LT3326: COMPARATIVE STUDY OF CHINESE AND ENGLISH

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Comparative Study of Chinese and English

Subject Code
LT - Linguistics and Translation
Course Number
3326

Academic Unit
Linguistics and Translation (LT)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
Other Languages

Other Languages for Medium of Instruction
English and Chinese

Medium of Assessment
Other Languages

Other Languages for Medium of Assessment
English and Chinese

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
CTL3326 Comparative Study of Chinese and English / LT3256 Contrastive Linguistics

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to sensitize students to the discovery of fundamental linguistic differences between Chinese and English with a view to enabling them to communicate efficiently and creatively between the two languages by way of a comparative account of how the two languages organize and express meaning in verbal and written discourse through their respective grammatical structures and stylistic devices.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the fundamental properties of phonology morphology and syntax.	40		x	
2	Describe the way Chinese and English are similar and different.	40		x	x
3	Explain why the facts in the two languages are the way they are, but not otherwise.	20	x	x	x

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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1		Lecture, in-class exercises/activities, and reading	1, 2, 3	3
2		Assignment, individual / group presentation, and research paper	2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	One assignment on topics covered in lectures	1, 2	15	The assignment is designed to reinforce students' understanding of the topics covered in lectures and to learn from each other.

2	Midterm test	2, 3	30	The students are to demonstrate their individual understanding of the class materials.
3	Research paper	1, 2, 3	30	The paper should be around 1,500 – 1,800 words on any discovery in a related topic.
4	In-class Quiz	1, 2	10	The students are to demonstrate understanding of the class materials. It is also a way to record attendance and participation.
5	Group presentation	1, 2, 3	15	Students make a class presentation on a topic of their own choice

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Assignment on topics covered in lectures

Criterion

Accuracy and creativity

Excellent (A+, A, A-)

Performance in assignments demonstrates a thorough understanding of the analytic skills and original insights for the similarities and differences between the linguistic structures in Chinese and English.

Good (B+, B, B-)

Performance in assignments demonstrates a good understanding of the similarities and differences between the linguistic structures in Chinese and English.

Fair (C+, C, C-)

Performance in assignments demonstrates an adequate understanding of the similarities and differences between the linguistic structures in Chinese and English.

Marginal (D)

Performance in assignments demonstrates only a minimal understanding of the similarities and differences between the linguistic structures in Chinese and English.

Failure (F)

Performance in assignments demonstrates inadequate understanding of the similarities and differences between the linguistic structures in Chinese and English.

Assessment Task

2. Midterm test

Criterion

Content and language use

Excellent (A+, A, A-)

Performance demonstrates deep individual understanding of analytic skills and original insights for some new problems in phonology and morphology as presented by new data.

Good (B+, B, B-)

Performance demonstrates good individual understanding and analytic skills for some new problems in phonology and morphology as presented by new data.

Fair (C+, C, C-)

Performance demonstrates reasonable individual understanding and analytic skills for some new problems in phonology and morphology as presented by new data.

Marginal (D)

Performance demonstrates barely sufficient individual understanding and analytic skills for some new problems in phonology and morphology presented by new as data.

Failure (F)

Performance demonstrates insufficient individual understanding and analytic skills for some new problems in phonology and morphology presented by new as data

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Assessment Task

3. Research paper

Criterion

Content and language use

Excellent (A+, A, A-)

Performance demonstrates deep individual understanding of analytic skills and original insights for some new problems in syntax as presented by new data.

Good (B+, B, B-)

Performance demonstrates good individual understanding and analytic skills for some new problems in syntax as presented by new data.

Fair (C+, C, C-)

Performance demonstrates reasonable individual understanding and analytic skills for some new problems in syntax presented by new data.

Marginal (D)

Performance demonstrates barely sufficient individual understanding and analytic skills for some new problems in syntax as presented by new data.

Failure (F)

Performance demonstrates insufficient individual understanding and analytic skills for some new problems in syntax as presented by new data.

Assessment Task

4. In-class Quiz

Criterion

Content and language use

Excellent (A+, A, A-)

Performance demonstrates deep individual understanding of similarities and differences between Chinese and English

Good (B+, B, B-)

Performance demonstrates good individual understanding of similarities and differences between Chinese and English

Fair (C+, C, C-)

Performance demonstrates reasonable individual understanding of similarities and differences between Chinese and English

Marginal (D)

Performance demonstrates barely sufficient individual understanding of similarities and differences between Chinese and English

Failure (F)

Performance demonstrates insufficient individual understanding of similarities and differences between Chinese and English

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Assessment Task

5. Group presentation

Criterion

Content and language use, presentation skills

Excellent (A+, A, A-)

Performance demonstrates deep individual understanding of similarities and differences between Chinese and English

Good (B+, B, B-)

Performance demonstrates good individual understanding of similarities and differences between Chinese and English

Fair (C+, C, C-)

Performance demonstrates reasonable individual understanding of similarities and differences between Chinese and English

Marginal (D)

Performance demonstrates barely sufficient individual understanding of similarities and differences between Chinese and English

Failure (F)

Performance demonstrates insufficient individual understanding of similarities and differences between Chinese and English

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Part III Other Information

Keyword Syllabus

Contrastive grammar / linguistics; analytic vs synthetic language; inflection; speech sounds; phonology; writing system; syntax

Reading List

Compulsory Readings

	Title
1	Sun, Chaofen. 2006. Chinese: a linguistic introduction. Cambridge: Cambridge University Press.
2	Givón, T. 1993. English Grammar: a function-based introduction. John Benjamins Publishing Co.

Additional Readings

	Title
1	Huang, C-R. and Shi, D. X. 2016. A Reference Grammar of Chinese. Cambridge: Cambridge University Press.
2	Chao, Yuen Ren. 1968. A grammar of spoken Chinese.
3	Li, Charles and Sandra Thompson. 2001. A reference grammar of Mandarin Chinese. Berkeley and Los Angeles: University of California Press.