

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** Topics in Syntax

**Course Code:** LT4241

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

**Proposed Area:**  Arts and Humanities  
*(for GE courses only)*  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** CTL3209 Syntax, LT3209 Syntax  
*(Course Code and Title)*

**Precursors:** CTL3211 Semantics, LT3211 Semantics and CTL3214 Phonology, LT3214 Phonology  
*(Course Code and Title)*

**Equivalent Courses:** CTL4241 Topics in Syntax  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims at providing a general survey of the grammar of Mandarin Chinese/Putonghua, with a particular focus on the morph-syntactic aspects (sentence structure, phrase structure, word formation) and the interaction between syntax, semantics and pragmatics. It will give the students a chance to study in depth certain areas of Chinese grammar and appreciate its complexity, including grammatical and dialectal differences between Mandarin, Cantonese and English. Students will be given opportunities to develop analytical skills to explore different solutions to different problems, and to learn how to make use of the knowledge in grammar in practice (e.g., teaching Chinese as a second language, translation, etc.).

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Gain a solid understanding of various formal and functional properties of Mandarin/Putonghua.		✓	✓	✓
2.	Develop critical thinking on the formal analyses of syntactic phenomena.		✓	✓	✓
3.	Obtain a general grasp of the current issues in the academic research of Chinese grammar.		✓	✓	✓
4.	Practically incorporate the knowledge in a reference grammar into linguistically relevant activities.		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
1	<b>Lectures:</b> Lectures will cover a broad range of topics in Mandarin grammar from the required textbook and supplementary readings. Specific topics for each class meeting will be properly designed and arranged by the course leader, based on the organization of the textbook. Lecture materials will include slides and occasional handouts.	✓	✓	✓	✓	2 hours
2	<b>Tutorials:</b> Practice in analyzing data is provided through in-class exercises to familiarize students with theoretical concepts taught in lectures.	✓	✓	✓	✓	1 hour
3	<b>Assignments (3 times):</b> Students will learn to analyze Chinese data and, in the process, master underlying concepts and theory by putting them to use. Problem sets will be given for students to discuss theoretical and practical consequences and to develop argumentation skills.	✓	✓	✓	✓	
4	<b>Group presentations</b> Students will present in groups selected literature and demonstrate understanding and critical thinking on the presented work.	✓	✓	✓	✓	

### 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: 100%						
<b>Participation</b> This includes attendance and active participation in lectures and tutorials.	✓	✓	✓	✓	10%	Those who fail to attend at least 80% of the tutorials will be failed in the whole course.
<b>Weekly questions on readings</b> Students have to submit at least 5 questions before class discussions on the assigned readings.	✓	✓	✓	✓	5%	Each question should address a different reading.
<b>Assignments (3 times)</b> These are datasets and questions for students to develop analytical and argumentation skills.	✓	✓	✓	✓	30%	The assignments will be distributed during the first 9 weeks.
<b>Group presentations</b> Journal articles or book chapters on relevant topics will be assigned for tutorial groups to present in class.	✓	✓	✓	✓	20%	Each student will also have to submit a written report on the reflection of the presented work.
<b>Final paper</b> A short essay that involves observations and analyses on Chinese syntax.	✓	✓	✓	✓	35%	Requirements of the paper will be announced in the first class meeting.
					100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation	In-class tutorial exercises will be given to enhance students' understanding of the class materials.	Demonstrates high level of initiative in discussion	Demonstrates initiative in discussion	Demonstrates control in discussion	Demonstrates minimal control in discussion	Few signs of preparation and participation
2. Written assignments	Demonstrate the ability to analyse and critically appreciate fundamental issues in Chinese grammar.	Demonstrate excellent ability to analyse and critically appreciate fundamental issues in Chinese grammar.	Demonstrate good ability to analyse and critically appreciate fundamental issues in Chinese grammar.	Demonstrate adequate ability to analyse and critically appreciate fundamental issues in Chinese grammar.	Demonstrate little, insufficient ability to analyse and critically appreciate fundamental issues in Chinese grammar.	Demonstrate virtually no ability to analyse and critically appreciate fundamental issues in Chinese grammar.
3. Group presentations	Demonstrate understanding of the relevant issues in the assigned reading, the presentation skills of an academic work, and the ability to reflect on the readings with critical thinking.	Demonstrate excellent understanding of the relevant issues in the assigned reading, the presentation skills of an academic work, and the ability to reflect on the readings with critical thinking.	Demonstrate good understanding of the relevant issues in the assigned reading, the presentation skills of an academic work, and the ability to reflect on the readings with critical thinking.	Demonstrate adequate understanding of the relevant issues in the assigned reading, the presentation skills of an academic work, and the ability to reflect on the readings with critical thinking.	Demonstrate little, insufficient understanding of the relevant issues in the assigned reading, the presentation skills of an academic work, and the ability to reflect on the readings with critical thinking.	Demonstrate virtually no understanding of the relevant issues in the assigned reading, the presentation skills of an academic work, and the ability to reflect on the readings with critical thinking.
4. Final paper	Demonstrate ability in academic writing and in analysing the chosen issue in Chinese syntax.	Demonstrate excellent ability in academic writing and in analysing the chosen issue in Chinese syntax.	Demonstrate good ability in academic writing and in analysing the chosen issue in Chinese syntax.	Demonstrate adequate ability in academic writing and in analysing the chosen issue in Chinese syntax.	Demonstrate little, insufficient ability in academic writing and in analysing the chosen issue in Chinese syntax.	Demonstrate virtually no ability in academic writing and in analysing the chosen issue in Chinese syntax.

