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: Contrastive Studies of Chinese and English Grammar

Course Code: LT5510

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) Nil

Equivalent Courses:
(Course Code and Title) CTL5510 Contrastive Studies of Chinese and English Grammar

Exclusive Courses:
(Course Code and Title) Nil

Part II   Course Details

1.   **Abstract**

This course aims to enable students to compare and contrast the differences between Chinese and English with respect to morphology, syntax and semantics. Chinese is evidently different from English, but their differences are not totally arbitrary, but fall under some limited bounds. This course shows how their grammatical properties can be accounted for in a principled way by general linguistic theory. After attending course lectures, the students will not only have an adequate understanding of the grammars of Chinese and English but can also see the limit to variations.

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.	Compare and contrast the differences between the morphological, syntactic and semantic structures of Chinese and English.	40%	✓	✓	
2.	Discuss and apply the concepts and techniques of argumentation acquired in class to new data.	40%	✓	✓	✓
3.	Apply the analytic skills learned in class and tutorials to new problems and discover new solutions.	20%	✓	✓	✓
		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 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.

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	**Readings:** Student will read independent research including book chapters and journal articles as preparations for lectures.	✓	✓					
2	**Lectures:** Student will learn in lectures (a) the similarities and differences between Chinese and English with respect to morphology, syntax and semantics; (b) how the observed rules can be explained by language-specific patterns of form-function mapping principles; (c) how the differences between the two languages underlie the acquisition of one language by speakers of the other.	✓	✓	✓				
3	**In-class exercises:** Student will apply concepts to data analysis. Practice by applying the concepts and argumentation for old problems to new data.	✓	✓	✓				

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%								
Assignments (one) Analysis of new data using the concepts and techniques learned in the lectures	✓	✓					30%	
Written report – 1200-1500 words A self-chosen topic related to contrastive studies of English and Chinese grammar	✓	✓	✓				35%	
End-of-term test (2 hours) Analysis of new data based on class lectures and assignments	✓	✓	✓				35%	
Examination: NIL								
							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. Assignments	Application of the theories learned in lectures to analyse data or solve problem	Excellent application of the theories learned in lecture to analyse data or solve problem	Good application of the theories learned in lecture to analyse data or solve problem	Satisfactory application of the theories learned in lecture to analyse data or solve problem	Unsatisfactory application of the theories learned in lecture to analyse data or solve problem	Incorrect application of the theories learned in lecture to analyse data or solve problem
2. Written report	Demonstrate through writing the ability to discuss fundamental issues relating to contrastive studies between Chinese and English grammar	Demonstrate strong evidence of excellent ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar	Demonstrate some evidence of good ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar	Demonstrate adequate ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar	Demonstrate little ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar	Demonstrate limited or virtually no ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar
3. End-of-term test	Application of the concepts, theories and models to data analysis and problem solving	Excellent application of the concepts, theories and models to data analysis and problem solving	Good application of the concepts, theories and models to data analysis and problem solving	Satisfactory application of the concepts, theories and models to data analysis and problem solving	Unsatisfactory application of the concepts, theories and models to data analysis and problem solving	Poor application of the concepts, theories and models to data analysis and problem solving
	Ability of interpretation of Chinese and English language phenomenon	Excellent ability of interpretation of Chinese and English language phenomenon	Good ability of interpretation of Chinese and English language phenomenon	Average ability of interpretation of Chinese and English language phenomenon	Below-average ability of interpretation of Chinese and English language phenomenon	Low ability of interpretation of Chinese and English language phenomenon

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Assignments	Application of the theories learned in lectures to analyse data or solve problem	Excellent application of the theories learned in lecture to analyse data or solve problem	Good application of the theories learned in lecture to analyse data or solve problem	Satisfactory application of the theories learned in lecture to analyse data or solve problem	Incorrect application of the theories learned in lecture to analyse data or solve problem
2. Written report	Demonstrate through writing the ability to discuss fundamental issues relating to contrastive studies between Chinese and English grammar	Demonstrate strong evidence of excellent ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar	Demonstrate some evidence of good ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar	Demonstrate adequate ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar	Demonstrate limited or virtually no ability through writing to discuss fundamental issues relating to contrastive studies between Chinese and English grammar
3. End-of-term test	Application of the concepts, theories and models to data analysis and problem solving	Excellent application of the concepts, theories and models to data analysis and problem solving	Good application of the concepts, theories and models to data analysis and problem solving	Satisfactory application of the concepts, theories and models to data analysis and problem solving	Poor application of the concepts, theories and models to data analysis and problem solving
	Ability of interpretation of Chinese and English language phenomenon	Excellent ability of interpretation of Chinese and English language phenomenon	Good ability of interpretation of Chinese and English language phenomenon	Average ability of interpretation of Chinese and English language phenomenon	Low ability of interpretation of Chinese and English language phenomenon

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.)
   Semantics of Chinese and English, Morphology of Chinese and English, Syntax of Chinese and English.

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.)

Chapters will be taken from the following books for students' readings.

1.	Packard, Jerome. 2000. *The Morphology of Chinese: A Linguistic and Cognitive Approach*. Cambridge: Cambridge University Press.
2.	Huang, C-R. and Shi, D. X. 2016. *A Reference Grammar of Chinese*. Cambridge: Cambridge University Press.
3.	Baker, C. L. (1996) *English Syntax.* 2nd edition. London: The MIT Press.
4.	Radford, Andrew (2009) *Analysing English sentences: a minimalist approach*. Cambridge: Cambridge University Press.

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

1.	Lin, Yen-hwei. 2007. *The Sounds of Chinese*. Cambridge: Cambridge University Press.
2.	Huang, C.-T., Y.-H. Li and Y. F. Li. 2009. *The Syntax of Chinese*. Cambridge University Press.
3.	Chao, Y. R. 1968. *A Grammar of Spoken Chinese*. Berkeley: University of California Press.
4.	Quirk, R., S. Greenbaum, G. Leech and J. Svartvik. 1986. *A Comprehensive Grammar of the English Language*. London: Longman.
5.	Wang, S-Y. and Sun, C. F. 2015. *The Oxford Handbook of Chinese Linguistics*. New York, NY: Oxford University Press.
6.	Li, C. N. and S. A. Thompson. 2001. *A Reference Grammar of Mandarin Chinese*. Berkeley and Los Angeles: University of California Press.