

HONG KONG BAPTIST UNIVERSITY

COURSE OUTLINE

1. **Course Title**

Comparative Studies of English and Chinese Grammar

2. **Course Code**

LANG 7600

3. **No. of Units**

3 units

4. **Offering Department**

MA in Language Studies Programme

5. **Prerequisite**

Nil

6. **Medium of Instruction**

English

7. **Aims & Objectives**

In this course, students will be introduced to the descriptive differences between Chinese and English from a typological perspective. By using a contrastive approach, the course aims to heighten students' sensitivity to the specific grammatical properties of these two languages.

8. **Course content**

- (1) Word Order Typology and Phrase Structures
(word classes, phrase structures, language typology of word order)
- (2) Major Sentential Features
(subject and topic, passive construction, causatives)
- (3) Semantic Relations and Structural Configurations
(participant roles, lexical meanings and structural configurations)
- (4) The Meanings and Forms of Temporal References/Aspect/Modality
(temporal meanings and tense, lexical aspect and grammatical aspect, mood)

and modality, utterance particles)

(5) NP Related Properties

(classifiers, definiteness and contrastiveness, reflexives)

9. Course Intended Learning outcomes (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Identity the major theoretical concerns of language universals and language differences
CILO 2	Analyze the major grammatical differences between Chinese and English
CILO 3	Evaluate the major approaches to the analyses of Chinese and English grammar
CILO 4	Apply the analytical models introduced to the analysis of new language data

10. Teaching & Learning Activities (TLAs)

CILO No.	TLAs
CILO 1	<ul style="list-style-type: none">• Presentation and discussion of linguistic concepts relevant to describing language universals and language differences
CILO 2	<ul style="list-style-type: none">• Presentation of Chinese and English data. Class discussion of these data to identify similarities and differences. Instructor-guided discussion to develop reasonable explanations of the similarities and differences
CILO 3	<ul style="list-style-type: none">• Introduction of different linguistic approaches to the comparison between English and Chinese. Class discussion relating to how well the different approaches can explain similarities and differences between Chinese and English
CILO 4	<ul style="list-style-type: none">• Conducting a small-scale comparative study on English and Chinese data not covered in class

11. Assessment Methods (AMs)

Type of Assessment	Weighting	CILOs to be addressed	Description of Assessment Tasks
Take-home assignment 1	25%	All	The assignment will assess the students' sensitivity to differences between Chinese and English and how well they can articulate the differences in linguistic terms
Take-home assignment 2	25%	All	The assignment will test the students' ability to evaluate and criticize the different linguistic approaches
Reflection	10%	All	Students will be asked to submit a short reflection of no more than 400 words on how they think their learning experience might inform the way they complete their final term paper
Term paper	40%	All	The term paper will assess the students' ability in generating/finding their own data and conducting linguistic analyses on their own data