

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2022/2023**

Part I Course Overview

Course Title:	Advanced Topics in Linguistics Research
Course Code:	LT8806
Course Duration:	One semester
Credit Units:	3 credit units
Level:	R8
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to develop students' research ability in terms of the following aspects: (i) acquisition of in-depth knowledge of different areas of linguistics; (ii) critical review of relevant literature, and (iii) academic argumentation. At the end of the course, students will be able to formulate a preliminary hypothesis with application of linguistic data in a specific research area.

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.	Discuss current research issues in different areas of linguistics		✓	✓	
2.	Critically review relevant studies in different areas of linguistics		✓	✓	
3.	Evaluate relevant theories and hypothesis in selected areas of linguistics		✓	✓	✓
4.	Formulate a preliminary hypothesis with application of linguistic data in a selected research area		✓	✓	✓
* If weighting is assigned to CILOs, they should add up to 100%.		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			
Weekly reading assignments	Relevant book chapters and journal articles on linguistics research will be assigned to students.	✓	✓	✓	✓			
Lectures	Theoretical concepts, hypotheses and framework in different areas of linguistics are taught.	✓	✓	✓	✓			

Class discussion and assignments	Class discussion and assignments on the weekly reading assignments on linguistics research will be designed. Students will be required to complete the assignments after discussion.	✓	✓	✓	✓			
Written assignment	Written assignment will require linguistic data analysis, theory/hypothesis evaluation and hypothesis formulation.	✓	✓	✓	✓			

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 discussion and assignments	✓	✓	✓	✓			30%	
One written assignment: The assignment will require data analysis, research finding evaluation and hypothesis formulation	✓	✓	✓	✓			30%	
Semester-end test (2 hours) Linguistic concepts, theories, and frameworks will be covered in the test. The test will require students to demonstrate their analytical and evaluative abilities in answering questions relating to linguistics research.	✓	✓	✓	✓			40%	
Examination: <u> </u> % (duration: <u> </u> , if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class discussion and assignments	Participation in discussion	Strong evidence of active participation	Good evidence of active participation	Marginal evidence of active participation	Not even reaching marginal levels in all categories.
	Accuracy of answers given to questions; depth and breadth of discussion	Strong evidence to support accuracy, depth and breadth of the given answers.	Good evidence to support accuracy, depth and breadth of the given answers.	Marginal evidence to support accuracy, depth and breadth of the given questions.	
2. Written assignment	Data analysis	Excellent analysis	Good analysis	Marginally acceptable analysis	Not even reaching marginal levels in all categories.
	Evaluation of theories and hypotheses	Excellent evaluation of theories and hypothesis	Good evaluation of theories and hypothesis	Marginally acceptable evaluation of theories and hypothesis	
	Formulation of a linguistic hypothesis	Excellent formulation of a linguistic hypothesis	Good formulation of a linguistic hypothesis	Marginally acceptable formulation of a linguistic hypothesis	
	Clarity of written presentation	Excellent presentation	Good presentation	Marginally acceptable presentation	
3. Semester-end test	Knowledge of linguistic concepts, theories and frameworks	Excellent mastery of such knowledge	Good mastery of such knowledge	Marginally acceptable mastery of such knowledge	Not even reaching marginal levels in all categories.
	Analytical ability	Excellent analytical performance	Good analytical performance	Marginally acceptable analytical performance	
	Problem-solving skills	Excellent performance in the application of theoretical frameworks in problem-solving.	Good performance in the application of theoretical frameworks in problem-solving	Marginally acceptable performance in the application of theoretical frameworks in problem-solving.	

