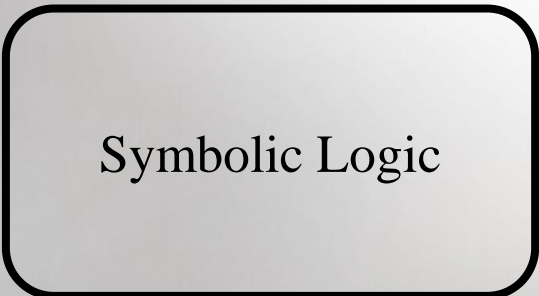
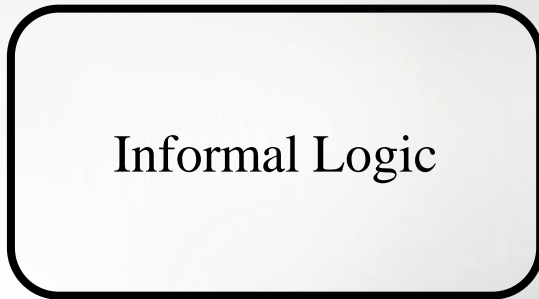
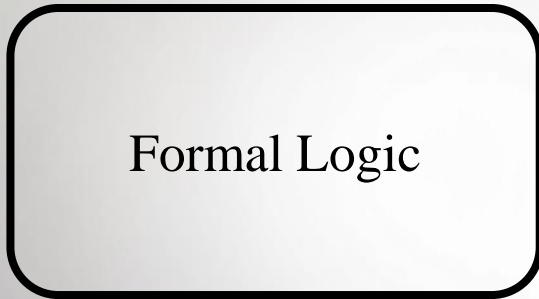
Formal Logic

Informal Logic

Symbolic Logic

Deductive
reasoning

Inductive
reasoning



1-Formal Logic

- **Formal logic** is what we think of as **traditional logic** or **philosophical logic**, namely the study of **inference** with purely formal and explicit content such as the rules of formal logic that have come from **Aristotle**.

2- Symbolic logic

- **Symbolic Logic**: is the study of **symbolic abstractions** that capture the formal features of logical inference. It deals with the **relations of symbols** to each other, often using complex **mathematical calculus**, in an attempt to solve **difficult problems** traditional formal logic is not able to address.

3- Informal Logic

- Informal logic: is a **recent** discipline which studies **natural language** arguments, and attempts to develop a logic to assess, analyze and improve **ordinary language**.
- Informal logic consists of two types of reasoning: deductive and inductive.

✓ Deductive Reasoning :

- Deductive reasoning: was developed by **Aristotle, Thales, Pythagoras** and other Greek philosophers of the Classical Period. According to [California State University](#) Deductive reasoning, or deduction, starts out with a general statement, or hypothesis, and examines the possibilities to reach a specific, logical conclusion.
- In deduction , the conclusion is accepted as the logical result of the permises .

✓ Examples of deductive reasoning :

- *All humans are mortal.*
- *Aristotle is human.*
- *Aristotle is mortal.*

Another example of **deduction** is:

- *All apples are fruit.*
- *All fruits grow on trees.*
- *Therefore all apples grow on trees.*

✓ Inductive reasoning

- According to [Utah State University](#). Inductive reasoning makes broad generalizations from specific observations. Basically, there is data, then conclusions are drawn from the data. This is called inductive logic .
- In Inductive reasoning, the conclusion is formed from individual premises which may support it but does not make it true .
- Here's an example :
« Harold is a grandfather » « Harold is bald »
Therefore « All grandfathers are bald »

✓ Examples of inductive reasoning

❑ **strong induction** (an argument in which the truth of the premise would make the truth of the conclusion **probable** but not **definite**) is:

○ *All observed crows are black.*

Therefore:

○ *All crows are black.*

❑ **weak induction** (an argument in which the **link** between the premise and the conclusion is weak, and the conclusion is not even probable) is:

