# LT4240: STRUCTURE AND MEANING IN LANGUAGE

**Effective Term**
Semester A 2026/27

## Part I Course Overview

**Course Title**
Structure and Meaning in Language

**Subject Code**
LT - Linguistics and Translation
**Course Number**
4240

**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

**Precursors**
LT3209 Morphology and Syntax or LT3211 Semantics and Pragmatics

**Exclusive Courses**
Nil

## Part II Course Details

**Abstract**
This course aims to build on students' knowledge of morphological, syntactic, semantic and pragmatic theories acquired in earlier courses, and to develop students' research ability through examining more advanced issues in formal linguistics, with emphases put on the following respects: (i) acquisition of in-depth knowledge of current issues in formal linguistics, with reference to their methodological assumptions, (ii) critical review of relevant literature, and (iii) independent formulation of hypotheses/theories.

**Course Intended Learning Outcomes (CILOs)**

| | CILOs | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|---|---|---|---|---|---|
| 1 | Students will identify current issues in the syntax-semantics interface, examining the interactions between structure and meaning. | | x | x | x |
| 2 | Students will learn to critically review important classic and recent literature. | | x | x | x |
| 3 | Students will independently formulate hypotheses/theories on a specific phenomenon. | | 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 | Lectures | Students will learn advanced concepts and issues in the syntax-semantics interface. | 1, 2, 3 | 3 hours |
| 2 | Individual Reading | Students will read lecture notes and primary literature selected by the instructor. | 1, 2, 3 | |
| 3 | In-class Exercises | Students will actively engage with open issues in formal linguistics through in-class exercises. | 1, 2, 3 | |

**Assessment Tasks / Activities (ATs)**

| | ATs | CILO No. | Weighting (%) | Remarks ("-" for nil entry) | Allow Use of GenAI? |
|---|---|---|---|---|---|
| 1 | Assignments Students will complete two assignments. Each assignment carries equal weighting (i.e., 15%). Formats may include essay-response questions (around 1000 words) and/or questions involving advanced data analysis. | 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 |
| 2 | Mid-term quiz Students will 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. The quiz will last two hours. | 1, 2, 3 | 30 | - | No |
| 3 | End-of-term test Students will demonstrate how well they have achieved the learning and teaching outcomes. The test will last two hours. | 1, 2, 3 | 40 | - | No |

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)**

**Assessment Task**

1. Written assignments

**Criterion**

Demonstration of understanding of the nature of the problems and ability to solve advanced problems in formal linguistics.

**Excellent (A+, A, A-)**

Demonstration of excellent understanding of the nature of the problems and ability to solve advanced problems in formal linguistics.

**Good (B+, B, B-)**

Demonstration of good understanding of the nature of the problems and ability to solve advanced problems in formal linguistics.

**Fair (C+, C, C-)**

Demonstration of fair understanding of the nature of the problems and ability to solve advanced problems in formal linguistics.

**Marginal (D)**

Demonstration of basic understanding of the nature of the problems and ability to solve advanced problems in formal linguistics.

**Failure (F)**

Little to no demonstration of understanding of the nature of the problems and ability to solve advanced problems in formal linguistics.

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**Assessment Task**

2. Mid-term quiz

**Criterion**

Demonstration of understanding of advanced concepts in formal linguistics introduced in the first half of the course and and ability to solve advanced problems in formal linguistics.

**Excellent (A+, A, A-)**

Demonstration of excellent understanding of advanced concepts in formal linguistics introduced in the first half of the course and and ability to solve advanced problems in formal linguistics.

**Good (B+, B, B-)**

Demonstration of good understanding of advanced concepts in formal linguistics introduced in the first half of the course and and ability to solve advanced problems in formal linguistics.

**Fair (C+, C, C-)**

Demonstration of fair understanding of advanced concepts in formal linguistics introduced in the first half of the course and and ability to solve advanced problems in formal linguistics.

**Marginal (D)**

Demonstration of basic understanding of advanced concepts in formal linguistics introduced in the first half of the course and and ability to solve advanced problems in formal linguistics.

**Failure (F)**

Little to no demonstration of understanding of advanced concepts in formal linguistics introduced in the first half of the course and and ability to solve advanced problems in formal linguistics.

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**Assessment Task**

3. End-of-term test

**Criterion**

Demonstration of the ability to formulate novel hypotheses on advanced problems in formal linguistics.

**Excellent (A+, A, A-)**

Demonstration of excellent ability to formulate novel hypotheses on advanced problems in formal linguistics.

**Good (B+, B, B-)**

Demonstration of good ability to formulate novel hypotheses on advanced problems in formal linguistics.

**Fair (C+, C, C-)**

Demonstration of fair ability to formulate novel hypotheses on advanced problems in formal linguistics.

**Marginal (D)**

Demonstration of basic ability to formulate novel hypotheses on advanced problems in formal linguistics.

**Failure (F)**

Little to no demonstration of the ability to formulate novel hypotheses on advanced problems in formal linguistics.

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# Part III Other Information

**Keyword Syllabus**

Due to the nature of the course, topics will vary depending on recent research trends in formal linguistics. 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 formal linguistic theories, with emphases on acquisition of in-depth knowledge of current issues in formal linguistics, critical review of relevant literature and independent formulation of hypotheses/theories, comparison and evaluation of alternative hypotheses and theories, and data analysis.

**Reading List**

**Compulsory Readings**

| | Title |
|---|---|
| 1 | Punske, Jeffrey P. (2023). Morphology: A Distributed Morphology Introduction. Malden: Blackwell. |
| 2 | Carnie, Andrew. (2021). Syntax: A generative introduction (4th edition). Malden: Blackwell. |
| 3 | Hornstein, Norbert, Nunes, Jairo and Kleanthes K. Grohmann. (2005). Understanding Minimalism. Cambridge: Cambridge University Press. |
| 4 | Winter, Yoad. (2016). Elements of Formal Semantics. Edinburgh: Edinburgh University Press. |
| 5 | Chapman, Siobhan. (2011) Pragmatics. New York: Palgrave Macmillan. |
| 6 | Lecture notes and assigned readings. |

**Additional Readings**

| | Title |
|---|---|
| 1 | Fábregas, Antonio and Sergio Scalise. (2025). Morphology: From data to theories. (2nd edition). Edinburgh: Edinburgh University Press. |

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|---|---|
| 2 | Adger, David. 2003. Core syntax: A minimalist approach. Oxford: Oxford University Press. |
| 3 | Heim, Irene and Angelika Kratzer. (1998) Semantics in Generative Grammar. Oxford: Blackwell. |
| 4 | Huang, Yan. (2014). Pragmatics. 2nd edition. Oxford: Oxford University Press. |