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class discussion and assignments	Participation in discussion	Strong evidence of active participation	Good evidence of active participation	Moderate evidence of active participation	Little evidence of active participation	Not even reaching marginal levels in all categories.
	Accuracy of answers given to questions; depth and breadth of discussion	Strong evidence to support accuracy, depth and breadth of the given answers.	Good evidence to support accuracy, depth and breadth of the given answers.	Moderate evidence to support accuracy, depth and breadth of the given answers.	Little evidence to support accuracy, depth and breadth of the given questions.	
2. Written assignment	Data analysis	Excellent analysis	Good analysis	Adequate analysis	Marginally acceptable analysis	Not even reaching marginal levels in all categories.
	Evaluation of theories and hypotheses	Excellent evaluation of theories and hypothesis	Good evaluation of theories and hypothesis	Adequate evaluation of theories and hypothesis	Marginally acceptable evaluation of theories and hypothesis	
	Formulation of a linguistic hypothesis	Excellent formulation of a linguistic hypothesis	Good formulation of a linguistic hypothesis	Adequate formulation of a linguistic hypothesis	Marginally acceptable formulation of a linguistic hypothesis	
	Clarity of written presentation	Excellent presentation	Good presentation	Adequate presentation	Marginally acceptable presentation	

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3. Semester-end test	<p>Knowledge of linguistic concepts, theories and frameworks</p> <p>Analytical ability</p> <p>Problem-solving skills</p>	<p>Excellent mastery of such knowledge</p> <p>Excellent analytical performance</p> <p>Excellent performance in the application of theoretical frameworks in problem-solving.</p>	<p>Good mastery of such knowledge</p> <p>Good analytical performance</p> <p>Good performance in the application of theoretical frameworks in problem-solving</p>	<p>Adequate mastery of such knowledge</p> <p>Adequate analytical performance</p> <p>Adequate performance in the application of theoretical frameworks in problem-solving</p>	<p>Marginally acceptable mastery of such knowledge</p> <p>Marginally acceptable analytical performance</p> <p>Marginally acceptable performance in the application of theoretical frameworks in problem-solving.</p>	<p>Not even reaching marginal levels in all categories.</p>

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.)

Teaching topics to be covered will vary from year to year depending on the availability of expertise in the Department and students' major research areas. The research areas will be selected from general linguistics, pedagogical linguistics, corpus linguistics, computational linguistics, sociolinguistics, text linguistics, or empirical linguistics etc.

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.)

The reading list will vary with the topics to be covered. Weekly reading assignments will be given by lecturers.

2.2 Additional Readings

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

1	Biber, D. & Reppen, R.(eds.) (2015) <i>The Cambridge Handbook of Corpus Linguistics</i> . Cambridge: Cambridge University Press.
2	Halliday, M.A.K. & Webster, J.J. (2014) <i>Text Linguistics: The How and Why of Meaning</i> . London: Equinox.
3	Hoffmann, T. & Trousdale, G. (2013) <i>The Oxford Handbook of Construction Grammar</i> . Oxford: Oxford University Press.
4	Huang, C. T. J., Li, Y. H. A & Simpson, A. (eds.) (2014) <i>The Handbook of Chinese Linguistics</i> . Hoboken: Wiley-Blackwell.
5	Jurafsky, D. and Martin, J. (2009) <i>Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition</i> . (2 nd edition) Upper Saddle River, N.J. : Pearson Prentice Hall.
6	Gaskell, G. (ed.) (2009) <i>The Oxford Handbook of Psycholinguistics</i> . Oxford: Oxford University Press.
7	Wang, W. & Sun, C.F. (eds) (2015) <i>The Oxford Handbook of Chinese Linguistics</i> . Oxford: Oxford University Press.
8	Wodak,R., Johnstone, B., & Kerswill, P. (eds) (2011) <i>The SAGE Handbook of Sociolinguistics</i> . London: SAGE.
9	Young-Scholten, H. (ed.) <i>The Cambridge Handbook of Second Language Acquisition</i> . Cambridge: Cambridge University Press.
	Journals: Brain and Language Computational Linguistics Journal of Phonetics Journal of Sociolinguistics Linguistic Inquiry Lingua Language Learning Modern Language Journal Second Language Research Semantics World Languages etc.