

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

<b>Course Code: LING 2005</b> <b>Title in English: Syntax I</b> <b>Title in Chinese: 句法學 I</b>
<b>Course Description:</b> This course examines the syntactic components of the grammar, as well as its interaction with morphology and semantics, mainly through the study of structures in English. The course helps students appreciate the complex structure formation capacity of the human linguistic system. The lectures provide students with a solid grounding in basic linguistic concepts, which will enable them to tackle linguistic problems, and formulate their own analyses to prepare them for further studies in the discipline. A wide range of data will be discussed to develop students' sensitivity toward linguistic phenomena with systematic properties in form, meaning and structure.

**Course Syllabus**

Topic	Contents/fundamental concepts
Approach	scientific approach to syntactic structure, competence vs. performance, prescription vs. description
Morphology	morpheme, word categories, parts of speech
Basic grammatical relations	coordination, subordination, modification
Constituency	constituency structure, structural hierarchy, word order, constituency tests, e.g. coordination, substitution, movement, and (pseudo-)clefting, interpretation of test results
Phrases	CP, TP, VP, DP, NP, PP, AP, AdvP
X-bar theory	binary branching, head, complement, specifier, adjunct, recursion, compositionality, projection principle, locality of selection
Structural relations	dominance, precedence, sister-hood, c-command
Binding & structural hierarchy	anaphor, antecedent, reflexive, reciprocal, pronoun, referential expression, Binding Principle A, B and C
<i>Wh</i> -movement	<i>wh</i> -question formation, T-to-C movement (subject-auxiliary inversion), phrasal movement, landing site of <i>wh</i> -phrases, island constraints

**Learning outcomes**

The course aims to: <ul style="list-style-type: none"> <li>• familiarize students with basic goals, assumptions and basic technical notions in analyzing structures, especially with reference to generative grammar</li> <li>• enable students to construct diagnostic tests to analyze syntactic structures, and become familiar with argumentation in syntax</li> <li>• familiarize students with selected major structural properties in English and syntactic phenomena such as embedded clauses, interpretation of anaphors and pronouns and <i>wh</i>-movement.</li> </ul>
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**Learning activities**

Lecture in class	Tutorial in class	Assignment	Reading
2 hrs	1hr	4 hrs	3 hrs
Mandatory	Mandatory	Mandatory	Mandatory

## Assessment scheme

Assessment type	Percentage
Assignments (x 2)	20 x 2
Mid-Term	30
Final	30
Total:	100

- 10 points (out of 100) of the assignment will be deducted for each day late. In case you have a very good reason for late submission (e.g. sick with medical certificate), you can email Prof. Cheung before the deadline. Your request will be considered case by case.
- Assignments will be returned to you 2 to 3 weeks after submission.

## Required and recommended readings

### Required readings:

1. Sportiche, D., H. Koopman & E. Stabler. 2014. *An Introduction to Syntactic Analysis and Theory*. Wiley.  
[If you prefer to get a printed copy, you can order it via an (online) bookstore, e.g. Amazon.]

### Recommended readings:

#### Useful References

2. #Adger, D. 2003. *Core syntax: A minimalist approach*. Oxford University Press.
3. Carnie, A. 2012/2021. *Syntax: A Generative Introduction*. 3rd/4th edition. Blackwell.
4. Radford, A. 1988. *Transformational Grammar—A First Course*. Cambridge Univ. Press.

#### General References (good for looking up terms in syntax and linguistics)

5. Aarts, B. 2014. *The Oxford Dictionary of English Grammar*. Oxford University Press.
6. Matthews, P. 2014. *The Concise Oxford Dictionary of Linguistics*. Oxford University Press.

[Note: All the references above (except #) are available online via CUHK library website.]

## Feedback for evaluation

Students' views and comments are most welcome. Two course evaluations (mid-term and term-end) will be conducted. We appreciate feedback and suggestions by emails, or face-to-face meetings.

## Grade Descriptors

A	Outstanding performance on all learning outcomes. The student demonstrates a deep understanding of the theoretical and empirical motivations for the generative syntactic approach. S/he is able to use diagnostic tests creatively to analyze syntactic structures, both novel and taught. Coherent syntactic argumentation can be well articulated. The knowledge synthesized enables them to discover theoretical gaps and suggest alternative in syntactic theories.
A-	Generally outstanding performance on all (or almost all) learning outcomes. The student should have a comprehensive understanding of the generative syntactic approach. S/he is able to properly explain the relations between syntactic concepts and conduct relevant syntactic tests in analyzing structures discussed in class and novel structures.
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 the generative syntactic theory. S/he is able to propose and apply relevant syntactic tests in analyzing structures 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 the syntactic theory and principles, and is able to collate relevant information or enumerate some tests in analyzing syntactic structures. However, there are

	obvious problems in justifying the proposed syntactic 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 syntactic structures 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 structures are described and diagnosed.

