City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester B 2020 / 21

Part I   Course Overview

Course Title:	Syntax
Course Code:	LT3209
Course Duration:	One Semester
Credit Units:	3
Level:	B3

Proposed Area:
(for GE courses only)

☐ Arts and Humanities
☐ Study of Societies, Social and Business Organisations
☐ Science and Technology

Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	LT2201 Introduction to Linguistics, or LT2229 Fundamentals of Linguistics or LT2290 Introduction to Language Studies
Precursors: *(Course Code and Title)*	NIL
Equivalent Courses: *(Course Code and Title)*	CTL3209 Syntax
Exclusive Courses: *(Course Code and Title)*	NIL

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course aims at enabling students to apply modern syntax frameworks to the analysis of language data and discover and formulate hypotheses that are observationally, descriptively and explanatorily adequate. Students will be able to evaluate different analyses for particular facts by providing syntactic argumentation and verifying their empirical predictions.

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.	Identify syntactic properties of lexical items in their role as the building blocks of phrases and clauses.		✓	✓	✓
2.	Analyze the basic structure of phrases and clauses and discover and formulate hypotheses that are observationally, descriptively and explanatorily adequate.		✓	✓	✓
3.	Determine whether particular examples observe general principles of grammar.		✓	✓	✓
4.	Argue for or against a particular analysis.		✓	✓	✓

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

[#] *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.)

Final details will be provided to students in their first week of attendance in this course.

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	**Lecture –** Theoretical foundations of all learning outcomes are laid in the lecture. Basic concepts are taught.	✓	✓	✓	✓			2 hours
2	**Tutorial –** Concepts introduced in the lectures are further elaborated with more examples. Solutions to exercises are discussed and mistakes are explained.	✓	✓	✓	✓			1 hour
3	**Individual Reading –** Students will read lecture and tutorial notes and additional literature proposed by the instructor.	✓	✓	✓	✓			
4	**Exercises –** At the end of each chapter of the textbook, students practice applying concepts introduced in the lectures to the analysis of new data.	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Final details will be provided to students in their first week of attendance in this course.

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Assignments Students have two weeks to turn in the assignments on analysis of new data.	✓	✓	✓	✓			45%	
Midterm quiz Students demonstrate their understanding of the material discussed in the first half of the semester and apply their analytic skills in addressing issues and solving problems with new data.	✓	✓	✓	✓			25%	
Semester-end quiz The second quiz to be held in week 13 covers the second half of the semester.	✓	✓	✓	✓			30%	
Examination: 0% (duration: , 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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1.Written assignments	Demonstrate the ability to analyse and critically appreciate fundamental issues in language, language use, intercultural communication and translation between different languages.	Demonstrate excellent ability to analyse and critically appreciate fundamental issues in language, language use, intercultural communication and translation between different languages.	Demonstrate good ability to analyse and critically appreciate fundamental issues in language, language use, intercultural communication and translation between different languages.	Demonstrate adequate ability to analyse and critically appreciate fundamental issues in language, language use, intercultural communication and translation between different languages.	Show little ability to analyse and critically appreciate fundamental issues in language, language use, intercultural communication and translation between different languages.	Show virtually no ability to analyse and critically appreciate fundamental issues in language, language use, intercultural communication and translation between different languages.
2. Midterm quiz	Demonstrate understanding of the fundamental issues in language, language use and its relation to some other aspects of cognition such as perception as well as to culture.	Demonstrate excellent understanding of the fundamental issues in language, language use and its relation to some other aspects of cognition such as perception as well as to culture.	Demonstrate good understanding of the fundamental issues in language, language use and its relation to some other aspects of cognition such as perception as well as to culture.	Demonstrate adequate understanding of the fundamental issues in language, language use and its relation to some other aspects of cognition such as perception as well as to culture.	Show little understanding of the fundamental issues in language, language use and its relation to some other aspects of cognition such as perception as well as to culture.	Show virtually no understanding of the fundamental issues in language, language use and its relation to some other aspects of cognition such as perception as well as to culture.
3. Semester-end quiz	Demonstrate understanding of the fundamental issues in intercultural communication and translation between different languages.	Demonstrate excellent understanding of the fundamental issues in intercultural communication and translation between different languages.	Demonstrate good understanding of the fundamental issues in intercultural communication and translation between different languages.	Demonstrate adequate understanding of the fundamental issues in intercultural communication and translation between different languages.	Show little understanding of the fundamental issues in intercultural communication and translation between different languages.	Show virtually no understanding of the fundamental issues in intercultural communication and translation between different languages.

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.)

   <u>Syntactic categories and their distributions</u>: lexical categories, nouns, verbs, adjectives, prepositions, functional categories, determiners, case-markers, complementizers, inflectional morphology, morphological case, abstract Case, Case theory, the Case filter, agreement projection, theta-theory.
   <u>Phrase structure, structural, thematic and grammatical relations</u>: X-bar theory, the projection principle, Merge, c-command, theta-roles, arguments, adjuncts, subject, object, indirect object, oblique, the extended projection principle, exceptional case marking.
   <u>Syntactic relations</u>: anaphor and variable binding, negative polarity item licensing, A-movement, A-bar movement, antecedent-trace, chains, raising, control.
   <u>Levels of representation and their properties</u>: D-structure, S-structure, Logical Form, Phonetic Form, abstract movement, quantifier raising, in-situ *wh*-phrases, multiple spell-out.
   <u>Constraints on movement and representations</u>: syntactic islands, subjacency, the empty category principle, phase theory.

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.	Carnie, Andrew. (2007). *Syntax: A generative introduction* (2nd edition). Malden: Blackwell.

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

1.	Radford, Andrew (2009). *An introduction to English sentence structure*. Cambridge: Cambridge University Press.
2.	Everaert, Martin and Henk van Riemsdijk. (2006) (eds). *The Blackwell companion to syntax*. Volume 1-5. Oxford: Blackwell Publishing.
3.	Tallerman, Maggie (2015). *Understanding syntax*. London/New York: Routledge.
4.	Sportiche, Dominique, Hilda Koopman, and Edward Stabler. (2014). *An introduction to syntactic analysis and theory*. Hoboken: John Wiley & Sons Inc.