Course code and title

LING2008B Linguistic Argumentation II

Instructor and Teaching Assistant

Instructor:　　　　　CHEN Zhuo

Teaching Assistant:　LI Ruoxi

Lecture time and venue

Tuesdays, 9:30am-11:15am; Room 108, T.C. Cheng Building (UCC)

Tutorial time and venue

Tuesdays, 11:30am-12:15pm; Room 108, T.C. Cheng Building (UCC)

Course overview

This course enhances students' sensitivity to the structure of linguistic argumentation. It will engage students in critical reflections on the character of linguistic units and categories at various levels of grammar, as well as systematic descriptions and analyses of language phenomena using linguistics concepts. Through critical discussion of selected cases, students will explore the ways in which one may arrive at generalizations based on linguistic evidence, how different analyses may apply to a given linguistic phenomenon, and the grounds on which one analysis may be judged to be superior to another.

Learning outcomes

Students are expected to achieve the following learning outcomes:

(a) A clear understanding of the basic units and categories of language and an ability to define these units and categories cross-linguistically;

(b) An ability to describe the structure of argumentation of a linguistics article, and respond to the ideas contained in it;

(c) An interest to observe the languages encountered in daily life, and some skills in tapping into one's own native language competence;

(d) A basic command of the use of reference grammars for descriptive facts about a language;

(e) An enhanced ability to write clear, well-organized and coherent expository papers on language, making use of techniques such as formulating thesis statements, paragraphing and self-editing;

(f) An enhanced knowledge of some of the typical errors of advanced Chinese learners of English.

List of topics

Topic	Contents/fundamental concepts
Module 1: Topics in Linguistics III	
▪ **Arguing about linguistic units**	▪ Morphemes, words, and phrases
	▪ "free" vs. "bound"
	▪ Cross-linguistic differences in the conception of wordhood
Module 2: Topics in Linguistics IV	
▪ **Arguing about linguistic categories**	▪ Word classes (parts of speech): nouns, verbs, adjectives, prepositions, and auxiliaries
	▪ Justification for the existence of categories and category membership
	▪ Cross-linguistic differences in the classification of linguistic categories
Module 3: Argumentation	
	▪ Types of empirical data used as evidence in linguistic argumentation
	▪ Arguments based on significant generalizations about language
	▪ Essentials of academic writing: title, abstract, thesis statement, introduction, elaboration, citation, quotation, reporting results, conclusion
Module 4: Grammar and style	
	▪ Paragraph structure, linking devices, sentence patterns, topic and focus, linguistic dimensions of style, intertextuality
	▪ Typical errors of advanced Chinese learners of English

Learning activities

Lecture		Interactive tutorial		Assigned readings		Writing assignments		In-group discussion		One-on-one consultation		Project / Essay	
(hr)		(hr)		(hr)		(hr)		(hr)		(hr)		(hr)	
in | out class		in | out class		in | out class		in | out class		in | out class		in | out class		in | out class	
26	0	13	0	0	65	0	65	0	13	0	6	0	0
M	NA	M	NA	NA	M/O	NA	M/O	NA	M/O	NA	O	NA	NA

M: Mandatory activity in the course; O: Optional activity; NA: Not applicable

Assessment scheme

Task nature	Weight
Two sets of writing assignments (30% for each set of assignment: outline 5% + paper 25%)	60%
Presentation of reading summaries	25%
In-class discussion of readings and writing assignments	10%
Post-presentation mini-quizzes	5%

Note: In case face-to-face teaching becomes impossible due to the pandemic, lectures and in-class activities will be conducted online.

Grade descriptors for assessment

Grade	Overall course
A	- Recognize almost all the linguistic concepts and their supporting arguments covered in the course - Recognize and identify a good range of common errors made by Chinese learners of English - Excellent in applying linguistic knowledge and knowledge about academic discourse in writing - Excellent in evaluating linguistic papers with a lot of critical insights
A-	- Recognize most of the linguistic concepts and their supporting arguments covered in the course - Recognize and identify a good range of common errors made by Chinese learners of English - Good in applying linguistic knowledge and knowledge about academic discourse in writing - Good in evaluating linguistic papers with some critical insights

