

The Chinese University of Hong Kong  
Department of Linguistics and Modern Languages  
First Term, 2025-26

1. Course Code: LING2008B

2. Title in English: Linguistic Argumentation II

3. Title in Chinese: 語言學論證(下)

4. Course description

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.

5. Learning outcomes

By the end of this course, you are expected to:

- Understand the basic units and categories of language and define these units and categories cross-linguistically.
- Describe the structure of argumentation of a linguistics article, and respond to the ideas contained in it.
- Observe the languages encountered in daily life, and tap into one's own native language competence.
- Use reference grammars for descriptive facts about a language.
- Write clear, well-organized and coherent expository papers on language, making use of techniques such as formulating thesis statements, paragraphing and self-editing
- Reflect on some of the typical errors of advanced Chinese learners of English.

6. Course syllabus

Topic	Contents/fundamental concepts
Module 6: Topics in Linguistics III Arguing about linguistic units	Morphemes, words, and phrases; "free" vs. "bound"; cross-linguistic differences in the conception of wordhood
Module 7: 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 defining of linguistic categories
Module 8: 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 9: 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

## 7. Course components (Teaching modes and Learning activities)

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

## 8. Assessment type, percentage and rubrics

Assessment type	Percentage
<p><b>Two sets of writing assignments</b></p> <ul style="list-style-type: none"> <li>• 25% for each set of assignment: outline 5% + paper 20%</li> <li>• A detailed guideline for each set will be provided</li> </ul>	25% * 2 = 50%
<p><b>Presentation of reading summaries</b></p> <ul style="list-style-type: none"> <li>• Each student will pair up with a peer member in the class, and each pair will deliver two presentations of the required readings.</li> </ul>	20%
<p><b>Data-oriented mini debates</b></p> <ul style="list-style-type: none"> <li>• For each required reading: <ul style="list-style-type: none"> <li>▪ The presenting pair of students should provide and present additional original linguistic data to support the author(s) argumentation;</li> <li>▪ Another pair of students should provide and present original linguistic data to challenge the author(s) argumentation.</li> </ul> </li> </ul>	10%
<b>Post-reading mini-quizzes</b>	10%
<p><b>In-class discussion of readings</b></p> <ul style="list-style-type: none"> <li>• Consistent and active participation in lectures and tutorials is required.</li> <li>• For each missed class meeting without a documented family or medical emergence, 2% will be taken off.</li> </ul>	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+	Recognize some linguistic concepts and their supporting arguments covered in the course
B	Recognize and identify some common errors made by Chinese learners of English
B-	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
C	Recognize and identify relatively few common errors made by Chinese learners of English

C-	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. 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. Reference books**  
Bauer, Laurie, and Peter Trudgill. eds. 1998. *Language Myths*. London, England; New York, USA: Penguin Books.  
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 edition. 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.

- Lecture PowerPoint slides will be posted on the Blackboard website for download before class.
- The relevant concepts and techniques will be introduced and discussed in class. They include - but are not limited to - materials found in the textbook. Disclaimer: In case of any conflict, in-class instructions always have precedence over the textbook.

### 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 “LING2008B Linguistic Argumentation II” 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	Sep 2	Course overview [Module 6] Topics in Linguistics III: Arguing about linguistic units #1: An overview	Bloomfield, Leonard. 1933. Ch. 11 “Sentence-types” (Sections 11.5- 11.7). In <i>Language</i> , 177 - 183. New York: Holt, Rinehart and Winston. Haspelmath, Martin. 2011. The indeterminacy of word segmentation and the nature of morphology and syntax. <i>Folia Linguistica</i> 45(1): 31-80.
2	Sep 9	[Module 6] Topics in Linguistics III: Arguing about linguistic units #2: Morphosyntactic and semantic criteria  Presentation #1-1	*Langacker, Ronald W. 1972. Ch. 2.1 “The isolation of words”. In <i>Fundamentals of Linguistic Analysis</i> , 36-50. New York: Harcourt Brace Jovanovich. *Hockett, Charles. 1958. Ch. 19