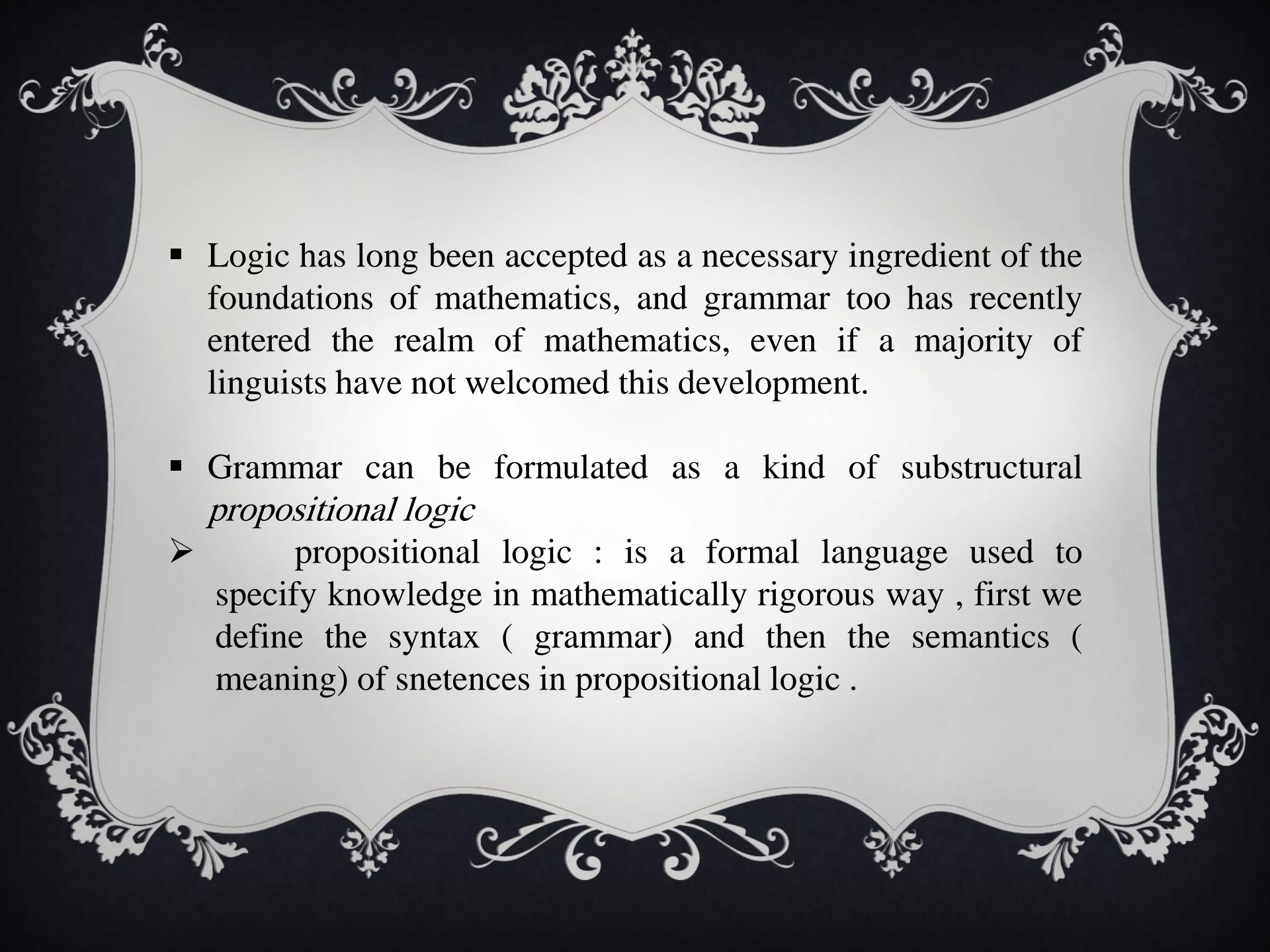
○ *All brown dogs in the park today are small .*