Grade	▪ Overall course
B	▪ Recognize some linguistic concepts and their supporting arguments covered in the course
	▪ Recognize and identify some common errors made by Chinese learners of English
	▪ Satisfactory in applying linguistic knowledge and knowledge about academic discourse in writing
	▪ Satisfactory in evaluating linguistic papers
C	▪ Recognize relatively few linguistic concepts and their supporting arguments covered in the course
	▪ Recognize and identify relatively few common errors made by Chinese learners of English
	▪ Weak in applying linguistic knowledge and knowledge about academic discourse in writing
	▪ Weak in evaluating linguistic papers
D	▪ Recognize very few linguistic concepts and their supporting arguments covered in the course
	▪ Recognize and identify very few common errors made by Chinese learners of English
	▪ Very weak in applying linguistic knowledge and knowledge about academic discourse in writing
	▪ Very weak in evaluating linguistic papers
F	▪ Recognize almost no linguistic concepts and their supporting arguments covered in the course
	▪ Recognize and identify almost no few common errors made by Chinese learners of English
	▪ Extremely weak in applying linguistic knowledge and knowledge about academic discourse in writing
	▪ Extremely weak in evaluating linguistic papers

Recommended learning resources

A. Linguistic argumentation

Aarts, Bas. 2001. *English Syntax and Argumentation*. 2nd ed. New York: Palgrave.

Haegeman, Liliane M. V. 2006. *Thinking Syntactically: A Guide to Argumentation and Analysis.* Oxford: Blackwell.

Larson, Richard K. and Kimiko Ryokai. 2010. *Grammar as Science*. Cambridge, MA: MIT Press.

B. Basic concepts in traditional linguistics

Bauer, Laurie. 2003. *Introducing Linguistic Morphology*. Second edition. Edinburgh: Edinburgh University Press.

Bloomfield, Leonard. 1933. *Language*. New York: Holt.

Di Sciullo, Anne Marie and Edwin Williams. 1987. *On the Definition of Word*. Cambridge: MIT Press.

Hockett, Charles. 1958. *A Course in Modern Linguistics*. New York: Macmillan.

Jespersen, Otto. 1924. *The Philosophy of Grammar.* London: George Allen & Unwin Ltd.

Krámský, Jiří. 1969. *The Word as a Linguistic Unit.* The Hague: Mouton.

Langacker, Ronald W. 1972. *Fundamentals of Linguistic Analysis*. New York: Harcourt Brace Jovanovich.

Palmer, Frank. 1984. *Grammar.* 2nd ed. Harmondsworth: Penguin.

C. English grammar

Biber D., Leech, G. and S. Conrad. 2002. *Longman Student Grammar of Spoken and Written English*. Longman.

Carter R. and M. McCarthy. 2006. *Cambridge Grammar of English*. Cambridge University Press.

Huddleston, Rodney, Geoffrey K. Pullum, and in collaboration with Laurie Bauer. 2002. *The Cambridge Grammar of the English Language.* Cambridge: Cambridge University Press.

McCawley, James D. 1988. *The Syntactic Phenomena of English*. Chicago: University of Chicago Press.

Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, and Janand Svartvik. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.

D. Chinese grammar

Chao, Yuen Ren. 1968. *A Grammar of Spoken Chinese*. Berkeley, CA: University of California Press.

Huang, C.-T. James, Y.-H. Audrey Li and Yafei Li. 2009. *The Syntax of Chinese*. Cambridge: Cambridge University Press.

Li, Charles and Sandra Thompson. 1981. *Mandarin Chinese: A Functional Reference Grammar.* Los Angeles, CA: University of California Press.

E. Academic writing style

Ohashi, Yoshimasa. 1978. *English Style: Grammatical and Semantic Approach*. Rowley, MA: Newberry House.

Strunk, W. 2000. *The Elements of Style*. Fourth edition. Boston: Allyn and Bacon.

Wallwork, A. 2013. *English for Research: Usage, Style, and Grammar*. London: Springer.

Feedback for evaluation

A mid-term course evaluation and an end-of-term course evaluation will be conducted. Students are welcome to give feedback to the course teacher at any time in person or through emails.

