

# Structure of Chinese Languages

(Course Title at GDUFS: Topics in Syntax)

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**Fall 2021 Remote**

## Instruction Team

Instructor

Haoze Li

[haozeli@nyu.edu](mailto:haozeli@nyu.edu)

Office hours (BJT): Tuesday 4PM – 5PM;

By appointment

## Global Classroom Module

Co-instructor

Jess H.K. Law

[jesslaw@ucsc.edu](mailto:jesslaw@ucsc.edu)

Office hours (PST): Tuesday 3PM – 4PM

By appointment

## Lecture

Tuesday & Thursday (BJT): 8:20AM – 9:55AM

## Course Description

This course introduces you to a variety of topics on the syntax and semantics of Chinese languages (mainly Mandarin and Cantonese). The goal is to help you gain understanding and competence in both **linguistic typology** and **linguistic theory**. More specifically,

**Linguistic typology:** Exposure to aspects of Chinese languages that differ from English in terms of form and meaning

- Argument structure and passivization: how to be passive?
- Relative clauses: where is the head?
- Question formation: to move or not to move?
- Noun phrases: silent vs. audible elements.
- Clause typing: intonation contours vs. utterance particles.

**Linguistic theory:** what do these differences tell us about Language?

- Lexicon: how are words represented?
- Syntax: how are words used to form sentences?

- Semantics: how are expressions interpreted?

## Course Structure

This course has a two-part structure: a ‘local’ classroom component and a ‘global’ classroom component. You may not opt out of the global classroom component. If you wish to first try things out, you have until Oct 13 to drop the course or Nov 3 to withdraw.

<b>Lecture</b>	We meet <i>synchronously</i> on zoom <u>twice</u> a week throughout the quarter. First class: Tuesday, Sept 7.
<b>Global Classroom (Week 5–10)</b>	Between Week 5 and Week 6, part of the Monday lectures is devoted to collaborative learning with our international partners from UCSC.
<b>Textbook</b>	<i>Li &amp; Thompson. 1989. Mandarin Chinese: A Functional Reference Grammar</i> <i>Huang, Li &amp; Li. 2009. Syntax of Chinese</i> (free e-book versions available via <a href="#">GDUFS library</a> )

### Grade components

10%	Participation <ul style="list-style-type: none"> <li>- Active lecture participation: 5%</li> <li>- Active section participation: 5%</li> </ul>
30%	Homework assignments x 4
40%	Group work (in global classroom sessions and activities)
20%	Final paper (5 – 10 pages)

### Participation

- Lecture and section attendance is expected. Attendance is taken every class and counts towards your final grade.
- If you have to skip a class, please send the instructor an email at least 30 minutes before the class to excuse your absence. According to the university policy, your absence must get approval from the departmental undergraduate coordinator.
- Excused absences do not affect your participation grade but unexcused ones do.

### Homework

- There are 4 homework assignments, to be made available on Canvas.
- In these assignments, you may be asked to ...
  - Analyze datasets from one or more Chinese languages
  - Relate empirical patterns to linguistic theories
  - Critically evaluate extant theories

- Conduct cross-linguistic comparisons

### Group work and report

- There are roughly 6 in-class group work activities in the Global Classroom component.
- Participation in these activities counts towards your final grade.
- You will be asked to represent your group and (verbally) report some of the group work to the rest of the class.

### Final paper

- You will write a final paper based on a topic introduced in this course.
- The final paper will be due at 11:59PM on the third day of finals week.

### Course learning objectives

- Gain familiarity with the key features of Chinese languages, especially those that differ from English (cf. Properties of Language in the PLOs)
- Learn to analyze data from another language (via individual homework assignments and in-class group work)
  - formulating testable hypotheses, and presenting them clearly and completely
  - using relevant evidence to evaluate hypotheses and determine routes for future investigation.
- Learn to relate linguistic patterns to linguistic theory (cf. Linguistics theory and investigation in the PLOs)
- Gain intercultural understanding
- Gain experience in collaborative learning

## Schedule

Week of	Tuesday	Thursday	Reading/Homework
9/20	<b>Chinese language family</b>	<b>Typological properties</b>	Li & Thompson (1989) ch2; <a href="#">Huang (2015)</a> ;
9/28	<b>Word structure</b>	<b>Basic word order The <i>Ba</i> construction</b>	Li & Thompson (1989) ch4, 15
10/5	Global classroom Discussion	<b>Passives 1</b>	Li & Thompson (1989) ch16, Huang, Li & Li (2009) ch4
10/12	Global classroom Discussion	<b>Passives 2</b>	

10/19	Global classroom Discussion	<b>Relative clauses 1</b>	Huang, Li & Li (2009) ch6
10/26	Global classroom Discussion	<b>Relative clauses 2</b>	
11/2	Global classroom Discussion	<b>Questions 1</b>	Li & Thompson (1989) ch18; Huang, Li & Li (2009) ch7
11/9	<b>Questions 2</b>	<b>Aspect</b>	Li & Thompson (1989) ch6
11/16	<b>Noun phrases 1</b>	<b>Noun phrases 2</b>	Huang, Li & Li (2009) ch8
11/23	<b>Sentence-final particles</b>	<b>Language contact</b>	Li & Thompson (1989) ch7; <a href="#">Shi (2006)</a>
11/30	Student Presentations	Student Presentations	
12/6	Final paper		