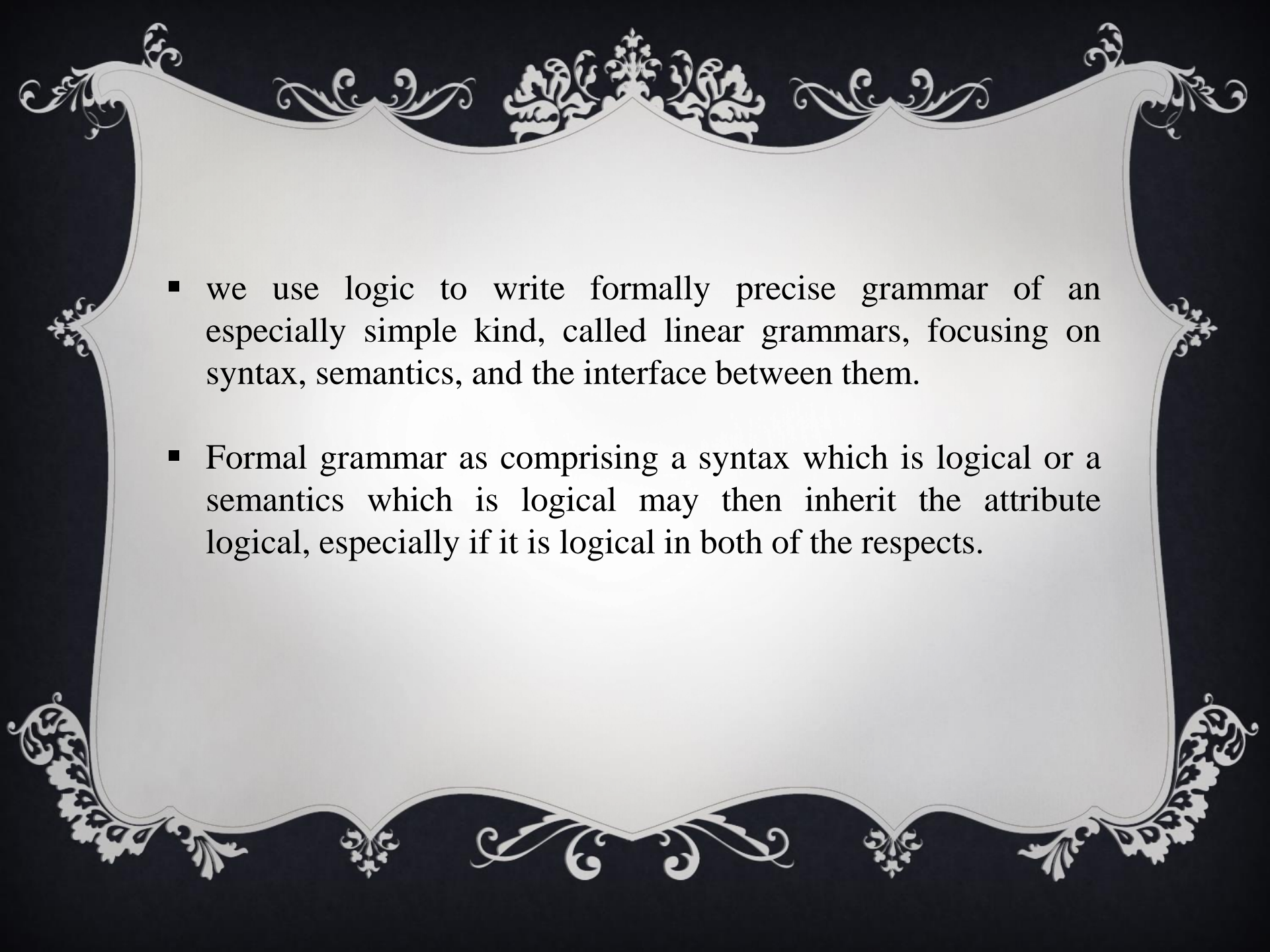
Therefore:

○ *All small dogs are brown .*



Chapter Three : Grammar and Logic .

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- Logic has long been accepted as a necessary ingredient of the foundations of mathematics, and grammar too has recently entered the realm of mathematics, even if a majority of linguists have not welcomed this development.
 - Grammar can be formulated as a kind of substructural *propositional logic*
 - propositional logic : is a formal language used to specify knowledge in mathematically rigorous way , first we define the syntax (grammar) and then the semantics (meaning) of snetences in propositional logic .

- 
- we use logic to write formally precise grammar of an especially simple kind, called linear grammars, focusing on syntax, semantics, and the interface between them.
 - Formal grammar as comprising a syntax which is logical or a semantics which is logical may then inherit the attribute logical, especially if it is logical in both of the respects.

