

**The Chinese University of Hong Kong**  
**Department of Linguistics and Modern Languages**  
**Second Term, 2022-2023**

**Course Title:** LING5502 Topics in Chinese Syntax and Semantics 漢語句法及語義專題

**Description:** This course aims to acquaint students with fundamental issues in the syntax and semantics of the Chinese language and the related theoretical implications. Through an investigation of a rich array of data, students will have the opportunity to appreciate the inner workings of the Chinese language with regard to its structural and semantic properties, to enrich and broaden their understanding of linguistic theories and methodologies, to develop skills in analyzing Chinese phrases and sentences, and to defend their analysis systematically.

本課程旨在讓學生熟悉漢語結構與語義詮釋的基本問題及其理論意義。通過探察豐富的語料，學生可以認識句法及語義特徵的內部結構，加深對句法學及語義學理論和方法的瞭解，逐步掌握分析漢語短語及句子的技能，並有系統地對所作的分析進行辨析。

**Content & Weekly Schedule (subject to change):**

Date	Lecture	Topic	Reading	Notes
1/9	Lecture 1	Course preliminaries Introduction	Chapter 1	Additional materials may be announced in class
1/16	Lecture 2	Argument Structure	Chapter 2	
1/23	* No class (Lunar New Year Vacation) *			
1/30	Lecture 3	The Verb Phrase	Chapter 3	
2/06	Lecture 4	Passives	Chapter 4	
2/13	Lecture 5	The Ba Construction	Chapter 5	
2/20	Lecture 6	Topic and Relative Construction	Chapter 6	
2/27	Lecture 7	Questions	Chapter 7	
3/06	Lecture 8	Nominal Expressions	Chapter 8	
3/13	Lecture 9	Reflexives	Chapter 9	
3/20	Lecture 10	Universal quantification(1)		Lecture notes to be distributed
3/27	Lecture 11	Universal quantification(2)		
4/3	Lecture 12	Dou quantification		
4/10	* No class (Easter Holiday) *			
4/17	Lecture 13	Donkey anaphora		
4/24	Review			

**Learning Outcomes**

The course aims to achieve the following goals:

- to familiarize students with basic goals and assumptions in the study of Chinese syntax and semantics;
- to train students to identify meaning components and structural patterns and make sensible generalizations;
- to train students in the rudiments of linguistic analysis and argumentation in syntax and semantics and apply them to Chinese;

- to familiarize students with major meaning and structural properties in Chinese and extend them to their native language(s) to bring into light the relevance of linguistic theories.

### Learning Activities

1. Lecture
2. Tutorial (Exercises, Questions and Answers, Discussions, Mini-presentations)
3. Regular written assignments
4. Critical Review

### Expected time and allocation of each of the learning activities during the course:

Lecture (hr) in class	Interactive tutorial (hr) in class	Discussion of case (hr) in/out class		Assignments (hr) out class	Others (Quiz, exam, readings) (hr) in/out class	
24	10	3	15	25	6	60
M	M	M	O	M	M	M

M: Mandatory activity in the course      O: Optional activity

### Assessment Scheme

Task Nature	Description	Weight
Assignments	Three written assignments	60%
Critical Review	Critical Review on an issue related to Chinese syntax and semantics	40%

### Grade Descriptor

LING5502	Topics in Chinese Syntax and Semantics
A	Outstanding performance on all learning outcomes. The student demonstrates a deep understanding of the theoretical and empirical motivations for current Chinese syntactic and semantic theories. Coherent linguistic argumentation can be well articulated. The knowledge synthesized enables them to discover theoretical gaps and suggest alternative in syntactic and semantic theories.
A-	Generally outstanding performance on all (or almost all) learning outcomes. The student should have a comprehensive understanding of current Chinese syntactic and semantic theories. S/he is able to properly explain the relations between grammatical concepts and conduct relevant grammatical tests in analyzing Chinese-specific phenomena discussed in class and novel data.
B	Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance. The student has a reasonable understanding of current Chinese syntactic and semantic theories. S/he is able to propose and apply relevant grammatical tests in analyzing Chinese-specific phenomena taught in the course. But some problems are found in analyses.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses. The student only demonstrates reasonable but partial understanding of current Chinese syntactic and semantic theories and is able to collate relevant information or enumerate some tests in analyzing Chinese grammatical phenomena. However, there are obvious problems in justifying the proposed grammatical analysis.