Course schedule

Week	Date	Topic	Readings
1	Sept 6 (Tue)	Course overview; **[Module 1]** Topics in Linguistics III: Arguing about linguistic units #1: An overview	*Bloomfield, Leonard. 1933. Ch. 11 "Sentence-types" (Sections 11.5-11.7). In *Language*, 177-183. New York: Holt, Rinehart and Winston. Larson, Richard and Kimiko Ryokai. 2010. Unit 9 "Determining category". In *Grammar as Science*, 127-133. Cambridge: MA: MIT Press.
2	Sept 13 (Tue)	**[Module 1]** Topics in Linguistics III: Arguing about linguistic units #2: Morphosyntactic criteria Presentation #1-1	*Langacker, Ronald W. 1972. Ch. 2.1 "The isolation of words". In *Fundamentals of Linguistic Analysis*, 36-50. New York: Harcourt Brace Jovanovich. Hockett, Charles. 1958. Ch. 19 "Words". In *A Course in Modern Linguistics*, 166-176. New York: Macmillan.
3	Sept 20 (Tue)	**[Module 1]** Topics in Linguistics III: Arguing about linguistic units #3: Morphosyntactic criteria **[Module 4]** Grammar and style Presentation #1-2	*Bauer, Laurie. 2003. Ch. 4 "Defining the word form". In *Introducing Linguistic Morphology*, 57-69. Second edition. Edinburgh: Edinburgh University Press. Lyons, John. 1968. Ch. 5.4 "The word". In *An Introduction to Theoretical Linguistics*, 194-206. Cambridge: Cambridge University Press.
4	Sept 27 (Tue)	**[Module 1]** Topics in Linguistics III: Arguing about linguistic units #4: Wordhood in Chinese **[Module 3]** Argumentation Presentation #1-3	*Duanmu, San. 1998. "Wordhood in Chinese". In *New Approaches to Chinese Word Formation: Morphology, Phonology and the Lexicon in Modern and Ancient Chinese*, edited by Jerome L. Packard, 135-159 (Sections 1-2). Berlin, New York: De Gruyter Mouton. Myers, James. 2000. Wordhood and disyllabicity in Chinese. Unpublished manuscript. Chiayi: National Chung Cheng University. Outline #1 due on Oct 1, Sat, 23:59
	Oct 4 (Tue)	**No class** (Public holiday – Chung Yeung Festival)	

5	Oct 11 (Tue)	**[Module 1]** Topics in Linguistics III: Arguing about linguistic units #5: Wordhood in Chinese **[Module 4]** Grammar and style Presentation #1-4	*Chao, Yuen Ren. 1968. Ch. 3 "Word and morpheme". In *A Grammar of Spoken Chinese*, 159-169 & 178-192 (Sections 3.1-3.2 & 3.4-3.6). Berkeley: University of California Press. Lǚ, Shūxiāng. 1962. Shuō zìyóu hé niánzhuó [Talking about "free' and "bound" forms]. *Zhōngguó Yǔwén* 1962(1): 1-6.
6	Oct 18 (Tue)	**[Module 1]** Topics in Linguistics III: Arguing about linguistic units #6: Wordhood in Chinese **[Module 3]** Argumentation Presentation #1-5	*Packard, Jerome L. 2000. Ch. 2 "Defining the word in Chinese". In *The Morphology of Chinese: A Linguistic and Cognitive Approach*, 7-20. Cambridge, UK: Cambridge University Press. Lǚ, Shūxiāng. 1979. Ch. 2 "Dānwèi" [Units]. In *Hànyǔ Yǔfǎ Fēnxī Wèntí* [The problem of analysis in Chinese grammar], 471-482 (Sections 8-30). Beijing: Commercial Press.
7	Oct 25 (Tue)	**[Module 2]** Topics in Linguistics IV: Arguing about linguistic categories #1: An overview Presentation #1-6	*Aarts, Bas. 2001. Ch. 3 "Form: Words, word classes, and phrases". In *English Syntax and Argumentation*, 25-52. Second edition. New York: Palgrave. Lyons, John. 1968. Ch. 7.6 "The parts of speech". In *An Introduction to Theoretical Linguistics*, 317-333. Cambridge: Cambridge University Press. Paper #1 due on Oct 29, Sat, 23:59
8	Nov 1 (Tue)	**[Module 2]** Topics in Linguistics IV: Arguing about linguistic categories #2: Word classes in Chinese Presentation #2-1	*Tai, James H.-Y. 1982. Relevant categorical distinctions in Chinese. In *Papers from the Eighteenth Regional Meeting of the Chicago Linguistic Society*, 495-506. Gāo Míngkǎi. 1955. Guānyú hànyǔ de cílèi fēnbié [On word class distinctions in Chinese]. In *Hànyǔ de Cílèi Wèntí* [The problem of word class in Chinese], 43-52. Beijing: Zhonghua Book Company.