### Course schedule

Class	Date	Topics	Readings
1	8 Jan	Introduction	Sportiche et al. Ch. 1; Huddleston & Pullum (2002) Prescriptive and descriptive approaches (p. 5-11) (Optional: Carnie, Ch. 1, §3)
2	15 Jan	Constituency I	Sportiche et al. Ch. 3; (Optional: Carnie, Ch. 3; Haegeman 2006, Ch. 2, §1)
3	22 Jan	Constituency II	
4	29 Jan	Heads and Phrases	
5	5 Feb	Phrases I	
6	12 Feb	Phrases II	Sportiche et al. Ch. 4, 5
	19 Feb	** <i>Chinese New Year</i> **	
7	26 Feb	** <i>Mid-Term Exam</i> **	
	5 Mar	** <i>Reading Week</i> **	
8	12 Mar	X-bar theory I	Sportiche et al. Ch. 6 (§6.1--§6.7) (Optional: Radford 1988, §4.3--§4.7)
9	19 Mar	X-bar theory II Structural relations	Sportiche et al. Ch. 6 (§6.1--§6.7) (Optional: Radford 1988, §4.3--§4.7)
10	26 Mar	Binding Theory I	Sportiche et al. Ch. 7 (Optional: Carnie, Ch. 5)
11	2 Apr	Binding Theory II	Sportiche et al. Ch. 7 (Optional: Carnie, Ch. 5)
12	9 Apr	<i>Wh</i> -movement I	Sportiche et al. Ch. 10 & 14
13	16 Apr	<i>Wh</i> -movement II	Sportiche et al. Ch. 8 (§8.3 only), Ch. 10 & 14
	24 Apr	** <i>Final Exam</i> **	

### Teachers' or TA's contact details

<b>Professor/Lecturer/Instructor:</b>	
Name:	CHEUNG, Y.-L. Lawrence
Office:	Room G11, Leung Kau Kui (KKL) Building
Phone:	3943-1769
Email:	<a href="mailto:yllcheung@cuhk.edu.hk">yllcheung@cuhk.edu.hk</a>
Website:	<a href="http://www.cuhk.edu.hk/lin/new/people/lawrence/index.html">http://www.cuhk.edu.hk/lin/new/people/lawrence/index.html</a>
Office Hours:	TBA (via Zoom) or by appointment Meeting ID: <b>318 089 6378</b> Passcode: <b>900367</b>

<b>TAs:</b>				
Name:	GU, Yixin	WU, Chenyan	ZHANG, Fan	CHENG, Minming
Office:	G19, Leung Kau Kui Bldg	G19, Leung Kau Kui Bldg	G19, Leung Kau Kui Bldg	G19, Leung Kau Kui Bldg
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Office Hrs:	TBA	TBA	TBA	TBA
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### Class time and venue

<p><b>Lecture:</b> Thursday 10:30am—12:15pm     Lee Shau Kee Building (LSK) 208</p> <p><b>Tutorials:</b> Tuesday 1:30pm—2:15pm Group 1: Y.C. Liang Hall G01 (LHC) G01 Group 2: William M W Mong Engineering Bldg (ERB) 405 Group 3: William M W Mong Engineering Bldg (ERB) 706</p>
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### Details of course website

<p>Course materials will be posted on the Blackboard website. Announcements will be posted on the course Blackboard website, and be emailed to students. It is important for students to ensure that the email address registered on Blackboard is CORRECT and you will check the email account regularly.</p>
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### Academic honesty and plagiarism

<p>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 <a href="http://www.cuhk.edu.hk/policy/academichonesty/">http://www.cuhk.edu.hk/policy/academichonesty/</a>.</p> <p>With each assignment, students will be required to submit a signed <b>declaration</b> that they are aware of these policies, regulations, guidelines and procedures.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Students are fully aware that their work may be investigated by AI content detection software to determine originality.</li> <li>• 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.</li> </ul> <p>Assignments without a properly signed declaration will not be graded by teachers.</p> <p>Only the final version of the assignment should be submitted via VeriGuide.</p> <p>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.</p> <p>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.</p>
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## Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

### **Approach 1 – Prohibit all use of AI tools**

In assessing the level of achievement of learning outcomes and students' performance, students are expected to produce their own work independently without any collaboration with the use of AI tools.

#### **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, Microsoft Copilot, Google Gemini, Deepseek, 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 uncertainty, students should seek advice from the course teacher.

Students may refer to the AI Hub@CUHK <https://www.cuhk.edu.hk/ai-hub/> and CUHK Library website on AI in Education <https://libguides.lib.cuhk.edu.hk/c.php?g=917899&p=6975970> for more information on use of AI in education.

#### **Use of AI tools for grading and provision of feedback on student work**

No AI tools will be used to grade and provide feedback on the assessment items.

#### **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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