

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 2018**

Part I Course Overview

Course Title: Syntax and Morphology

Course Code: LT5402

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) CTL5402 Syntax and Morphology

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

The course aims to expose students to morphological and syntactic structures of natural language. They will learn how to observe, describe and explain syntactic and morphological phenomena, and apply the analytic skills acquired in class to discover new solutions for new data.

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.	Observe and describe the surface and underlying structures of words, phrases and clauses in terms of tree diagrams and labelled bracketing.	20%	✓	✓	
2.	Analyse the surface and underlying structures of words, phrases and clauses in terms of tree diagrams and labelled bracketing.	20%	✓	✓	✓
3.	Explain the data by the grammatical rules and principles	30%	✓	✓	
4.	Apply the analytic skills learned in class to new data in exercises.	30%		✓	✓
		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. Teaching and Learning Activities (TLAs)

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

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Learn (a) how complex morphological structures are built up from simpler ones; (b) how morphological structures are related to the phonological structure and semantics; (c) how phrases are built from morphological units; (d) how phrases and clauses are structurally represented; (d) why some logically possible morphological and syntactic structures are excluded by general constraints on the morphology and syntax in natural language..	✓	✓	✓	✓			2 hours
Tutorials	Discussion and practice of how methods for solving old problems can be used to recognize problems in new data and applied to discover new solutions.		✓	✓	✓			1 hour
Assignments	The skills of argumentation learned in class and the tutorials are applied to new data.	✓	✓	✓	✓			2 hours

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	4				
Continuous Assessment: 65%								
Assignments	✓	✓	✓	✓			30%	
Midterm quiz (2 hrs)	✓	✓	✓	✓			35%	
Examination: 35% (duration: 2 hours , if applicable)								
							100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignments	Demonstration of understanding of the nature of the problems Ability to apply solutions for old problems to new ones.	High	Significant	Moderate	Basic	Less than minimal
2. Midterm test	Demonstration of understanding of the key concepts in morphology introduced in class Ability to solve novel morphology problems	High	Significant	Moderate	Basic	Less than minimal
3. Final exam	Demonstration of understanding of the key concepts in syntax introduced in class Ability to solve novel syntax problems	High	Significant	Moderate	Basic	Less than minimal

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.)

Basic Notions: Syntax and morphology as components of grammar, competence and performance, infinite rule-governed creativity, levels of adequacy, universal and particular grammar, principles and parameters.

Structure and Formation of Words: Morphemes, morphological features, derivation, inflection, compounding, morphological structures.

Lexicon: Categorization and subcategorization, thematic roles, selectional restrictions.

Structure: Noun phrases, verb phrases, adjective phrases, prepositional phrases, inflections, complementizers, types of clauses.

Syntactic Rules: Question formation, relativization, topicalization, passivization, raising, head movement.

Syntactic Principles: structural relations, structural conditions on licensing negative polarity items and binding, constraints on movement.

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.	Contemporary linguistics : An introduction / edited by William O'Grady, Michael Dobrovolsky, Francis Katamba. 1997. London/New York: Longman.
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2.2 Additional Readings

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

1.	Linguistics: An introduction to linguistic theory / written by Victoria A. Fromkin (editor) ... [et al.]. 2000. Malden, MA/Oxford, UK: Blackwell Publishing.
2.	What is morphology? by Mark Aronoff and Kirsten Fuderman. 2011. Malden, MA: Wiley-Blackwell.
3.	Syntactic theory, by Geoffrey Poole. 2002. Hampshire, NY: Palgrave.