

City University of Hong Kong

Information on a Course
offered by Department of Linguistics and Translation
with effect from Semester B in 2014 / 2015

Part I

Course Title:	Special Topics in Linguistics
Course Code:	LT5430
Course Duration:	1 semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Prerequisites:	NIL
Precursors:	NIL
Equivalent Courses:	CTL5430 Special Topics in Linguistics
Exclusive Courses:	NIL

Part II

Course Aims

To explore the theoretical foundations of one or more dominant schools of thought in the study of language, with reference to their methodological assumptions and achievements as manifested in investigations of the core areas of phonetic, phonology, syntax and semantics. Emphasis will be placed on modern linguistic theories, which may include major paradigms such as Saussurean theory, Prague School Linguistics, American Structuralism, Generative Grammar, and Functional Linguistics. When needed, the course may also cover the Pedagogical Grammar of English.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Identify major issues in the field	
2.	Capture important literature in the field	

3.	Provide critical review of the literature	
4.	Compare alternative hypotheses and theories, and independently formulate hypotheses/theories on a specific topic.	
5.	Conduct independent research on a particular topic, discovering and formulating hypotheses that are descriptively, explanatorily and theoretically adequate.	

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No	TLAs	Hours/week (if applicable)
1,2,3,4,5	Lectures and seminars: Lectures for presenting concepts. Seminars will typically consist of an introduction to and critical review of the literature, comparison and evaluation of alternative hypotheses and theories, and data analysis.	
1,2,3,4,5	Assignments and papers: Students are required to complete assignments based on what they have learnt in class. Students are expected to participate actively in terms of writing their individual research papers.	
1,2,3,4,5	Independent learning: Materials are posted onto the blackboard from time to time, and students are advised to refer to these materials for independent learning.	

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

Final details will be provided to students in their first week of attendance in this course.

CILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
1,2,3,4,5	<p>Assignments: Students are required to complete assignments consisting of analytic questions and one long essay during the semester, as indicated below:</p> <p>(a) 1st assignment (25%) (i) analytic questions</p> <p>(b) 2nd assignment (25%) (i) analytic questions</p> <p>(c) 3rd assignment (50%) (i) analytic questions (25%) (ii) one 2000-word essay (25%)</p>	100%	

Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading is based on student performance in the assessment tasks/activities.

Final details will be provided to students in their first week of attendance in this course.

Letter Grade	Grading criteria in relation to assessment activities
A+ A A-	<p>Excellent ability to demonstrate in the following tasks.</p> <p>Tutorial participation on in-class assignments/exercises: Excellent ability to analyze; strong evidence of original thinking in formulating hypotheses; superior grasp of theoretical concepts related to the topics under discussion; zealous participation</p> <p>Take home assignment(s): Evidence of excellent knowledge in relevant topics; strong evidence of logical thinking</p> <p>Presentations and paper writing: Evidence of extensive knowledge in the topic; excellent literature review, organisation and presentation; excellent analyses with original and logical thinking, adequate citations and references with consistent style (APA or MLA).</p>
B+ B B-	<p>Good ability to demonstrate in the following tasks.</p> <p>Tutorial participation on in-class assignments/exercises: Evidence of critical and analytical ability; evidence of ability to formulate hypotheses; good grasp of theoretical concepts related to the topics under discussion; active participation</p> <p>Take home assignment(s): Evidence of adequate knowledge in relevant topics</p>

	Presentations and paper writing: Evidence of adequate knowledge in the topic; good literature review, organisation and presentation; good and logical analyses; relevant citations and references with consistent style.
C+ C C-	Adequate ability to demonstrate in the following tasks. Tutorial participation on in-class assignments/exercises: Evidence of satisfactory grasp of theoretical concepts related to the topics under discussion; satisfactory participation Take home assignment(s): Evidence of the ability to understand the relevant topics Presentations and paper writing: Evidence of satisfactory knowledge in the topic; satisfactory literature review, organisation and presentation; satisfactory analyses; citations and references with inconsistent styles.
D	Barely adequate ability to demonstrate in the following tasks. Tutorial participation on in-class assignments/exercises: Ability to follow the theoretical concepts related to the topics under discussion in spite of some difficulty; satisfactory participation Take home assignment(s): Ability to apply knowledge in the assignments in spite of difficulty Presentations and paper writing: Ability to apply knowledge in the topic in spite of difficulty; barely adequate in handling literature review, organisation and presentation; analyses with inaccuracy; no citations or references.
F	Tutorial participation on in-class assignments/exercises: Little or no evidence of familiarity with the theoretical concepts related to the topics under discussion; insufficient participation Take home assignment(s): Very limited knowledge of the topics in question Presentations and paper writing: Very limited knowledge of the topic and insufficient ability to handle literature review, organisation and presentation; totally incorrect analyses; no citations or references.

Part III

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 the core areas of phonetics, phonology, morphology, syntax and semantics, in addition to other areas such as psycholinguistics, computational linguistics, etc., with an emphasis on acquisition of in-depth knowledge of the current issues in linguistic theory, critical review of relevant literature and independent formulation of hypotheses/theories.

Due to its nature, the course may cover topics from one of the following areas: Pedagogic Grammar of English, Phonetics, Phonology, Morphology, Syntax, Semantics, Discourse Analysis, Computational Linguistics, Psycholinguistics, etc.,

depending on the need of the students and the expertise of the instructor.

Recommended Reading (tentative)

- Aarts, Bas. (2001) *English Syntax and Argumentation*. 2nd edition. New York: Palgrave Macmillan.
- Baker, C. L. (1995) *English Syntax*. 2nd edition. Cambridge: MIT Press.
- Cook, Vivian. (1993) *Linguistics and Second Language Acquisition*. New York: Palgrave Macmillan.
- Haegeman, Liliane. (2006) *Thinking Syntactically: A Guide to Argumentation and Analysis*. Oxford: Blackwell Publishing.
- Haegeman, Liliane and Jacqueline Gueron. (1999) *English Grammar: A Generative Perspective*. Oxford: Blackwell Publishers.
- Lappin, S. (1997) *The Handbook of Contemporary Semantic Theory*. Oxford: Blackwell Publishers
- Wolfram, W., M. Baltin & C. Collins. (2000) *The Handbook of Contemporary Syntactic Theory*. Oxford: Blackwell Publishers
- Spencer, A. & A. Zwicky (2001) *The Handbook of Morphology*. Blackwell Publishers.
- Bernhardt, B. H. & J. P. Sternberger (1997) *The Handbook of Phonological Development: from the Perspective of Constraint-Based Non-linear Phonology*. Academic Press.
- Hardcastle, W. J. & J. Laver (1999) *The Handbook of Phonetic Sciences*. Blackwell Publishers.
- Huddleston, Rodney. (1988) *English Grammar: An Outline*. Cambridge: CUP.
- Mitkov, R. (2003) *The Oxford Handbook of Computational Linguistics*. Oxford University Press.
- Gernsbacher, M. A. (1994) *The Handbook of Psycholinguistics*. Elsevier Academic Press.