

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 18

Part I Course Overview

Course Title: Grammar of Chinese

Course Code: LT5454

Course Duration: One Semester

Credit Units: 3

Level: P5

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only) Science and Technology

Medium of Instruction: English supplemented with Putonghua

Medium of Assessment: English supplemented with Chinese

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: CTL5404 Chinese Linguistics Structure / CAH5404 Chinese Linguistics Structure
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to help students analyse words, phrases and sentences in Modern Standard Chinese in a logical and systematic way, and familiarize them with the morphological, syntactic and semantic properties of Modern Standard Chinese. Focus will also be on topics that are currently discussed in the literature and unique to Modern Standard Chinese. Upon completing this course, students should be able to apply the knowledge of Chinese grammar and the analytic skills they acquire in the course to conduct linguistic analyses on their own.

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.	recognize the lexical and functional categories of Modern Standard Chinese structures;		✓	✓	
2.	describe the argument structure of Modern Standard Chinese and the linguistic differences between Chinese compounds and phrases;		✓	✓	✓
3.	identify the verb phrases in Modern Standard Chinese, and the constituents involved in relevant constructions;		✓	✓	
4.	identify and explain linguistic properties and features that are unique to Modern Standard Chinese; and		✓	✓	
5.	identify special constructions in Modern Standard Chinese and do relevant basic analyses.		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	5	
1	<p>Lecture and Class Activities: Learning through teaching is mainly based on lectures. Theoretical foundations and concepts related to the above learning outcomes are laid in the lecture.</p>	✓	✓	✓	✓	✓	
2	<p>Tutorials: Discussion and exercises are provided to familiarize students with the theoretical concepts acquired in the lecture and to use these concepts to generate new ideas. Tutorial groups are formed to serve two objectives.</p> <p>(1) Work on exercises to help students apply the concepts acquired in the lecture into actual analysis; and (2) conduct discussion on special topics covered in some of the recommended readings.</p>	✓	✓	✓	✓	✓	
3	<p>Independent learning: Recommended readings, including journal papers and articles, on topics in Chinese linguistics, particularly on those related to special constructions in Modern Standard Chinese.</p>	✓	✓	✓	✓	✓	
4	<p>Take-home assignments: Take-home assignments will be given to students as part of the course assessment. Students will be asked to conduct basic morpho-syntactic and semantic analyses on sentences included in the assignments.</p>	✓	✓	✓	✓	✓	

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	5		
Continuous Assessment: 100 %							
Assignments: Students are required to complete three short assignments during the semester, constituting 20%, 25% and 25% of the course assessment, respectively.	✓	✓	✓	✓	✓	70%	
Semester-end quiz: A closed-book quiz will be conducted in the last lecture (Week 13). The quiz will be given to evaluate how well students have achieved the above CILOs and what they have learnt in the lectures and the tutorials.	✓	✓	✓	✓	✓	30%	
Examination: % (duration: , if applicable)							
						100%	

* The weightings should add up to 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:		Performance in assignments demonstrates a thorough understanding of the linguistic structures of Modern Standard Chinese.	Performance in assignments demonstrates a good understanding of the linguistic structures of Modern Standard Chinese.	Performance in assignments and quizzes demonstrates an adequate understanding of the linguistic structures of Modern Standard Chinese.	Performance in assignments and quizzes demonstrates only a minimal understanding of the linguistic structures of Modern Standard Chinese.	Performance in assignments and quizzes demonstrates inadequate understanding of the linguistic structures of Modern Standard Chinese.
2. Semester-end quiz:		Performance in the quiz demonstrates a thorough understanding and ability to analyse the linguistic structures of Modern Standard Chinese.	Performance in assignments demonstrates a good understanding and ability to analyse the linguistic structures of Modern Standard Chinese.	Performance in assignments and quizzes demonstrates an adequate understanding and ability to analyse the linguistic structures of Modern Standard Chinese.	Performance in assignments and quizzes demonstrates only a minimal understanding and ability to analyse the linguistic structures of Modern Standard Chinese.	Performance in assignments and quizzes demonstrates inadequate understanding and ability to analyse the linguistic structures of Modern Standard Chinese.

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.)

Chinese morphemes and words, words and phrases, lexical categories, verbs and nouns, adjectives and prepositions, functional categories, argument structures, Chinese resultative compounds, adjuncts, complements and verb phrases, double objects and the structure of verb phrase, aspectual phrases and modals, passives, the ba construction, topic constructions, questions, nominal expressions, anaphora.

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.	Li, Charles N. and Sandra A. Thompson. (1981) <i>Mandarin Chinese: a functional reference grammar</i> . Berkeley: University of California Press.
2.	Huang, James C. –T., Audrey Y. –H. Li and Yafei Li. (2009) <i>The Syntax of Chinese</i> . Cambridge: Cambridge University Press.
3.	Chu, Chauncey C. (1998) <i>A discourse grammar of Mandarin Chinese</i> . New York : P. Lang.

2.2 Additional Readings

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

1.	Zhu, Dexi. (1982) <i>Yufa Jiangyi [Lecture Notes on Grammar]</i> . Beijing: The Commercial Press.
2.	Carnie, Andrew. (2007) <i>Syntax: A generative introduction</i> . 2 nd edition. Oxford: Wiley-Blackwell.
3.	Heim, Irene and Angelika Kratzer. (1998) <i>Semantics in Generative Grammar</i> . Oxford: Blackwell.
4.	Saeed, John I. (2009) <i>Semantics</i> . 3 rd edition. Oxford: Wiley-Blackwell.