1. Course Code: LING2007B

2. Title in English: Linguistic Argumentation I

3. Title in Chinese: 語言學論證(上)

4. Course description

This course aims to train students in the articulation of ideas related to language issues. It will engage students in critical reflections on linguistics concepts, as well as systematic observations and descriptions of language phenomena. Through critical discussion of selected cases, students will explore the ways in which one may arrive at generalizations based on linguistic evidence. Students will be introduced to the structure and norms of academic writing in linguistics, and will receive intensive practice in the writing techniques essential for the reporting and analysis of language data, in both English and Chinese.

5. Learning outcomes

By the end of this course, you are expected to:
- Recognize the complexities involved in the process of reading and writing, and the elements that contribute to effective reading and effective writing.
- Describe the structure of argumentation of a linguistics article, and respond to the ideas contained in it.
- Understand how to formulate thesis statements, write topic sentences of paragraphs, use paragraphing, as well as articulate ideas in clear and precise language in academic writing.
- Apply standard tools that are useful for academic writing: dictionaries, reference grammars, style manuals, and reference management software.
- Enhance the awareness of some of the typical errors of advanced Chinese learners of English.

6. Course syllabus

Topic	Contents/fundamental concepts
Module 1: Topics in Linguistics I The relationship between language and thought	Linguistic determinism versus Linguistic relativity; Cross-linguistic evidence on the role of language in shaping human cognition
Module 2: Topics in Linguistics II The difference between language and dialect	Classification of speech varieties; Dialect continua; Different types of empirical methods for determining mutual intelligibility
Module 3: Argumentation	Thesis statement; Topic sentences of paragraphs; The use of examples and illustrations; Paragraph structure; Conclusion
Module 4: Grammar and style	Linguistic dimensions of style; Levels of formality; Typical errors of advanced Chinese learners of English
Module 5: Tools for academic writing	Dictionaries; Reference grammars; Style manuals; Reference management software

7. Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	**Percentage of time**
Lectures (hybrid no)	14%
Interactive tutorial (hybrid no)	7%
Out-of-classroom	
Readings	35%
Written Assignments	35%
Group discussions	7%
One-on-one consultation	2%

8. Assessment type, percentage and rubrics

Assessment type	Percentage
Two sets of writing assignments • 30% for each set of assignment: outline 5% + paper 25% • A detailed guideline for each set will be provided	30% * 2 = 60%
Presentation of reading summaries • Each student will pair up with a peer member in the class, and each pair will deliver two presentations of the required readings. • Each pair is expected to submit the presentation slides before the beginning of the class on the presentation day.	25%
Post-reading mini-quizzes	5%
In-class discussion of readings • Consistent and active participation in lectures and tutorials is required. • For each missed class meeting without a documented family or medical emergence, 2% will be taken off.	10%

Assessment rubrics	
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
B+ B 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+ C 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 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

9. Required and recommended readings

- **Required readings**:
  See Section 11 for a detailed list of required readings

- **Recommended readings**:
  A. Basic background texts
  Strunk, W. 2000. *The Elements of Style*. Fourth edition. Boston: Allyn and Bacon.
  Adler, Mortimer J., and Charles L. van Doren. 1972. *How to Read a book*. New York: Simon and Schuster.
  Fromkin, V., R. Rodman, and N. Hyams. 2019. *An Introduction to Language*. 11th edition. Boston, MA: Cengage Learning.

  B. Reference books
  Bauer, Laurie, and Peter Trudgill. eds. 1998. *Language Myths*. London, England; New York, USA: Penguin Books.
  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.
  Ohashi, Yoshimasa. 1978. *English Style: Grammatical and Semantic Approach*. Rowley, MA: Newberry House.
  Palmer, Frank. 1984. *Grammar*. 2nd edition. Harmondsworth: Penguin.
  Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, and Janand Svartvik. 1985. A *Comprehensive Grammar of the English Language*. London: Longman.
  Wallwork, A. 2013. *English for Research: Usage, Style, and Grammar*. London: Springer.

- Lecture/tutorial PowerPoint slides and students-led presentation materials will be posted on the Blackboard website for download before class.

10. Feedback for evaluation

- In addition to the standard final course evaluation, starting from Week 3, we will also set up **an anonymous Google form** for you to ask questions or make suggestions throughout the entire term. Your feedback will be incorporated accordingly.
- Meanwhile, you are also more than welcome to share your thoughts and concerns by emailing your feedback or questions to us, or making in-person/virtual appointments with us.
- Whenever you feel that you are falling behind and have content questions, please also do not hesitate to ask us for help!
- When you contact us via emails, please kindly put "LING2007B Linguistic Argumentation I" in the subject line and allow us **24 hours (on weekdays)** to respond.