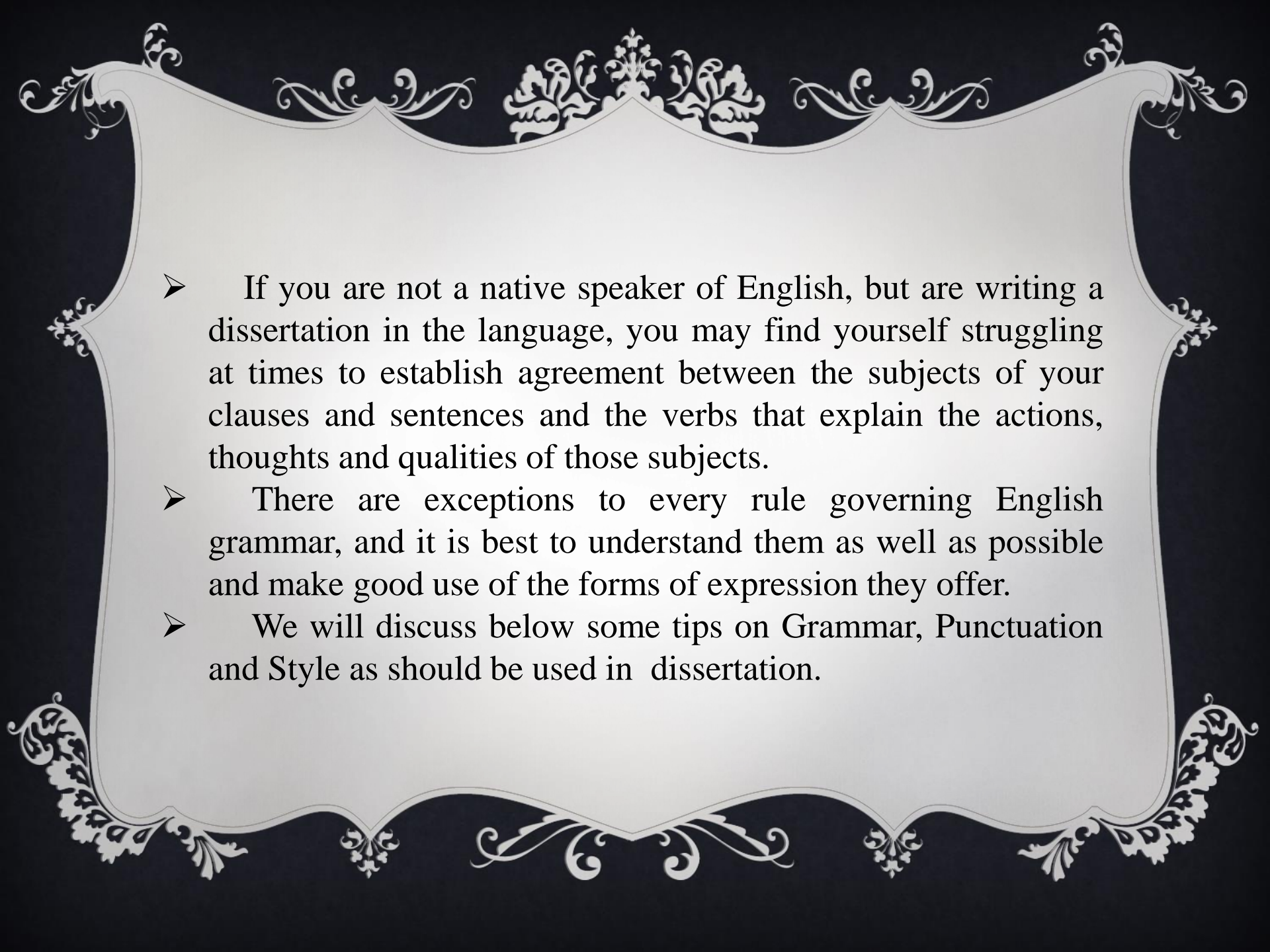


Chapter Four :
Grammar in Dissertation



Does Good Grammar Really Matter in a Dissertation?

