

LT8806: ADVANCED TOPICS IN LINGUISTICS RESEARCH

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Advanced Topics in Linguistics Research

Subject Code

LT - Linguistics and Translation

Course Number

8806

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

R8 - Research Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Discuss current research issues in different areas of linguistics		x	x	
2	Critically review relevant studies in different areas of linguistics		x	x	
3	Evaluate relevant theories and hypothesis in selected areas of linguistics		x	x	x
4	Propose a preliminary hypothesis with application of linguistic data in a selected research area		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	Weekly reading assignments	Students will engage in reading relevant book chapters and journal articles on linguistics research.	1, 2, 3, 4	
2	Lectures	Students will learn theoretical concepts, hypotheses and framework in different areas of linguistics.	1, 2, 3, 4	
3	Class discussion	Students will participate in discussion on the weekly reading assignments on linguistics research to complete the class assignments.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Class discussion and assignments	1, 2, 3, 4	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	One written assignment: The assignment will require data analysis, research finding evaluation and hypothesis formulation	1, 2, 3, 4	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

3	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.	1, 2, 3, 4	40	This is a summative assessment task.	No
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Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

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

Criterion

Participation in discussion Accuracy of answers given to questions; depth and breadth of discussion

Excellent

(A+, A, A-) Strong evidence of active participation Strong evidence to support accuracy, depth and breadth of the given answers.

Good

(B+, B, B-) Good evidence of active participation Good evidence to support accuracy, depth and breadth of the given answers.

Fair

(C+, C, C-) Moderate evidence of active participation Moderate evidence to support accuracy, depth and breadth of the given answers.

Marginal

(D) Little evidence of active participation Little evidence to support accuracy, depth and breadth of the given questions.

Failure

(F) Not even reaching marginal levels in all categories.

Assessment Task

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

Criterion

Data analysis Evaluation of theories and hypotheses Formulation of a linguistic hypothesis Clarity of written presentation

Excellent

(A+, A, A-) Excellent analysis Excellent evaluation of theories and hypothesis Excellent formulation of a linguistic hypothesis Excellent presentation

Good

(B+, B, B-) Good analysis Good evaluation of theories and hypothesis Good formulation of a linguistic hypothesis Good presentation

Fair

(C+, C, C-) Adequate analysis Adequate evaluation of theories and hypothesis Adequate formulation of a linguistic hypothesis Adequate presentation

Marginal

(D) Marginally acceptable analysis Marginally acceptable evaluation of theories and hypothesis Marginally acceptable formulation of a linguistic hypothesis Marginally acceptable presentation

Failure

(F) Not even reaching marginal levels in all categories.

Assessment Task

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

Criterion

Knowledge of linguistic concepts, theories and frameworks Analytical ability Problem-solving skills

Excellent

(A+, A, A-) Excellent mastery of such knowledge Excellent analytical performance Excellent performance in the application of theoretical frameworks in problem-solving.

Good

(B+, B, B-) Good mastery of such knowledge Good analytical performance Good performance in the application of theoretical frameworks in problem-solving

Fair

(C+, C, C-) Adequate mastery of such knowledge Adequate analytical performance Adequate performance in the application of theoretical frameworks in problem-solving

Marginal

(D) Marginally acceptable mastery of such knowledge Marginally acceptable analytical performance Marginally acceptable performance in the application of theoretical frameworks in problem-solving.

Failure

(F) Not even reaching marginal levels in all categories.

Assessment Task

Class discussion and assignments (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Participation in discussion Accuracy of answers given to questions; depth and breadth of discussion

Excellent

(A+, A, A-) Strong evidence of active participation Strong evidence to support accuracy, depth and breadth of the given answers.

Good

(B+, B) Good evidence of active participation Good evidence to support accuracy, depth and breadth of the given answers.

Marginal

(B-, C+, C) Marginal evidence of active participation Marginal evidence to support accuracy, depth and breadth of the given questions.

Failure

(F) Not even reaching marginal levels in all categories.

Assessment Task

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

Criterion

Data analysis Evaluation of theories and hypotheses Formulation of a linguistic hypothesis Clarity of written presentation

Excellent

(A+, A, A-) Excellent analysis Excellent evaluation of theories and hypothesis Excellent formulation of a linguistic hypothesis Excellent presentation

Good

(B+, B) Good analysis Good evaluation of theories and hypothesis Good formulation of a linguistic hypothesis Good presentation

Marginal

(B-, C+, C) Marginally acceptable analysis Marginally acceptable evaluation of theories and hypothesis Marginally acceptable formulation of a linguistic hypothesis Marginally acceptable presentation

Failure

(F) Not even reaching marginal levels in all categories.

Assessment Task

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

Criterion

Knowledge of linguistic concepts, theories and frameworks Analytical ability Problem-solving skills

Excellent

(A+, A, A-) Excellent mastery of such knowledge Excellent analytical performance Excellent performance in the application of theoretical frameworks in problem-solving.

Good

(B+, B) Good mastery of such knowledge Good analytical performance Good performance in the application of theoretical frameworks in problem-solving

Marginal

(B-, C+, C) Marginally acceptable mastery of such knowledge Marginally acceptable analytical performance Marginally acceptable performance in the application of theoretical frameworks in problem-solving.

Failure

(F) Not even reaching marginal levels in all categories.

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

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

Additional Readings

Title	
1	Biber D. & Reppen R.(eds.) (2015) The Cambridge Handbook of Corpus Linguistics. Cambridge: Cambridge University Press.
2	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.
3	Halliday, M.A.K. & Webster, J.J. (2014) Text Linguistics: The How and Why of Meaning. London: Equinox.
4	Hoffmann, T. & Trousdale, G. (2013) The Oxford Handbook of Construction Grammar. Oxford: Oxford University Press.
5	Huang, C. T. J., Li, Y. H. A & Simpson, A. (eds.) (2014) The Handbook of Chinese Linguistics. Hoboken: Wiley-Blackwell.
6	Jurafsky, D. and Martin, J. (2009) Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition. (2nd edition) Upper Saddle River, N.J. : Pearson Prentice Hall.
7	Gaskell G. (ed.) (2009) The Oxford Handbook of Psycholinguistics. Oxford: Oxford University Press.
8	Wang, W. & Sun, C.F. (eds) (2015) The Oxford Handbook of Chinese Linguistics. Oxford: Oxford University Press.
9	Wodak,R., Johnstone, B., & Kerswill, P. (eds) (2011) The SAGE Handbook of Sociolinguistics. London: SAGE.
10	Young-Scholten, H. (ed.) The Cambridge Handbook of Second Language Acquisition. Cambridge: Cambridge University Press.
11	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.