11. Course schedule (subject to change)

Class/week	Date	Topic	Requirements/comments
1	Jan 7	Course overview; [Module 1] Topics in Linguistics I - Language and thought #1: An overview	Boroditsky, Lena. 2011. "How Language Shape Thought: The Languages We Speak Affect Our Perceptions of the World." *Scientific American*, February 2011, 63-65. Pullum, Geoffrey K. 2019. Ch. 19 "Does Our Language Influence the Way We Think?" In *The Five-minute Linguist - Bite-sized Essays on Language and Languages*, 93-97, edited by Caroline Myrick and Walk Wolfram. Third edition. United Kingdom: Equinox eBooks Publishing.
2	Jan 14	[Module 1] Topics in Linguistics I - Language and thought #2: The Eskimoan snow terminology [Module 5] Tools for academic writing	Whorf, Benjamin Lee. 1940/1956. "Science and Linguistics." In *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*, edited by John B. Carroll, 207-219. Massachusetts: MIT Press. Pullum, Geoffrey K. 1989. "The Great Eskimo Vocabulary Hoax." *Natural Language & Linguistic Theory* 7(2): 275-281.
3	Jan 21	[Module 1] Topics in Linguistics I - Language and thought #3: Language and the conception of time [Module 3] Argumentation Presentation 1-1	*Boroditsky, Lena. 2001. "Does Language Shape Thought?: Mandarin and English Speakers' Conceptions of Time." *Cognitive Psychology* 43(1): 1-22. *Chen, Jenn-Yeu. 2013. "Do Mandarin and English Speakers Think About Time Differently? Review of Existing Evidence and Some New Data." *Journal of Chinese Linguistics* 41(2): 338-358.
4	Jan 28	No class: Lunar New Year Vacation	
5	Feb 4	[Module 1] Topics in Linguistics I - Language and thought #4:	*Miller, Kevin F., Catherine M. Smith, Jianjun Zhu, and Houcan Zhang. 1995.

		Language and numerical cognition [Module 4] Grammar and style Presentation 1-2 **Outline #1 due on Feb 8, Sat, 23:59**	"Preschool Origins of Cross-National Differences in Mathematical Competence: The Role of Number-Naming Systems". *Psychological Science* 6(1): 56-60. *Everett, Caleb. 2013. "Linguistic Relativity and Numerical Cognition: New Light on a Prominent Test Case." *Proceedings of the 37th Annual Meeting of the Berkeley Linguistics Society* 91-103.
6	Feb 11	[Module 1] Topics in Linguistics I - Language and thought #5: Language and counterfactual reasoning (Part I – Evidence from cross-linguistic studies) [Module 3] Argumentation Presentation 1-3	*Bloom, Alfred H. 1981. Ch.1 "The Distinctive Cognitive Legacies of English and Chinese". In *The Linguistic Shaping of Thought: A Study in the Impact of Language on Thinking in China and the West*, 13-33. Hillsdale, New Jersey: Lawrence Erlbaum Associates Au, Terry Kit-Fong. 1983. "Chinese and English Counterfactuals: *The Sapir–Whorf Hypothesis Revised*. Cognition 15: 155–187.
7	Feb 18	[Module 1] Topics in Linguistics I - Language and thought #6: Language and counterfactual reasoning (Part II –Evidence from acquisition studies) [Module 4] Grammar and style Presentation 1-4	*Bassetti, Bene. 2022. "Language and Counterfactual Reasoning in Chinese, English and ChineseL1-EnglishL2 Reasoners." *International Journal of Bilingualism* 26(1): 82-103. Liu, Yeu-Ting. 2018. Linguistic Relativity in L2 Acquisition: Chinese-English Bilinguals' Reading of Chinese Counterfactual Statements." *Language and Linguistics* 19(1): 117–155.
8	Feb 25	[Module 1] Topics in Linguistics I: Language and thought #7 – Language and color categorization [Module 5] Tools for academic writing Presentation 1-5	*He, Hu, Jie Li, Qianguo Xiao, Songxiu Jiang, Yisheng Yang, and Sheng Zhi. 2019. "Language and Color Perception: Evidence from Mongolian and Chinese Speakers." *Frontier in Psychology* 10: 1-10. Heider, Eleanor Rosch. 1972. "Universals in Color Naming and Memory". *Journal of Experimental Psychology* 93(1): 10-20. Reiger, Terry and Paul Kay. 2009. "Language, Thought, and Color: Whorf was Half Right." *Trends in Cognitive Sciences* 13(10): 439-446.
9	Mar 4	No class: Reading week	**Paper #1 due on Mar 9, Sat, 23:59**
10	Mar 11	[Module 2] Topics in Linguistics II - Language and dialect #1: An overview (Part I) [Module 3] Argumentation Presentation 2-1	*Chambers J. K. and Peter Trudgill. 1998. Chapter 1 "Dialect and Language". In *Dialectology*. 3–12. Cambridge: Cambridge University Press. Childs, G. Tucker. 2019. Ch. 3 "What's the