D	Barely satisfactory performance on a number of learning outcomes. The student is able to recall some concepts taught and name some relevant syntactic tests. However, understanding of the relations between concepts is generally poor. S/he can only provide some vague description of the Chinese grammatical phenomena taught without justifications.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements. The student can only name the concepts at best and barely have any understanding of the relations between them. They have little idea how Chinese grammatical phenomena are described and diagnosed.

### Learning Resources for Students

#### Core Reading

- Huang, James C.-T., Audrey Y.-H. Li and Yafei Li. (2009) *The Syntax of Chinese*. Cambridge: Cambridge University Press.
- Pan, Haihua and Lei Zhang (2009) A Study of Mandarin Universal Quantification, ms. City University of Hong Kong

#### Additional Reading

- Aarts, Bas. 2013. *English Syntax and Argumentation*. 4th Edition. Macmillan Press. London.
- Carnie, Andrew. (2007) *Syntax: A generative introduction*. The 2nd edition. Oxford: Wiley-Blackwell.
- Cook, Vivian & Newson, Mark. 2007. *Chomsky's Universal Grammar*. 3rd Edition. Blackwell.
- Culicover, Peter. 1997. *Principles and Parameters*. OUP.
- Fromkin, Victoria, et al. 2009. *An Introduction to Language*. 10th Edition. Wadsworth Cengage Learning.
- Fukui, Naoki. 2000. Phrase Structure. In Bark Blatin & Chris Collins (eds.), *The Handbook of Contemporary Syntactic Theory*. Blackwell.
- Haegeman, Lilian. 1994. *Introduction to Government and Binding Theory*. Blackwell.
- Huang, C.-T. James Huang and Audrey Y.-H. Li. (1996) *New Horizons in Chinese Linguistics*. Kluwer Academic Publishers
- Li, Charles N. and Sandra A. Thompson. (1981) *Mandarin Chinese: afunctional reference grammar*. Berkeley: University of California Press.
- Li, Charles N. (ed.) (1976) *Subject and Topic*. New York: Academic Press.
- Ouhalla, Jamal. 1999. *Introducing Transformational Grammar*. Edward Arnold.
- Radford, Andrew. 1997. *Syntax*. CUP.
- Radford, Andrew. 2004. *English Syntax*. CUP.
- Radford, Andrew. 2009. *An Introduction to English Sentence Structure*. CUP
- Saeed, John I. (2009) *Semantics*. 3rd edition. Oxford: Wiley-Blackwell.
- 程工. 1999. 語言共性論. 上海外語教育出版社.
- 鄧思穎. 2010. 形式漢語句法學. 上海教育出版社.
- 何元建. 2011. 現代漢語生成語法. 北京大學出版社.
- 沈陽 馮勝利. 2008. (主編) 當代語言學理論與漢語研究. 商務印書館.
- 沈陽 何元建 顧陽. 2002. 生成語法理論與漢語語法研究. 黑龍江教育出版社.
- 徐傑. 2001. 普遍語法與漢語語法現象. 北京大學出版社.
- 徐烈炯. 1999. (主編). 共性與個性. 北京語言文化大學出版社.

**Lecture Notes**

Additional materials adopted from relevant linguistic journals and books will be distributed in class.

**Feedback for Evaluation**

Students are strongly encouraged to give timely feedback on the course directly to the course teacher and the teaching assistant. Questions and inquiries from students will be incorporated into the teaching and discussion.

**Teacher's and TA's Contact Details**

Professor	Pan Haihua
Telephone	3943-7097
Office	G1, Leung Kau Kui Building
Email	panhaihua@cuhk.edu.hk
Office Hour	By appointment
Teaching Time	Monday, 10:30AM-13:15PM

Teaching Assistant	Huang Zhixian
Telephone	3943-7053
Office	G16, Leung Kau Kui Building
Email	zhixianhuang@cuhk.edu.hk
Office Hour	By appointment

**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 statement that they are aware of these policies, regulations, guidelines and procedures.

### **Departmental Policy of Student Attendance**

The assessment of attendance would be account for 10% in total. Attendance is calculated from the 1<sup>st</sup> class for required courses and 3<sup>rd</sup> course for elective courses. If the student misses 3 classes, his/her attendance marks would be deducted 5%. If the student misses 4 classes, another 5% would be deducted.

	Required Courses		Elective Courses
Week 1	Start calculating attendance	Week 3	Start calculating attendance
Missing 1 & 2 classes	Allowance	Missing 1 & 2 classes	Allowance
Missing 3 classes	Deduct 5%	Missing 3 classes	Deduct 5%
Missing 4 classes	Deduct 5%	Missing 4 classes	Deduct 5%

Students could apply for leave for medical or other reasonable grounds with document proof.