City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2024 / 25

Part I   Course Overview

Course Title: Historical Linguistics

Course Code: LT5416

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title)   Nil

Precursors:
(Course Code and Title)   LT5401 Phonetics and Phonology, LT5402 Syntax and Morphology

Equivalent Courses:
(Course Code and Title)   CTL5416 Historical Linguistics

Exclusive Courses:
(Course Code and Title)   Nil

Part II Course Details

1. Abstract

This course introduces grammaticalization, one of the important approaches to historical linguistics, to graduate students. Students will be able to identify language change in lexicon, morphology and syntax. The similarities and differences between grammaticalization and lexicalization will be discussed. The theories of constructionalization and diachronic construction grammar will also be introduced. Chinese data will be examined or re-examined under the frameworks of grammaticalization, lexicalization and constructionalization.

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.	Describe the areas of language change as well as the techniques used for uncovering changes that occurred long ago by ● evaluating semantic changes and changes in the lexicon, ● discovering changes that occur in the morphological system of a language, ● analyzing examples of syntactic changes;		✓	✓	✓
2.	Demonstrate a good knowledge of basic concepts in the theory of grammaticalization and lexicalization by ● understanding how lexical items become part of the grammar, ● exploring how grammatical forms further develop;		✓	✓	✓
3.	Demonstrate a good knowledge of basic concepts in the theory of constructionalization by ● familiarizing with the theory of construction grammar ● understanding the constructional approach to constructionalization		✓	✓	✓
		100%			

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. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1	**Lecture:** Theoretical foundations of all learning outcomes are laid in the lecture. Basic ideas are taught during two hours per week	✓	✓	✓				2 hours
2	**Tutorial:** Exercises presented in tutorials will familiarize the students with the theoretical concepts of the lecture	✓	✓	✓				1 hour
3	**Individual Reading:** Students will read lecture and tutorial notes and additional literature proposed by the lecturer	✓	✓	✓				
4	**Assignment:** During assignments, students will analyze and synthesize linguistic data helping them apply the notions of the lecture	✓	✓	✓				

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%								
Students discussion students work in groups to solve grammaticalization problems	✓						20%	
Assignment (grammaticalization & lexicalization): report the grammaticalization/lexicalization process of a particular change		✓					30%	
Final paper (constructionalization): write a paper applying the constructionalization theory			✓				50%	
Examination: % (duration: , if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Tutorials	Demonstrate understanding of how languages change and ability to apply techniques for uncovering changes that occurred at various linguistic levels.	Excellent knowledge of major issues in language change and application of the knowledge to data analysis.	Good knowledge of major issues in language change and application of the knowledge to data analysis.	Adequate knowledge of major issues in language change and application of the knowledge to data analysis.	Marginal familiarity with the subject matter and fair analysis of linguistic data.	Poor familiarity with the subject matter and poor analysis of linguistic data.
2. Assignment	Demonstrate grasp of basic concepts in the theory of grammaticalization and lexicalization.	Excellent knowledge of major issues in grammaticalization and application of the knowledge to data analysis.	Good knowledge of major issues in grammaticalization and application of the knowledge to data analysis.	Adequate knowledge of major issues in grammaticalization and application of the knowledge to data analysis.	Marginal familiarity with the subject matter and fair analysis of linguistic data.	Poor familiarity with the subject matter and poor analysis of linguistic data.
3. Final paper	Demonstrate competence in applying the theory of constructionalization.	Excellent competence in applying the theory of constructionalization	Good competence in applying the theory of constructionalization	Adequate competence in applying the theory of constructionalization	Marginal familiarity with the subject matter and fair analysis of linguistic data.	Poor familiarity with the subject matter and poor analysis of linguistic data.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Tutorials	Demonstrate understanding of how languages change and ability to apply techniques for uncovering changes that occurred at various linguistic levels.	Excellent knowledge of major issues in language change and application of the knowledge to data analysis.	Good knowledge of major issues in language change and application of the knowledge to data analysis.	Adequate knowledge of major issues or marginal familiarity with the subject matter and application of the knowledge to data analysis.	Poor familiarity with the subject matter and poor analysis of linguistic data.
2. Assignment	Demonstrate grasp of basic concepts in the theory of grammaticalization and lexicalization.	Excellent knowledge of major issues in grammaticalization and application of the knowledge to data analysis.	Good knowledge of major issues in grammaticalization and application of the knowledge to data analysis.	Adequate knowledge or marginal familiarity with the subject matter and application of the knowledge to data analysis.	Poor familiarity with the subject matter and poor analysis of linguistic data.
3. Final paper	Demonstrate competence in applying the theory of constructionalization.	Excellent competence in applying the theory of constructionalization	Good competence in applying the theory of constructionalization	Adequate competence or marginal familiarity with the subject matter in applying the theory of constructionalization	Poor familiarity with the subject matter and poor analysis of linguistic data.

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.)

Theory of grammaticalization and lexicalization: Reanalysis, analogy, hypothesis of unidirectionality, the context and effects of grammaticalization, the role of frequency

Constructionalization: Construction Grammar, constructional network, constructional context, the difference between constructionalization and grammaticalization

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.	Hopper, Paul. J. and Elizabeth Closs Traugott. 2003. *Grammaticalization* (revised edn.). Cambridge: Cambridge University Press.
2.	Traugott, Elizabeth Closs and Trousdale, Graeme. 2013. *Constructionalization and Constructional Changes.* Oxford: Oxford University Press.

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

1.	Brinton, Laurel and Elisabeth Closs Traugott. 2005. *Lexicalization and Language Change*. Cambridge: Cambridge University Press.
2.	Heine, Bernd and Tania Kuteva. 2007. *The Genesis of Grammar: A Reconstruction*. Oxford: Oxford University Press.
3.	Bybee, Joan L. 2007. *Frequency of Use and the Organization of Language*. New York: Oxford University Press.