Yes it does, the rules of grammar determine how words should be used and combined in order to communicate procedures, results and ideas accurately. It is important to keep in mind that facial expressions, voice intonation, physical context and a host of other signifiers present when a speaker stands before a listener are not available when a reader encounters a text. This means that both the main points and any subtleties intended by an author must be expressed in his or her written language, which can prove a significant challenge.

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- If you are not a native speaker of English, but are writing a dissertation in the language, you may find yourself struggling at times to establish agreement between the subjects of your clauses and sentences and the verbs that explain the actions, thoughts and qualities of those subjects.
 - There are exceptions to every rule governing English grammar, and it is best to understand them as well as possible and make good use of the forms of expression they offer.
 - We will discuss below some tips on Grammar, Punctuation and Style as should be used in dissertation.

Tips on Grammar, Punctuation and Style

1

Always identify abbreviations before you use them, unless you feel reasonably confident that the average intelligent reader would be able to identify the acronym—like when the acronym is more commonly used than the words it stands for. (It would be odd to write out all the words for ESP, NATO, CEO, or AIDS.) Keep in mind the audience for the particular essay you're writing, though; readers who are specialists in a particular discipline may not want or need to have terms spelled out for them.

A decorative border with intricate scrollwork and floral patterns surrounds the text. The border is white and set against a dark background. It features a central floral motif at the top and bottom, with elegant curves and flourishes extending to the corners and sides.

2

Try to avoid split infinitives. This is no longer a hard and fast rule, and occasionally keeping an infinitive together in a sentence can introduce more awkwardness than the split, but usually the split is ungraceful. (Imagine: To be or to not be.)

3

Make sure all your referents are clear. When you say "This theory" or "that point" or, simply, "it," is it clear which theory or point you're referring to? When you use "he" or "she" or "these critics," will your reader have to pause to figure out who all these people are?

4

† There's more to say about *this*. We often throw in a "this" when we're not entirely sure exactly what we want to draw our readers' attention to, especially when we're making a complex argument with many different elements. Sometimes vagueness in our language can be a symptom of muddled thinking. So ask yourself, what does this "this" refer to? What words would I replace it with? If you're not easily able to answer, you need to go back and work out your ideas in that section. (Readers will never understand what you mean when you don't know yourself. When you notice vague referents, or other apparently minor problems, take the opportunity to ask yourself if there might be any larger problem lurking beneath your surface error.)

5

Never use "that" when you're referring to a person

"The first man that walked on the moon." "The author that she was referring to." These are people, not objects—it's insulting to call them "that." Use who or whom: "The first man who walked on the moon." "The author to whom she was referring." Are you using "that" because you're shaky on the who/whom thing? See below. (And while you're at it, consider whether you're twisting your sentences around to avoid any other grammatical points you're uncertain of. If so, take control! Liberate yourself! Learn the rules once and for all so you can write freely, instead of skulking around trying not to break the rules—or breaking them without realizing it. Try starting a text file in which you list the rules you tend to forget, and keep it open when you write.

6

Who is what doing what to whom? That's the question you need to ask yourself if you're uncertain which word to use. The one that does the action (the subject) is *who*. The one that gets something done to it (the object) is *whom*.

7

Avoid passive voice. It tends to sap energy and power from your prose. It's usually better to say "**Einstein's theory**" than "**the theory that was formulated by Einstein.**"

8

Italics and underlines. You can use one or the other but never both. They mean the same thing—underlining used to be a copy-editing mark to tell printers to set certain words in italic type. Underlining italics meant the editor wanted the words taken out of italics. So underlining your already- italicized phrase is, in effect, like using a double negative.

9

Be sure all of your sentences have parallel construction.

This sentence doesn't have it: "Re- reading my first draft, I notice it's trite, repetitive, and with no thesis." This sentence does: "**Re- reading my first draft, I notice that it's trite and repetitive, and that it has no thesis.**" Or you could say: "**Re-reading my first draft, I notice it's trite, repetitive, and lacking in a thesis.**" In the two examples with parallel construction, you could take out any of the words in the list and still have the sentence make sense.



10

10

Present tense:

Use present tense to express general truths, facts or conclusions supported by research results that are unlikely to change—in other words, something that is believed to be always true. It means using present tense to express findings that continue to be true.

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**Thank you for your
attention!**