

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of Linguistics & Translation
with effect from Semester A 2015 / 2016**

Part I Course Overview

Course Title:	<u>Advanced Topics in Syntax</u>
Course Code:	<u>LT6423</u>
Course Duration:	<u>One semester</u>
Credit Units:	<u>3</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>LT5402 Syntax and Morphology or special approval by the Programme Leader</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>LT8423 Topics in Syntax</u>

Part II Course Details

1. Abstract

This is a seminar type course. It aims to develop students' ability through case study, particularly in the following respects: (i) acquisition of in-depth knowledge of current issues in syntax, (ii) critical review of relevant literature, (iii) formulation and verification of hypotheses/theories, and (iv) academic argumentation.

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.	Describe and discuss current issues in syntax		✓		
2.	Critically review relevant literature			✓	
3.	formulate hypotheses/theories				✓
4.	Verify the hypotheses				✓
		100%			

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			
Lectures and discussions		✓						
Take home assignments and reading			✓					
Analyse given data and formulate hypotheses through in-class assignments				✓				
Critical review and verification of existing hypotheses					✓			

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: <u>100</u> %								
Class participation <ul style="list-style-type: none"> Students are expected to participate actively in class. 	✓						10%	
Take home assignments and reading <ul style="list-style-type: none"> 2 take home assignments: 1st assignment (10%); 2nd assignment (10%) 		✓					20%	
Analyse given data and formulate hypotheses through in-class assignments			✓				10%	
Review paper or research paper <ul style="list-style-type: none"> Students are expected to write a research paper or a critical review of a chosen topic. 				✓			60%	
Examination: <u>0</u> % (duration: _____, if applicable)							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Tutorial participation on in-class assignments/exercises	critical and analytical ability; original thinking in formulating hypothesis; grasp of theoretical concepts; and degree of participation.	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.	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.	Evidence of satisfactory grasp of theoretical concepts related to the topics under discussion; satisfactory participation.	Ability to follow the theoretical concepts related to the topics under discussion in spite of some difficulty; satisfactory participation.	Little or no evidence of familiarity with the theoretical concepts related to the topics under discussion; insufficient participation.
2. Take home assignment(s)	Degree of knowledge in relevant topics; evidence of logical thinking; and analyses with original thinking.	Evidence of excellent knowledge in relevant topics; strong evidence of logical thinking. analyses with original thinking.	Evidence of adequate knowledge in relevant topics; good and logical analyses.	Evidence of the ability to understand the relevant topics; satisfactory analyses.	Ability to apply knowledge in the assignments in spite of difficulty; analyses with inaccuracy.	Very limited knowledge of the topics in question; totally incorrect analyses.
3. Review paper or research paper	Degree of knowledge in relevant topics; and evidence of logical thinking.	Evidence of excellent knowledge in relevant topics; strong evidence of logical thinking.	Evidence of adequate knowledge in relevant topics; evidence of logical thinking.	Evidence of basic knowledge in relevant topics.	Ability to apply basic knowledge in writing a review paper or research paper on a chosen topic.	Demonstrate very limited ability in applying basic knowledge to write a review paper or research paper on a chosen topic.
...						

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.)

Topics will vary according to the interests and specialization of the instructor. The domain of study will be based on a relevant, coherent body of published literature which has played or is currently playing a role in the development of theories in syntax. The seminar will typically consist of an introduction to and critical review of the literature, comparison and evaluation of alternative hypotheses and theories, and data analysis.

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.	Babby, Leonard H. (2009) <i>The Syntax of Argument Structure</i> , Cambridge University Press.
2.	Carnie, Andrew. (2002) <i>Syntax: A Generative Introduction</i> . Blackwell Publishing, Everaert and van Riemsdijk, ed., (2006) <i>The Blackwell Companion to Syntax</i> . Blackwell.

2.2 Additional Readings

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

1.	Freidin, R. and Howard Lasnik, ed., (2006) <i>Syntax: Critical Concepts in Linguistics</i> . Routledge
2.	Freidin, R. (1992) <i>Foundations of Generative Syntax</i> . The MIT Press.
3.	Haegeman, L. (1994) <i>Introduction to Government and Binding Theory</i> . 2nd edition, Blackwell.
4.	Haegeman, Liliane and Jacqueline Gueron (1999) <i>English Grammar: A Generative Perspective</i> . Blackwell Publishing.
5.	Huang, James C.-T., Audrey Li, and Yafei Li (2009) <i>The Syntax of Chinese</i> . Cambridge University Press.
6.	Online resources