

LT4216: ADVANCED TOPICS IN LINGUISTICS

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Advanced Topics in Linguistics

Subject Code

LT - Linguistics and Translation

Course Number

4216

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

English

Medium of Assessment

English

Prerequisites

LT3209 Syntax or LT3211 Semantics or LT3212 Phonetics or LT3214 Phonology

Precursors

Nil

Equivalent Courses

CTL4216 Advanced Topics in Linguistics

Exclusive Courses

Nil

Part II Course Details

Abstract

The aim of this course is to build on the knowledge of linguistic theory acquired in earlier courses, and to explore the theoretical foundations of one or more dominant schools of thought in the study of language. Focusing on contemporary

linguistic research, the course will examine the dynamic and interconnected nature of linguistic knowledge, which students will explore in more detail by developing a small-scale research project on a relevant topic.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Identify major issues in the field.		x		
2	Describe important literature in the field.			x	
3	Apply alternative hypotheses and theories.			x	
4	Critically examine the claims made in contemporary theories related to the field.				x
5	Conduct independent research on current issues in the field to discover and formulate hypotheses that are observationally, descriptively and explanatorily adequate.				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	Lectures	Students will engage in lectures for presenting concepts, which will consist of an introduction to and critical review of the literature, comparison and evaluation of alternative hypotheses and theories. Emphasis will also be put on how hypotheses and theories can be applied to language data.	1, 2, 3, 4, 5	2 hours

2	In-class practice	Students will engage in practice with designing research and/or doing data analysis to become familiar with the theoretical concepts acquired in the previous lecture and related methodological issues.	1, 2, 3, 4, 5	1 hour
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Coursework 2 assignments (problem-sets), based on what they have learnt in class	1, 2, 3, 4	20	Students can use GenAI tools to brainstorm, gather information, 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. GenAI use is not permitted for solving the central problems assigned in problem sets.	Yes
2	2 quizzes, examining how well students understand concepts and ideas learnt in lectures	1, 2, 3, 4	40	-	No

3	1 final paper	1, 2, 3, 4, 5	40	Students can use GenAI tools to brainstorm, gather information, 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
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Coursework: Assignments

Criterion

Students are required to complete assignments based on what they have learnt in class.

Excellent (A+, A, A-)

Evidence of excellent knowledge in relevant topics; strong evidence of logical thinking

Good (B+, B, B-)

Evidence of adequate knowledge in relevant topics

Fair (C+, C, C-)

Evidence of the ability to understand the relevant topics

Marginal (D)

Ability to apply knowledge in the assignments in spite of difficulty

Failure (F)

Failure to demonstrate understanding of content; irrelevance of content; unreadability; academic dishonesty including plagiarism

Assessment Task

2. Coursework: Quizzes

Criterion

In-class quizzes will be given to check whether students have learnt the basic concepts through the lectures and tutorials.

Excellent (A+, A, A-)

Excellent ability to analyse; strong evidence of original thinking in formulating hypotheses; superior grasp of theoretical concepts

Good (B+, B, B-)

Evidence of critical and analytical ability; evidence of ability to formulate hypotheses; good grasp of theoretical concepts

Fair (C+, C, C-)

Evidence of satisfactory grasp of theoretical concepts

Marginal (D)

Ability to follow the theoretical concepts related to the topics under discussion in spite of some difficulty

Failure (F)

Failure to demonstrate understanding of content; academic dishonesty including plagiarism

Assessment Task

3. Coursework: Final paper

Criterion

Students are required to write a final research paper.

Excellent (A+, A, A-)

Evidence of extensive knowledge in the topic; excellent literature review, organization and presentation; excellent analyses with original and logical thinking, adequate citations and references with consistent style.

Good (B+, B, B-)

Evidence of adequate knowledge in the topic; good literature review, organization and presentation; good and logical analyses; relevant citations and references with consistent style.

Fair (C+, C, C-)

Evidence of satisfactory knowledge in the topic; satisfactory literature review, organization and presentation; satisfactory analyses; citations and references with inconsistent styles.

Marginal (D)

Ability to apply knowledge in the topic in spite of difficulty; barely adequate in handling literature review, organization and presentation; analyses with inaccuracy; no citations or references.

Failure (F)

Failure to demonstrate understanding of content; few signs of preparation and participation; irrelevance of content; unreadability; academic dishonesty including plagiarism.

Part III Other Information

Keyword Syllabus

The domain of study will be based on a relevant, coherent body of published literature which has played or is currently playing a role in the development of theories in language research, such as in core areas (e.g., morphology, syntax and semantics, pragmatics) and in other areas (e.g., typology, corpus linguistics, etc.). The course emphasizes developing in-depth knowledge of research findings and different theoretical approaches, including the ability to critically review relevant literature and independently formulate hypotheses/theories.

Due to its nature, the course may cover topics from one of the following areas: Morphology, Syntax, Semantics, Typology, Pragmatics, Corpus Linguistics, etc., depending on the need of the students and the expertise of the instructor.

Reading List

Compulsory Readings

Title	
1	Due to its nature, compulsory readings of the course depend on the need of the students and the expertise of the instructor.

Additional Readings

Title	
1	Brinton, L.J. and Traugott, E.C. 2005. <i>Lexicalization and Language Change</i> . Cambridge: Cambridge University Press.
2	Croft, William. 2001. <i>Radical Construction Grammar: Syntactic Theory in Typological Perspective</i> . Oxford University Press.
3	Goldberg, Adele. 1995. <i>Constructions: A Construction Grammar Approach to Argument Structure</i> , University of Chicago Press.
4	Levin, Beth, and Malka Rappaport Hovav. 2005. <i>Argument Realization</i> . Cambridge: Cambridge University Press.
5	郭瑞2018《现代汉语词类研究》，北京：商务印书馆
6	Li, Charles, and Sandra Thompson. 1981. <i>Mandarin Chinese</i> . Berkeley and Los Angeles: University of California Press.
7	Traugott, Elizabeth Closs and Grameme Trousdale. 2013. <i>Constructionalization and Constructional Changes</i> . Oxford University Press.
8	Wang, William S-Y and Chaofen Sun. 2015. <i>The Oxford Handbook on Chinese Linguistics</i> . Oxford: Oxford University Press.
9	朱德熙1982《语法讲义》，北京：商务印书馆