			“Words” . In <i>A Course in Modern Linguistics</i> , 166 - 176. New York: Macmillan.
3	Sep 16	[Module 6] Topics in Linguistics III: Arguing about linguistic units #3: Morphosyntactic and semantic criteria [Module 8] Argumentation  Presentation #1-2	*Bauer, Laurie. 2003. Ch. 4 “Defining the word form”. In <i>Introducing Linguistic Morphology</i> , 57-69. Second edition. Edinburgh: Edinburgh University Press. Lyons, John. 1968. Ch. 5.4 “The word”. In <i>An Introduction to Theoretical Linguistics</i> , 194-206. Cambridge: Cambridge University Press.
4	Sep 23	[Module 6] Topics in Linguistics III: Arguing about linguistic units #4: Wordhood in Chinese [Module 9] Grammar and style  Presentation #1-3	*Duanmu, San. 1998. “Wordhood in Chinese”. In <i>New Approaches to Chinese Word Formation: Morphology, Phonology and the Lexicon in Modern and Ancient Chinese</i> , edited by Jerome L. Packard, 135-159 (Sections 1-2). Berlin, New York: De Gruyter Mouton. *Myers, James. 2022. Wordhood and disyllabicity in Chinese. In <i>The Cambridge Handbook of Chinese Linguistics</i> , edited by Chu-Ren Huang, YenHwei Lin, I-Hsuan Chen, Yu-Yin Hsu, 47-73. Cambridge University Press.
5	Sep 30	[Module 6] Topics in Linguistics III: Arguing about linguistic units #5: Wordhood in Chinese [Module 8] Argumentation [Module 9] Grammar and style  Presentation #1-4, in-class writing of outline 1 draft  Outline #1 due on Oct 4, Sat, 23:59	*Chao, Yuen Ren. 1968. Ch. 3 “Word and morpheme”. In <i>A Grammar of Spoken Chinese</i> , 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]. <i>Zhōngguó Yǔwén</i> 1962(1): 1-6.
6	Oct 7	Public holiday	
7	Oct 14	[Module 6] Topics in Linguistics III: Arguing about linguistic units #7: Wordhood in Chinese  Presentation #1-5	*Packard, Jerome L. 2000. Ch. 2 “Defining the word in Chinese”. In <i>The Morphology of Chinese: A Linguistic and Cognitive Approach</i> , 7-20. Cambridge, UK: Cambridge University Press.
8	Oct 21	[Module 7] Topics in Linguistics IV: Arguing about linguistic categories #1: An overview	*Aarts, Bas. 2001. Ch. 3 “Form: Words, word classes, and phrases” . In <i>English Syntax and Argumentation</i> , 25 - 48. Second edition. New York:

		<p>Presentation #2-1 Paper #1 due on Oct 25, Sat, 23:59</p>	<p>Palgrave. Lyons, John. 1968. Ch. 7.6 “The parts of speech”. In <i>An Introduction to Theoretical Linguistics</i>, 317-333. Cambridge: Cambridge University Press.</p>
9	Oct 28	<p>[Module 7] Topics in Linguistics IV: Arguing about linguistic categories #2: Word classes in Chinese [Module 8] Argumentation  Presentation #2-2</p>	<p>*Tai, James H.-Y. 1982. Relevant categorical distinctions in Chinese. In <i>Papers from the Eighteenth Regional Meeting of the Chicago Linguistic Society</i>, 495-506. Gāo Míngkǎi. 1955. Guānyú hànǔ de cílèi fēnbié [On word class distinctions in Chinese]. In <i>Hànyǔ de Cílèi Wèntí</i> [The problem of word class in Chinese], 43-52. Beijing: Zhonghua Book Company.</p>
10	Nov 4	<p>[Module 7] Topics in Linguistics IV: Arguing about linguistic categories #3: Word classes in Chinese [Module 9] Argumentation  Presentation #2-3</p>	<p>*Tai James, H.-Y. 1997. “Category shifts and word-formation redundancy rules in Chinese”. In <i>Chinese Languages and Linguistics III: Morphology and Lexicon</i>, 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”. <i>Journal of Chinese Language and Computing</i> 13(3): 227-238.</p>
11	Nov 11	<p>[Module 7] Topics in Linguistics IV: Arguing about linguistic categories #4: Word classes in Chinese [Module 8] Argumentation  Presentation #2-4  Outline #2 due on Nov 15, Sat, 23:59</p>	<p>*Cheung, Candice Chi-Hang. 2016. Ch. 15 “Chinese: Parts of speech.” In <i>The Routledge Encyclopedia of the Chinese Language</i>, edited by Sin-wai Chan, 242-294. Abingdon, Oxon: Routledge. *Lee, Thomas Hun - tak. 2019. The use of child language in linguistic argumentation: Some methodological considerations. <i>Buckeye East Asian Linguistics</i> 4: 1-15. Columbus, Ohio: The Ohio State University</p>
12	Nov 18	<p>[Module 7] Topics in Linguistics IV: Arguing about linguistic categories #5: Word classes in Chinese [Module 9] Grammar and style  Presentation #2-5</p>	<p>*McCawley, James. 1992. Justifying part - of - speech assignments in Mandarin Chinese. <i>Journal of Chinese Linguistics</i> 20(2): 211 - 245. Li, Charles and Sandra A. Thompson. 1981. Ch. 5 “Auxiliary verbs” and Ch. 9 “Coverbs/Prepositions”. In <i>Mandarin</i></p>

