

City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title: Introduction to Linguistic Research

Course Code: LT2207

Course Duration: one semester

Credit Units: 3 credits

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) nil

Precursors:
(Course Code and Title) nil

Equivalent Courses:
(Course Code and Title) nil

Exclusive Courses:
(Course Code and Title) nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces students to the principles, process and key steps of designing and writing up for linguistic research through substantial reading, writing, analysis and presentation work. Students are expected to develop awareness of the gold standards in various sub-areas and approaches in linguistic research. Through lectures and hands-on learning activities, students gain first-hand experience in identifying relevant information in existing research literature, comparing and synthesizing previous research findings, motivating new research studies, and reporting their findings in a clear, organized and elegant manner.

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.	Understand main principles, typical process and key steps of carrying out linguistic research		√	√	
2.	Develop awareness of the structure and key components of a linguistic research paper		√	√	
3.	Gain experience in identifying and synthesizing relevant research literature, motivating and carrying out new research and reporting findings in oral and written formats		√	√	√
		100%			

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

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
Lecture	Teacher introduces principles, process and key steps of designing and writing up for linguistic research through definition, exemplification, demonstration and case studies.	√	√	√	3
Weekly review tasks	Students submit answers to discussion questions or complete small hands-on tasks shortly after each lecture to consolidate and expand knowledge on the topics discussed in	√	√	√	0.5

	the lecture.				
Self-study	Reading, writing and student-student, teacher-student discussion.	√	√	√	2

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					
Continuous Assessment: 100%								
(1) Weekly review tasks	√	√	√				20%	
(2) 1 quiz	√	√	√				20%	
(3) 1 assignment	√	√	√				20%	
(4) 1 research project	√	√	√				40%	15% oral presentation 25% final paper
Examination: _____ % (duration: _____, if applicable)								
							100%	

* The weightings should add up to 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. Weekly review tasks	Understanding of principles, typical process and key steps of carrying out linguistic research	Correct and accurate understanding across topics	Correct and accurate understanding in most topics	Correct and accurate understanding in only about half of the topics	Incorrect or inaccurate understanding in most topics	Lack of understanding across topics or no submission
2. Quiz	Mastery of the structure and key components of a linguistic research paper	Excellent mastery across structural components	Substantial mastery of most components	Mastery of only about half of the components	Poor mastery of many components	Lack of mastery or no submission
3. Assignment	Ability to apply concepts, methods, and skills taught in class to new materials	Outstanding ability to apply taught knowledge appropriately to unseen materials across items	Good ability to apply the knowledge in most contexts	Some ability to apply the knowledge but sometimes inappropriately	Very limited ability to apply the knowledge	Unable to apply the knowledge or no submission
4. Research project	Quality of an oral presentation and a written paper on a linguistic research project	Exceptionally high quality in terms of content and format	Generally good quality with weaknesses in a few areas	Satisfactory quality with weaknesses in many areas	Barely satisfactory quality with obvious weaknesses in many areas	Unsatisfactory quality or no submission

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.)

literature review, research question, research hypothesis and prediction, data, results, findings, discussion, conclusion, tables and figures, citation and referencing; quantitative and qualitative research paradigms; questionnaire, interview, experiment, standardized assessment tools; descriptive statistics; language corpus, video and audio recording, transcription, CLAN (Computerized Language Analysis); data visualization and presentation

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.	Wray, A., & Bloomer, A. (2013). <i>Projects in linguistics and language studies</i> . Routledge.
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2.2 Additional Readings

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

1.	De Groot, A. M., & Hagoort, P. (Eds.). (2017). <i>Research methods in psycholinguistics and the neurobiology of language: A practical guide</i> . John Wiley & Sons.
2.	Dörnyei, Z., & Taguchi, T. (2009). <i>Questionnaires in second language research: Construction, administration, and processing</i> . Routledge.
3.	Heigham, J., & Croker, R. (Eds.). (2009). <i>Qualitative research in applied linguistics: A practical introduction</i> . Springer.
4.	McKinley, J., & Rose, H. (Eds.). (2019). <i>The Routledge handbook of research methods in applied linguistics</i> . Routledge.
5.	Phakiti, A., De Costa, P., Plonsky, L., & Starfield, S. (Eds.). (2018). <i>The Palgrave handbook of applied linguistics research methodology</i> . London, UK: Palgrave Macmillan.
6.	Podesva, R. J., & Sharma, D. (Eds.). (2014). <i>Research methods in linguistics</i> . Cambridge University Press.
7.	Wallis, S. (2020). <i>Statistics in corpus linguistics research: A new approach</i> . Routledge.