### 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.)

General theoretical notions: morphology, phrase structure, parts of speech, syntactic category, empty category, thematic structure, verb types, semantics, reference, definiteness, quantification

Mandarin Chinese: compound, reduplication, word order, lexical vs. functional categories, noun phrases, classifiers, tense-aspect system, modal auxiliaries, negation, existential construction, relative clauses, passives, comparatives, questions, conditionals, sentence-final particles

#### 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.	Huang, C.-T. James, Y.-H. Audrey Li, and Andrew Simpson (eds). 2014. <i>The Handbook of Chinese Linguistics</i> . Wiley-Blackwell.
2.	Selected readings to be announced at the first class meeting

##### 2.2 Additional Readings

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

1.	Chao, Yuen-Ren. 1968. <i>A Grammar of Spoken Chinese</i> . Berkeley, CA: University of California Press.
2.	Huang, Chu-Ren, and Dingxu Shi. 2016. <i>A Reference Grammar of Chinese</i> . Cambridge: Cambridge University Press.
3.	Huang, James C.-T., Audrey Y.-H. Li, and Yafei Li. 2009. <i>The Syntax of Chinese</i> . Cambridge: Cambridge University Press.
4.	Li, Audrey, Andrew Simpson, and Wei-Tien Dylan Tsai (eds). 2015. <i>Chinese Syntax in a Cross-linguistic Perspective</i> . New York: Oxford University Press.
5.	Li, Charles N. and Sandra Thompson. 1981. <i>Mandarin Chinese: A Functional Reference Grammar</i> . Berkeley, CA: University of California Press.
6.	Ross, Claudia and Jing-heng Sheng Ma. 2014. <i>Modern Mandarin Chinese Grammar: A Practical Guide, Second Edition</i> . Abingdon, Oxon./Philadelphia, PA: Routledge.
7.	Sun, Chaofen. <i>Chinese: A Linguistic Introduction</i> . Cambridge: Cambridge University Press.
8.	Teng, Shou-Hsin. 2008. <i>A Pedagogical Grammar of Chinese</i> . Taipei: Crane Publishing Company.
9.	Wang, William S.-Y. and Chaofen Sun (eds). 2015. <i>The Oxford Handbook of Chinese Linguistics</i> . New York: Oxford University Press.
10.	Yip, Po-Ching and Don Rimmington. 2016. <i>Chinese: A Comprehensive Grammar</i> . New York, NY: Routledge.
11.	劉月華. 1996. 實用現代漢語語法. 師大書苑有限公司.