9	Nov 8 (Tue)	**[Module 2]** Topics in Linguistics IV: Arguing about linguistic categories #3: Nouns and verbs in Chinese **[Module 4]** Grammar and style Presentation #2-2	*Tai James, H.-Y. 1997. "Category shifts and word-formation redundancy rules in Chinese". In *Chinese Languages and Linguistics III: Morphology and Lexicon*, edited by Feng-fu Tsao and Samuel Wang, 435-468. Taipei: Academia Sinica. Kwong, Oi Yee, and Benjamin K. Tsou. 2004. A synchronous corpus-based study of verb-noun fluidity in Chinese". *Journal of Chinese Language and Computing* 13(3): 227-238. Outline #2 due on Nov 12, Sat, 23:59
10	Nov 15 (Tue)	**[Module 2]** Topics in Linguistics IV: Arguing about linguistic categories #4: The verbs-as-nouns hypothesis **[Module 3]** Argumentation Presentation #2-3	*Shěn, Jiāxuān and Yào Yuè. 2013. Cílèi de shíyàn yánjiū hūhuàn yǔfǎ lǐlùn de gēngxīn [Explaining experiment results on word classes: Toward an updated grammatical theory]. *Contemporary Linguistics* 2013(3): 253-67. Lee, Thomas Hun-tak. 2019. The use of child language in linguistic argumentation: Some methodological considerations. *Buckeye East Asian Linguistics* 4: 1-15. Columbus, Ohio: The Ohio State University.
11	Nov 22 (Tue)	**[Module 2]** Topics in Linguistics IV: Arguing about linguistic categories #5: Auxiliaries and prepositions in Chinese **[Module 4]** Grammar and style Presentation #2-4	*McCawley, James. 1992. Justifying part-of-speech assignments in Mandarin Chinese. *Journal of Chinese Linguistics* 20(2): 211-245. Li, Charles and Sandra A. Thompson. 1981. Ch. 5 "Auxiliary verbs" and Ch. 9 "Coverbs/Prepositions". In *Mandarin Chinese: A Functional Reference Grammar*, 172-183 & 356-369. Berkeley; Los Angeles: University California Press. Ross, Claudia. 1991. Coverbs and category distinctions in Mandarin Chinese. *Journal of Chinese Linguistics* 19(1): 79-115.

| 12 | Nov 29 (Tue) | **[Module 2]** Topics in Linguistics IV: Arguing about linguistic categories #6: Adjectives in Chinese

[Module 3] Argumentation

Presentation #2-5 | *Paul, Waltraud. 2010. "Adjectival modification in Chinese: The rehabilitation of a much ostracized category." In *Adjectives: Formal Analyses in Syntax and Semantics*, edited by Patricia Cabredo Hofherr and Ora Matushansky, 115-151. Amsterdam: John Benjamins Publishing.

Li, Charles and Sandra A. Thompson. 1981. Ch. 4.3.1 "A.1. - Adjectival verbs". In *Mandarin Chinese: A Functional Reference Grammar*, 141-147. Berkeley; Los Angeles: University California Press.

Huang, C.-T. James, Y.-H. Audrey Li, and Yafei Li. 2009. Ch. 1 "Categories". In *The Syntax of Chinese*, 9-37. Cambridge: Cambridge University Press. |
| 13 | Dec 6 (Tue) | Consultations on paper writing

Paper #2 due on Dec 10, Sat, 23:59 | |

Contact details for instructor and TA

Instructor

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Details of course website

LING2008B on Blackboard
https://blackboard.cuhk.edu.hk/

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration. For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.