			<p><i>Chinese: A Functional Reference Grammar</i>, 172-183 &amp; 356-369. Berkeley; Los Angeles: University California Press.</p> <p>Ross, Claudia. 1991. Coverbs and category distinctions in Mandarin Chinese. <i>Journal of Chinese Linguistics</i> 19(1): 79-115.</p>
13	Nov 25	<p>[Module 7] Topics in Linguistics IV: Arguing about linguistic categories #6: Word classes in Chinese</p> <p>Presentation #2-6</p>	<p>*Paul, Waltraud. 2010. "Adjectival modification in Chinese: The rehabilitation of a much ostracized category." In <i>Adjectives: Formal Analyses in Syntax and Semantics</i>, edited by Patricia Cabredo Hofherr and Ora Matushansky, 115-151. Amsterdam: John Benjamins Publishing.</p> <p>Li, Charles and Sandra A. Thompson. 1981. Ch. 4.3.1 "A.1. - Adjectival verbs". In <i>Mandarin Chinese: A Functional Reference Grammar</i>, 141-147. Berkeley; Los Angeles: University California Press.</p> <p>Huang, C.-T. James, Y.-H. Audrey Li, and Yafei Li. 2009. Ch. 1 (Section 1.1.3) "Adjectives". In <i>The Syntax of Chinese</i>, 21-26. Cambridge: Cambridge University Press.</p>
14	Dec 1	<p>[Module 8] Topics in Linguistics IV: Arguing about linguistic categories #7: Word classes in Chinese (Make-up class)</p> <p>10:30am-1:45pm, location TBA</p>	<p>Matthews, Stephen, and Virginia Yip. 2013. Ch. 3 "Syntactic categories: parts of speech in Cantonese". <i>Cantonese: A comprehensive grammar</i>, 63-76. Routledge.</p>
		Paper #2 due on Dec 6, Sat, 23:59	

## 12. Teachers' and TA's contact details

<b>Instructor:</b>	
Name:	CHEN Zhuo 陳卓
Office Location:	G27 Leung Kau Kui Building, <a href="https://cuhk.zoom.us/j/5652900145">https://cuhk.zoom.us/j/5652900145</a>
Email:	zhuochen[AT]cuhk.edu.hk
Teaching Venue:	Lecture: Tue 10:30-12:15, Lee Shau Kee Building 308 Tutorial: Tue 12:30-13:15, Lee Shau Kee Building 308
Office hours:	TBA and by appointment

<b>Teaching Assistant/Tutor:</b>	
Name:	HUANG Jiayin 黃佳吟

Office Location:	G19 Leung Kau Kui Building
Email:	1155178003[at]ink.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 handouts and 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. Use of Artificial Intelligence (AI) tools in teaching, learning and assessments

#### All use of AI tools is prohibited

In any kind of learning activity or assessment that will be counted towards the final course grades (or used for evaluating attainment of the desired learning outcomes), students are not allowed to submit work which is produced with the collaboration of or supported by the use of any AI tools (e.g. ChatGPT, DeepSeek, Grok, Claude, Gemini, etc.).

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts 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.

### 15. 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.

## 16. Guideline on sharing lecture recordings

Attention is drawn to the following:

- The copyright of any lecture recordings shared in the course, whether they are produced by teachers, students, or peer note-takers, belongs to the University.
- Students should not share these recordings with others without obtaining prior written consent from the teacher(s).

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