

LT5510: CONTRASTIVE STUDIES OF CHINESE AND ENGLISH GRAMMAR

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Contrastive Studies of Chinese and English Grammar

Subject Code

LT - Linguistics and Translation

Course Number

5510

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL5510 Contrastive Studies of Chinese and English Grammar

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enable students to compare and contrast the differences between Chinese and English with respect to morphology syntax and semantics. Chinese is evidently different from English, but their differences are not totally arbitrary, but fall under some limited bounds. This course shows how their grammatical properties can be accounted for in a principled way by general linguistic theory. After attending course lectures, the students will not only have an adequate understanding of the grammars of Chinese and English but can also see the limit to variations.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Compare and contrast the differences between the morphological, syntactic and semantic structures of Chinese and English.	40	x	x	
2	Discuss and apply the concepts and techniques of argumentation acquired in class to new data.	40	x	x	x
3	Apply the analytic skills learned in class and tutorials to new problems and discover new solutions.	20	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Readings	Student will read independent research including book chapters and journal articles as preparations for lectures.	1, 2	

2	Lectures	Student will learn in lectures (a) the similarities and differences between Chinese and English with respect to morphology syntax and semantics; (b) how the observed rules can be explained by language-specific patterns of form-function mapping principles; (c) how the differences between the two languages underlie the acquisition of one language by speakers of the other.	1, 2, 3	
3	In-class exercises	Student will apply concepts to data analysis. Practice by applying the concepts and argumentation for old problems to new data.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Assignments (one) Analysis of new data using the concepts and techniques learned in the lectures	1, 2	30	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

2	Written report – 1200-1500 words A self-chosen topic related to contrastive studies of English and Chinese grammar	1, 2, 3	35	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
3	End-of-term test (2 hours) Analysis of new data based on class lectures and assignments	1, 2, 3	35	-	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Assignments (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Application of the theories learned in lectures to analyse data or solve problem

Excellent

(A+, A, A-) Excellent application of the theories learned in lecture to analyse data or solve problem

Good

(B+, B, B-) Good application of the theories learned in lecture to analyse data or solve problem

Fair

(C+, C, C-) Satisfactory application of the theories learned in lecture to analyse data or solve problem

Marginal

(D) Unsatisfactory application of the theories learned in lecture to analyse data or solve problem

Failure

(F) Incorrect application of the theories learned in lecture to analyse data or solve problem

Assessment Task

Written report (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Demonstrate through writing the ability to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Excellent

(A+, A, A-) Demonstrate strong evidence of excellent ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Good

(B+, B, B-) Demonstrate some evidence of good ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Fair

(C+, C, C-) Demonstrate adequate ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Marginal

(D) Demonstrate little ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Failure

(F) Demonstrate limited or virtually no ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Assessment Task

End-of-term test (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Application of the concepts, theories and models to data analysis and problem solving Ability of interpretation of Chinese and English language phenomenon

Excellent

(A+, A, A-) Excellent application of the concepts, theories and models to data analysis and problem solving Excellent ability of interpretation of Chinese and English language phenomenon

Good

(B+, B, B-) Good application of the concepts, theories and models to data analysis and problem solving Good ability of interpretation of Chinese and English language phenomenon

Fair

(C+, C, C-) Satisfactory application of the concepts, theories and models to data analysis and problem solving Average ability of interpretation of Chinese and English language phenomenon

Marginal

(D) Unsatisfactory application of the concepts, theories and models to data analysis and problem solving Below-average ability of interpretation of Chinese and English language phenomenon

Failure

(F) Poor application of the concepts, theories and models to data analysis and problem solving Low ability of interpretation of Chinese and English language phenomenon

Assessment Task

Assignments (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Application of the theories learned in lectures to analyse data or solve problem

Excellent

(A+, A, A-) Excellent application of the theories learned in lecture to analyse data or solve problem

Good

(B+, B) Good application of the theories learned in lecture to analyse data or solve problem

Marginal

(B-, C+, C) Satisfactory application of the theories learned in lecture to analyse data or solve problem

Failure

(F) Incorrect application of the theories learned in lecture to analyse data or solve problem

Assessment Task

Written report (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Demonstrate through writing the ability to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Excellent

(A+, A, A-) Demonstrate strong evidence of excellent ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Good

(B+, B) Demonstrate some evidence of good ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Marginal

(B-, C+, C) Demonstrate adequate ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Failure

(F) Demonstrate limited or virtually no ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar

Assessment Task

End-of-term test (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Application of the concepts, theories and models to data analysis and problem solving Ability of interpretation of Chinese and English language phenomenon

Excellent

(A+, A, A-) Excellent application of the concepts, theories and models to data analysis and problem solving Excellent ability of interpretation of Chinese and English language phenomenon

Good

(B+, B) Good application of the concepts, theories and models to data analysis and problem solving Good ability of interpretation of Chinese and English language phenomenon

Marginal

(B-, C+, C) Satisfactory application of the concepts, theories and models to data analysis and problem solving Average ability of interpretation of Chinese and English language phenomenon

Failure

(F) Poor application of the concepts, theories and models to data analysis and problem solving Low ability of interpretation of Chinese and English language phenomenon

Part III Other Information

Keyword Syllabus

Semantics of Chinese and English, Morphology of Chinese and English, Syntax of Chinese and English.

Reading List

Compulsory Readings

Title	
1	Packard, Jerome. 2000. The Morphology of Chinese: A Linguistic and Cognitive Approach. Cambridge: Cambridge University Press.
2	Huang, C-R. and Shi, D. X. 2016. A Reference Grammar of Chinese. Cambridge: Cambridge University Press.
3	Baker, C. L. (1996) English Syntax. 2nd edition. London: The MIT Press.
4	Radford Andrew (2009) Analysing English sentences: a minimalist approach. Cambridge: Cambridge University Press.

Additional Readings

Title	
1	Lin, Yen-hwei. 2007. The Sounds of Chinese. Cambridge: Cambridge University Press.
2	Huang, C.-T. Y.-H. Li and Y. F. Li. 2009. The Syntax of Chinese. Cambridge University Press.
3	Chao, Y. R. 1968. A Grammar of Spoken Chinese. Berkeley: University of California Press.
4	Quirk, R. S. Greenbaum, G. Leech and J. Svartvik. 1986. A Comprehensive Grammar of the English Language. London: Longman.
5	Wang, S-Y. and Sun, C. F. 2015. The Oxford Handbook of Chinese Linguistics. New York, NY: Oxford University Press.
6	Li, C. N. and S. A. Thompson. 2001. A Reference Grammar of Mandarin Chinese. Berkeley and Los Angeles: University of California Press.