			Difference between Dialects and Languages?" In *The Five-minute Linguist - Bite-sized Essays on Language and Languages*, 16-20, edited by Caroline Myrick and Walk Wolfram. Third edition. United Kingdom: Equinox eBooks Publishing.
11	Mar 18	[Module 2] Topics in Linguistics II - Language and dialect #2: An overview (Part II) [Module 4] Grammar and style Presentation 2-2	*Haugen, Einar. 1966. "Dialect, Language, Nation." *American Anthropologist* 62(4): 922–935. Hockett, Charles. 1958. Chapter 38 "Idiolect, Dialect, Language." In *A Course in Modern Linguistics*, 321–338. New York: The Macmillan Company.
12	Mar 25	[Module 2] Topics in Linguistics II: Language and dialect #3: Mutual intelligibility (Part I) [Module 5] Tools for academic writing Presentation 2-3	*Voegelin C. F. and Zellig S. Harris. 1951. Methods for Determining Intelligibility Among Dialects of Natural Languages. *Proceedings of the American Philosophical Society* 95(3): 322–329. Okura, Eve. 2015. "Language vs. Dialect in Language Cataloguing: The Vexed Case of Otomanguean Dialect Continua." *Working Papers in Linguistics,* Department of Linguistics, University of Hawaii 46(5): 1-19.
13	Apr 1	[Module 2] Topics in Linguistics II: Language and dialect #4: Mutual intelligibility (Part II) [Module 3] Argumentation Presentation 2-4 **Outline #2 due on Apr 5, Sat, 23:59**	*Bouwer, Leoni. 2007. Intercomprehension and Mutual Intelligibility Among Southern Malagasy Languages. *Language Matters* 38(2): 253–274. *Yang, Changyong, William O'Grady, Sejung Yang, Nanna Haug Hilton, Sang-Gu Kang, and So-Young Kim. 2019. Revising the Language Map of Korea. In *Handbook of the Changing World Language Map*, edited by S.D. Brunn and R. Kehrein, 1–15. Springer Nature Switzerland.
14	Apr 8	[Module 2] Topics in Linguistics II: Language and dialect #5: The case of Chinese (Part I) [Module 4] Grammar and style Presentation 2-5	*Ho, Dah-an. 2015. "Chinese dialects". In William S-Y. Wang & Chaofen Sun (eds.), *The Oxford Handbook of Chinese Linguistics*, 149–159. New York: Oxford University Press. *Tang, Chaoju and Vincent J. van Heuven. 2008. Mutual Intelligibility of Chinese Dialects Experimentally Tested. *Lingua* 119: 709–732. Kurpaska, Maria. 2010. Ch. 5 "Classification of Chinese Dialects". In

			Chinese Language(s): A Look Through the Prism of the Great Dictionary of Modern Chinese Dialects, 25–62. Berlin: De Gruyter Mouton.
15	Apr 15	[Module 2] Topics in Linguistics II: Language and dialect #6: The case of Chinese (Part II) [Module 5] Tools for academic writing Presentation 2-6	*Cheng, Siu-pong and Sze-wing Tang. 2014. "Languagehood of Cantonese: A Renewed Front in an Old Debate". *Open Journal of Modern Linguistics* 4(3): 389-398. Mair, Victor H. 1991. "What Is a Chinese "Dialect/Topolect"? Reflections on Some Key Sino-English Linguistic Terms". *Sino-Platonic Papers* 29: 1-31.
		Paper #2 due on Apr 26, Sat, 23:59	

12. Teachers' and TA's contact details

Instructor:	
Name:	CHEN Zhuo 陳卓
Office Location:	G27 Leung Kau Kui Building, https://cuhk.zoom.us/j/5652900145
Email:	zhuochen[AT]cuhk.edu.hk
Teaching Venue:	Lecture: Tue 10:30-12:15, UCC 205 Tutorial: Tue 12:30-13:15, UCC 205
Office hours:	TBA and by appointment

Teaching Assistant/Tutor:	
Name:	HU Chenghao 胡承灝
Office Location:	G19 Leung Kau Kui Building
Email:	chenghaohu[AT]link.cuhk.edu.hk
Office hours:	TBA and by appointment

13. Details of course website

- We will use the course Blackboard website to post course materials (lecture slides and required/optional readings), assignments, and announcements.
- We will also send out email reminders once we post assignments and make announcements, please make sure to check your email regularly.

14. 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.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.

- 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.

- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration 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.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

15. Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

All use of AI tools is prohibited in assignments and assessment tasks

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools (e.g. ChatGPT).

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's *Procedures for Handling Cases of Academic Dishonesty.*

In case of queries, students should seek advice from the course teacher.

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