

LT3326: COMPARATIVE STUDY OF CHINESE AND ENGLISH

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Comparative Study of Chinese and English

Subject Code

LT - Linguistics and Translation

Course Number

3326

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English and Chinese

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

English and Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL3326 Comparative Study of Chinese and English / LT3256 Contrastive Linguistics

Exclusive Courses

Nil

Part II Course Details**Abstract**

This course aims to sensitize students to the discovery of fundamental linguistic differences between Chinese and English with a view to enabling them to communicate efficiently and creatively between the two languages by way of a comparative account of how the two languages organize and express meaning in verbal and written discourse through their respective grammatical structures and stylistic devices.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Students can explain the fundamental properties of phonology morphology and syntax.	40		x	
2	Students can describe the way Chinese and English are similar and different.	40		x	x
3	Students can explain why the facts in the two languages are the way they are, but not otherwise.	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	Lecture and reading	Students will learn the comparative analyses on Chinese and English and read relevant materials.	1, 2, 3	3
2	In class activities and exercises	Students will participate in class activities and complete short exercises to consolidate the knowledge gained in lecture.	2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	One assignment on topics covered in lectures	1, 2	25	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	Final test	2, 3	30	The students are to demonstrate their individual understanding of the class materials.	No

3	Research paper - The paper should be around 1,500 – 1,800 words on any discovery in a related topic.	1, 2, 3	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
4	Group presentation	1, 2, 3	15	Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Assignment on topics covered in lectures

Criterion

Accuracy and creativity

Excellent (A+, A, A-)

Performance in assignments demonstrates a thorough understanding of the analytic skills and original insights for the similarities and differences between the linguistic structures in Chinese and English.

Good (B+, B, B-)

Performance in assignments demonstrates a good understanding of the similarities and differences between the linguistic structures in Chinese and English.

Fair (C+, C, C-)

Performance in assignments demonstrates an adequate understanding of the similarities and differences between the linguistic structures in Chinese and English.

Marginal (D)

Performance in assignments demonstrates only a minimal understanding of the similarities and differences between the linguistic structures in Chinese and English.

Failure (F)

Performance in assignments demonstrates inadequate understanding of the similarities and differences between the linguistic structures in Chinese and English.

Assessment Task

2. Final test

Criterion

Content and language use

Excellent (A+, A, A-)

Performance demonstrates deep individual understanding of analytic skills and original insights for some new problems in phonology and morphology as presented by new data.

Good (B+, B, B-)

Performance demonstrates good individual understanding and analytic skills for some new problems in phonology and morphology as presented by new data.

Fair (C+, C, C-)

Performance demonstrates reasonable individual understanding and analytic skills for some new problems in phonology and morphology as presented by new data.

Marginal (D)

Performance demonstrates barely sufficient individual understanding and analytic skills for some new problems in phonology and morphology presented by new as data.

Failure (F)

Performance demonstrates insufficient individual understanding and analytic skills for some new problems in phonology and morphology presented by new as data

Assessment Task

3. Research paper

Criterion

Content and language use

Excellent (A+, A, A-)

Performance demonstrates deep individual understanding of analytic skills and original insights for some new problems in syntax as presented by new data.

Good (B+, B, B-)

Performance demonstrates good individual understanding and analytic skills for some new problems in syntax as presented by new data.

Fair (C+, C, C-)

Performance demonstrates reasonable individual understanding and analytic skills for some new problems in syntax presented by new data.

Marginal (D)

Performance demonstrates barely sufficient individual understanding and analytic skills for some new problems in syntax as presented by new data.

Failure (F)

Performance demonstrates insufficient individual understanding and analytic skills for some new problems in syntax as presented by new data.

Assessment Task

4. Group presentation

Criterion

Content and language use, presentation skills

Excellent (A+, A, A-)

Performance demonstrates deep individual understanding of similarities and differences between Chinese and English

Good (B+, B, B-)

Performance demonstrates good individual understanding of similarities and differences between Chinese and English

Fair (C+, C, C-)

Performance demonstrates reasonable individual understanding of similarities and differences between Chinese and English

Marginal (D)

Performance demonstrates barely sufficient individual understanding of similarities and differences between Chinese and English

Failure (F)

Performance demonstrates insufficient individual understanding of similarities and differences between Chinese and English

Part III Other Information

Keyword Syllabus

Contrastive grammar / linguistics; analytic vs synthetic language; inflection; speech sounds; phonology; writing system; syntax

Reading List

Compulsory Readings

Title	
1	Baker, C. L. 1996. English Syntax. 2nd edition. London: The MIT Press.
2	Huang, James, Yen-hui Audrey Li, and Andrew Simpson. 2014. The Handbook of Chinese Linguistics. John Wiley / Sons.
3	Sun, Chaofen. 2006. Chinese: a linguistic introduction. Cambridge: Cambridge University Press.

Additional Readings

Title	
1	Huang, C-R. and Shi, D. X. 2016. A Reference Grammar of Chinese. Cambridge: Cambridge University Press.
2	Chao, Yuen Ren. 1968. A grammar of spoken Chinese.
3	Li, Charles and Sandra Thompson. 2001. A reference grammar of Mandarin Chinese. Berkeley and Los Angeles: University of California Press.