

City University of Hong Kong

Information on a Course
offered by Department of Linguistics and Translation
with effect from Semester A in 2015 / 2016

Part I

Course Title: Grammar of Chinese

Course Code: LT5454

Course Duration: One semester

Credit Units: 3

Level: P5

Medium of Instruction: English supplemented with Putonghua

Medium of Assessment: English supplemented with Chinese

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses:

CTL5404 Chinese Linguistics Structure/CAH5404 Chinese Linguistics Structure

Part II

Course Aims

This course aims to help students analyse words, phrases and sentences in Modern Chinese in a logical and systematic way, and familiarize the morphological, syntactic and semantic properties of Modern Chinese. Focus will also be on topics that are currently discussed in the literature and unique to Modern Chinese. Upon completing this course, students should be able to apply the knowledge of Chinese grammar and the analytic skills they acquire in the course to conduct linguistic analyses on their own.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	recognize the lexical and functional categories of Modern Chinese structures;	
2.	describe the argument structure of Modern Chinese and the linguistic differences between Chinese compounds and phrases;	
3.	identify the verb phrases in Modern Chinese, and the constituents involved in relevant constructions;	
4.	identify and explain linguistic properties and features that are unique to Modern Chinese; and	
5.	identify special constructions in Modern Chinese and do relevant basic analyses.	

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
1-5	Lecture and Class Activities: Learning through teaching is mainly based on lectures. Theoretical foundations and concepts related to the above learning outcomes are laid in the lecture.	
1-5	Tutorials Discussion and exercises are provided to familiarize students with the theoretical concepts acquired in the lecture and to use these concepts to generate new ideas. Tutorial groups are formed to serve two objectives. (1) Work on exercises to help students apply the concepts acquired in the lecture into actual analysis; and (2) conduct discussion on special topics covered in some of the recommended readings.	
1-5	Independent learning: Recommended readings, including journal papers and articles, on topics in Chinese linguistics, particularly on those related to special constructions in Modern Chinese.	
1-5	Take-home assignments Take-home assignments will be given to students as part of the course assessment. Students will be asked to conduct basic morpho-syntactic and semantic analyses on sentences included in the assignments.	

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
1-5	Assignments: Students are required to complete three short assignments during the semester, constituting 20%, 25% and 25% of the course assessment, respectively.	70%	
1-5	Semester-end quiz: A closed-book quiz will be conducted in the last lecture (Week 13). The quiz will be given to evaluate how well students have achieved the above CILOs and what they have learnt in the lectures and the tutorials.	30%	

Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading is based on student performance in the assessment tasks/activities.

Final details will be provided to students in their first week of attendance in this course.

Letter Grade	Grading criteria in relation to assessment activities
A+ A A-	Excellent ability to demonstrate in the following tasks. Tutorial participation on in-class exercises: Excellent ability to analyze; strong evidence of original thinking in formulating hypotheses; superior grasp of theoretical concepts related to the topics under discussion; zealous participation Take-home assignment(s)/semester-end-quiz: Evidence of excellent knowledge in relevant topics; strong evidence of logical thinking, analyses with original thinking.
B+ B B-	Good ability to demonstrate in the following tasks. Tutorial participation on in-class exercises: Evidence of critical and analytical ability; evidence of ability to formulate hypotheses; good grasp of theoretical concepts related to the topics under discussion; active participation Take-home assignment(s)/semester-end-quiz: Evidence of adequate knowledge in relevant topics; good and logical analyses.
C+ C C-	Adequate ability to demonstrate in the following tasks. Tutorial participation on in-class exercises: Evidence of satisfactory grasp of theoretical concepts related to the topics under discussion; satisfactory participation Take-home assignment(s)/semester-end-quiz: Evidence of the ability to understand the relevant topics; satisfactory analyses.
D	Barely adequate ability to demonstrate in the following tasks. Tutorial participation on in-class exercises: Ability to follow the theoretical concepts related to the topics under discussion in spite of some difficulty; satisfactory participation Take home assignment(s)/end-of-term assignment: Ability to apply knowledge in the assignments in spite of difficulty; analyses with inaccuracy.
F	Tutorial participation on in-class exercises: Little or no evidence of familiarity with the theoretical concepts related to the topics under discussion; insufficient participation Take-home assignment(s)/semester-end-quiz: Very limited knowledge of the topics in question; totally incorrect analyses.

Part III

Keyword Syllabus

Chinese morphemes and words, words and phrases, lexical categories, verbs and nouns, adjectives and prepositions, functional categories, argument structures, Chinese resultative compounds, adjuncts, complements and verb phrases, double objects and the structure of verb phrase, aspectual phrases and modals, passives, the *ba* construction, topic constructions, questions, nominal expressions, anaphora.

Recommended Reading

Note:

- **Items in the following list are indicative and tentative.** Details will be provided to students in Week 1 of the course.

Text(s)

Carnie, Andrew. (2007) *Syntax: A generative introduction*. 2nd edition. Oxford: Wiley-Blackwell.

Huang, James C. –T., Audrey Y. –H. Li and Yafei Li. (2009) *The Syntax of Chinese*. Cambridge: Cambridge University Press.

Heim, Irene and Angelika Kratzer. (1998) *Semantics in Generative Grammar*. Oxford: Blackwell.

Li, Charles N. and Sandra A. Thompson. (1981) *Mandarin Chinese: a functional reference grammar*. Berkeley: University of California Press.

Li, Charles N. (ed.) (1976) *Subject and Topic*. New York: Academic Press.

Saeed, John I. (2009) *Semantics*. 3rd edition. Oxford: Wiley-Blackwell.

Zhu, Dexi. (1982) *Yufa jiangyi [Lecture notes on grammar]*. Beijing: The Commercial Press.

Online Resources