

City University of Hong Kong

Course Syllabus

**offered by Department of Linguistics and Translation
with effect from Semester A 2019/20**

Part I Course Overview

Course Title: Topics in Syntax

Course Code: LT4241

Course Duration: One Semester

Credit Units: 3

Level: B4

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) LT3209 Syntax

Precursors:
(Course Code and Title) LT3211 Semantics and LT3214 Phonology

Equivalent Courses:
(Course Code and Title) CTL4241 Topics in Syntax

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course serves as an introduction to the formal syntactic analysis in the Generative Grammar tradition, in particular the framework which has been well-established since the Government and Binding era. Our goal is to explore a theoretical model that can explain and capture the complexity of natural language syntax in a general, uniform and elegant manner. Concepts to be discussed include categories and features, constituent structure, structural relations, the X-bar theory, thematic relations, argument structure, binding, raising and control, head movement and phrasal movement, among others. The linguistic data will mainly come from English, but the theory to be developed is applicable to every other human language.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Gain a solid understanding of various formal and functional properties of English syntax.		✓	✓	✓
2.	Develop critical thinking on the formal analyses of syntactic phenomena.		✓	✓	✓
3.	Obtain a general grasp of the current issues in the academic research of syntax.		✓	✓	✓
4.	Practically incorporate the knowledge in a particular theory into linguistically relevant activities.		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
1	Lectures: Lectures will cover a broad range of topics in syntax. Specific topics for each class meeting will be properly designed and arranged by the course leader, based on the organization of the textbook. Lectures will be supplemented with handouts.	✓	✓	✓	✓	2 hours
2	Tutorials: Practice in analyzing data is provided through in-class exercises to familiarize students with theoretical concepts taught in lectures.	✓	✓	✓	✓	1 hour
3	Assignments (2 times): Students will learn to analyze linguistic data and, in the process, master underlying concepts and theory by putting them to use. Problem sets will be given for students to discuss theoretical and practical consequences and to develop argumentation skills.	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
Assignments (2 times) These are datasets and questions for students to develop analytical and argumentation skills.	✓	✓	✓	✓	30%	
Midterm exam A midterm exam will be given to evaluate students' understanding of the concepts discussed	✓	✓		✓	35%	
Final paper This is a short research paper that involves observations and analyses on natural language syntax.	✓	✓	✓	✓	35%	
Examination: 0%						
* The weightings should add up to 100%.					100%	

5. Assessment Rubrics

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignments	Demonstrate the ability to analyse and critically appreciate fundamental issues in syntactic theory.	Demonstrate excellent ability to analyse and critically appreciate fundamental issues in syntactic theory.	Demonstrate good ability to analyse and critically appreciate fundamental issues in syntactic theory.	Demonstrate adequate ability to analyse and critically appreciate fundamental issues in syntactic theory.	Demonstrate little, insufficient ability to analyse and critically appreciate fundamental issues in syntactic theory.	Demonstrate virtually no ability to analyse and critically appreciate fundamental issues in syntactic theory.
2. Midterm exam	Demonstrate understanding of the fundamental concepts and analytical tools in syntactic theory.	Demonstrate excellent understanding of the fundamental concepts and analytical tools in syntactic theory.	Demonstrate good understanding of the fundamental concepts and analytical tools in syntactic theory.	Demonstrate adequate understanding of the fundamental concepts and analytical tools in syntactic theory.	Demonstrate little understanding of the fundamental concepts and analytical tools in syntactic theory.	Demonstrate virtually no understanding of the fundamental concepts and analytical tools in syntactic theory.
4. Final paper	Demonstrate ability in academic writing and in analysing the chosen topic in syntax.	Demonstrate excellent ability in academic writing and in analysing the chosen topic in syntax.	Demonstrate good ability in academic writing and in analysing the chosen topic in syntax.	Demonstrate adequate ability in academic writing and in analysing the chosen topic in syntax.	Demonstrate little ability in academic writing and in analysing the chosen topic in syntax.	Demonstrate virtually no ability in academic writing and in analysing the chosen topic in syntax.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

phrase structure, parts of speech, syntactic category, empty category, thematic structure, verb class, thematic relation, control, raising, head movement, phrasal movement, binding, c-command

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Carnie, Andrew. 2007. <i>Syntax: A generative introduction</i> , 2nd Edition. Malden: Blackwell.
2.	Lecture handouts

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Chao, Yuen-Ren. 1968. <i>A Grammar of spoken Chinese</i> . Berkeley, CA: University of California Press.
2.	Haegeman, Liliane. 1994. <i>Introduction to Government and Binding Theory</i> . Oxford: Blackwell.
3.	Huang, James C.-T., Audrey Y.-H. Li, and Yafei Li. 2009. <i>The Syntax of Chinese</i> . Cambridge: Cambridge University Press.
4.	Huang, C.-T. James, Y.-H. Audrey Li, and Andrew Simpson (eds). 2014. <i>The Handbook of Chinese Linguistics</i> . Wiley-Blackwell.
5.	Li, Charles N. and Sandra Thompson. 1981. <i>Mandarin Chinese: A functional reference grammar</i> . Berkeley, CA: University of California Press.
6.	Radford, Andrew. 2004. <i>English syntax: An introduction</i> . Cambridge University Press.
7.	Sportiche, Dominique, Hilda Koopman, and Edward Stabler. 2014. <i>An introduction to syntactic analysis and theory</i> . Hoboken: John Wiley & Sons Inc.
8.	Sun, Chaofen. <i>Chinese: A Linguistic Introduction</i> . Cambridge: Cambridge University Press.