

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2022 / 23

Part I Course Overview

Course Title: Pedagogical Grammar: Chinese and English

Course Code: LT5451

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English supplemented with Putonghua

Medium of Assessment: English supplemented with Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to equip students with the knowledge of essential grammar in Chinese and English for second/foreign language (CSL and ESL) teaching purposes. Phonetics, phonology, and morphology of the two languages will be discussed. The relationship between syntax, semantics and pragmatics will be explored through the analyses of the form, meaning and function of the morpho-syntactic and syntactic structures of Chinese and English. Discussion of theory and research on the pedagogy of CSL/ESL grammar will be incorporated with practices or grammar activities. Students will be trained to use research to inform practice, and enhance teaching and learning.

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 and analyse the essential the phonetic, phonological, morpho-syntactic and syntactic structures of Chinese and English.		✓	✓	
2.	Critically review the pedagogy and research of teaching grammar of Chinese and English as a second language.		✓	✓	
3.	Discover the relationship between grammar, meaning and function in Chinese and English.		✓	✓	✓
4.	Apply the knowledge of essential grammar of Chinese and English to teaching demonstration in a second language classroom.		✓	✓	✓
5.	Create learning tasks and lesson plans concerning pedagogical grammar in Chinese and English.		✓	✓	✓
		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	5	
1	Readings – Book chapters, articles, and supplementary materials on pedagogical grammar in Chinese and English.	✓	✓	✓	✓	✓	
2	Lectures – Presenting, explaining, and discussing concepts and theories related to pedagogical grammar in Chinese and English.	✓	✓	✓	✓		
3	Tutorials- Tutorial assignments, take-home exercises and activities help students to analyse the morpho-syntactic and syntactic structures of Chinese and English for learning and teaching purposes; Discussion of research articles on grammar instruction and acquisition.	✓	✓	✓	✓	✓	

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%							
Critical reviews on research articles related to pedagogical grammar in Chinese and English.	✓	✓	✓	✓	✓	40%	
Participation in class discussion and activities: Tutorial or take-home assignments and grammar activities which require students to analyse the phonetic, phonological, morpho-syntactic and syntactic structures of Chinese and English for learning and teaching purposes.	✓	✓	✓	✓	✓	10%	
Semester-end project : Create tasks for L2 learners learning Chinese and English grammar. Design lesson plans for teaching L2 learners Chinese and Chinese grammar. Final report: Include theoretical rationale of the tasks created and the lesson plans designed.	✓	✓	✓	✓	✓	50%	Written Project 30% Oral Presentation 20%
Examination: 0% (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 in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Critical reviews	Capability to write critical reviews on research articles related to pedagogical grammar in Chinese and English.	High	Significant	Basic	Not reaching marginal level
2. Participation in class discussion and activities	Ability to participate actively in class discussion and activities	High	Significant	Basic	Not reaching marginal level
3. Semester-end project	Ability to create tasks for L2 learners learning Chinese and English grammar. Ability to design professional lesson plans for teaching L2 learners Chinese and Chinese grammar. Ability to write final report which includes theoretical rationale of the tasks created and the lesson plans designed.	High	Significant	Basic	Not reaching marginal level

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Critical reviews	Capability to write critical reviews on research articles related to pedagogical grammar in Chinese and English.	High	Significant	Moderate	Basic	Not reaching marginal level
2. Participation in class discussion and activities	Ability to participate actively in class discussion and activities	High	Significant	Moderate	Basic	Not reaching marginal level
3. Semester-end project	Ability to create tasks for L2 learners learning Chinese and English grammar. Ability to design professional lesson plans for teaching L2 learners Chinese and Chinese grammar. Ability to write final report which includes theoretical rationale of the tasks created and the lesson plans designed.	High	Significant	Moderate	Basic	Not reaching marginal level

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.)

Characteristics of pedagogical grammar, Sequencing of grammatical items

Essential pedagogical Grammar in Chinese and English:

Phonetics, phonology

Word formation principles

Content words vs. Function words,

Morphological/word Structures (e.g. inflectional/derivational morphemes, conjoined/verb-complement/verb-object words)

Sentential Structures in Chinese and English (e.g. subject-predicate structure, topic-comment structure, BA Construction, passive structures, conjoined and subordinate structures)

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	Nil
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2.2 Additional Readings

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

1	Leech, G. & Svartvik, J. (2002) <i>A communicative grammar of English</i> (3rd ed.), Harlow : Longman.
2	Quirk, R. & Greenbaum, S. (1973) <i>A concise grammar of contemporary English</i> , San Diego : Harcourt Brace Jovanovich.
3	Celce-Murcia, M. & Larsen-Freeman, D. (1999). <i>The Grammar Book: An ESL/EFL Teacher's Course</i> , (2nd Ed.). Boston: Heinle & Heinle.
4	Firsten & Killian (2002). <i>The ELT Grammar Book: A Teacher-Friendly Resource Guide</i> . San Francisco: Alta Book Center Publishing.
5	Yule, G. (1998). <i>Explaining English Grammar</i> . Oxford: Oxford University Press.
6	鄧守信, 對外漢語教學語法, 臺北市文鶴出版社, 2009.
7	國家對外漢語教學領導小組辦公室教學處編, 對外漢語教學語法探索, 中國社會科學出版社, 2002.
8	盧福波, 對外漢語教學語法研究, 北京語言大學出版社, 2004.
9	齊滬揚(主編), 對外漢語教學語法, 上海復旦大學出版社, 2005.