



## **PLIN0075: Chinese Syntax**

### **2019/20 Module information sheet**

**Name of lecturer:** Hans van de Koot

**Name of backup tutor:** TBC

#### **Course description**

This module focuses on the syntax of Chinese, a language which has often been claimed to exhibit rather exotic properties. We evaluate some of these claims through extensive comparison with other well-studied languages, such as English and Dutch.

#### **Week-by-week**

- Categories
- Word order
- Argument structure
- The ba-construction
- The bei-construction
- Tense and aspect
- A'-construction: Questions, Topic and relative constructions
- PRO drop
- Sentence-final particles
- Revision

#### **Prerequisites**

PLIN0047 (Syntax I) or a comparable introduction to Generative Grammar.

#### **Teaching methods and backup arrangements**

One 2-hour lecture and one 2-hour workgroup/seminar.

Students prepare for class by reading set materials.

The workgroup/seminar session will be devoted to (i) answering questions; (ii) problem sets; (iii) student (group) presentations and subsequent discussion

#### **Communication**

- Students can communicate with the lecturer via the module forums in Moodle and/or via email (h.v.d.koot@ucl.ac.uk).
- The lecturer aims to respond to all queries and questions within two working days.

### **Workload**

Students are expected to spend the following:

- Private reading: 70 hours (7 hours per week)
- Attendance: 40 hours (4 hours per week)
- Revision: 35 hours
- Assessment: 3 hours

### **Online resources**

Moodle page available at <https://moodle.ucl.ac.uk/course/view.php?id=10923>

### **Basic texts (all electronically available via the library)**

Huang, C.-T. James, Y.-H. Audrey Li & Yafei Li (2009). *The Syntax of Chinese*. CUP.

Huang, C.-T. James, Y.-H. Audrey Li & Andrew Simpson eds. (2014). *The Handbook of Chinese Linguistics*. Wiley Blackwell.

Paul, Waltraud (2015). *New Perspectives on Chinese Syntax*. Mouton de Gruyter.

### **Recording**

Lectures for this module are recorded via the UCL Lecturecast system, and a link to recordings will be made available via the Moodle page for this module. Please note that recordings can fail for a number of reasons.

### **Information for interdepartmental students**

This module is available for students on other degree programmes, numbers permitting. Interdepartmental students registered at UCL should register for the course on Portico. Intercollegiate students should contact Alexa Richardson (enquiries-linguistics@pals.ucl.ac.uk) for a registration form. Interdepartmental students with a disability requiring additional support should contact the lecturer or Alexa as soon as possible.

### **Assessment**

The module is assessed by a three-hour exam.

**Feedback:** See below for information on how feedback will be provided.

### **Transferable skills**

See below for information on the transferable skills you can acquire by studying this module.

## Feedback Mechanisms

<b>Types of Feedback (categorised into feedback areas)</b>	<b>This type of feedback is provided for this module (✓ all that apply)</b>
<p>For those responses you tick, further details may be provided in the relevant box below (optional)</p>	
<b>GENERIC TUTOR FEEDBACK</b>	
<p><b>Oral feedback</b> is given to the whole class (e.g. this may be about coursework done, a task completed in-class, or an online task)  <u>Further details:</u>            In workgroup sessions</p>	✓
<p><b>Electronic feedback</b> to the whole group (e.g. see oral feedback above)  <u>Further details:</u>            In Moodle forum discussions</p>	✓
<p><b>Printed feedback</b> to the whole group (e.g. answers to an exercise done in class, feedback relating to general performance on coursework or a task etc.)  <u>Further details:</u></p>	
<p><b>Coverage of topics in class</b> which have been raised by members of the class (e.g. in areas where students ask for clarification/elaboration, these topics are addressed in class)  <u>Further details:</u>            In the Q&amp;A session, during the workgroups</p>	✓
<p><b>Electronic responses</b> to the whole group via the VLE or via email (e.g. sending replies to individual queries to the whole group)  <u>Further details:</u></p>	✓
<p><b>Other generic tutor feedback</b> (please give details)  <u>Further details:</u></p>	
<b>AUTOMATED FEEDBACK</b>	
<p><b>Tests / quizzes within VLE</b> These are tests which do not count towards the module mark, but serve to inform students of how well they are understanding materials taught.  <u>Further details:</u></p>	
<p><b>Personal Response Systems (“clickers”)</b> used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated)  <u>Further details:</u></p>	
<p><b>Other automated feedback</b> (please give details)  <u>Further details:</u></p>	

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<b>SPECIFIC, TARGETED TUTOR/DEMONSTRATOR FEEDBACK</b>	
<p><b>Oral responses within class</b> (e.g. demonstrators talking to students in lab, stats and computing classes).  <u>Further details:</u>            In the workgroups, as appropriate</p>	✓
<p><b>Oral responses outside class</b> (e.g. students are invited to telephone or come to see the module convenor/demonstrators/members of staff teaching on the module with individual queries regarding topics taught)  <u>Further details:</u> (e.g. contact details/office hours may be specified here)            By appointment (via email)</p>	✓
<p><b>Electronic responses</b> to queries from individual students are provided (as above)  <u>Further details:</u></p>	✓
<p><b>Summative comments on coursework</b> (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark)  <u>Further details:</u>            Via Moodle</p>	
<p><b>On-script comments</b> in the body of individual summative coursework  <u>Further details:</u>            Via Moodle</p>	
<p><b>Indication of achievement against set marking criteria</b> (e.g. for an individual essay or a lab report)  <u>Further details:</u></p>	
<p><b>Feedback using a standard feedback form</b> (e.g. essay feedback form or lab marking forms)  <u>Further details:</u></p>	
<p><b>Oral feedback on coursework</b> talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project.  <u>Further details:</u></p>	
<p><b>Electronic feedback on coursework</b> This could be via email or on a VLE (e.g. using Gradebook on Moodle)  <u>Further details:</u></p>	
<p><b>Other specific, targeted tutor feedback</b> (please give details)  <u>Further details:</u></p>	
<b>FEEDBACK FROM PEOPLE OTHER THAN MODULE STAFF</b>	
<p><b>Peer feedback</b> Fellow students commenting on/marking each other's work, or working together on a task (e.g. group work providing students</p>	

with feedback on their ideas/understanding) <u>Further details:</u>	
<b>Self-feedback</b> (e.g. students evaluating their own coursework, worksheet answers, etc.) <u>Further details:</u>	
<b>Feedback from seminar/year tutors</b> Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (e.g. 1105 poster, Research Project presentations etc.) <u>Further details:</u>	
<b>Other feedback from those not teaching module</b> (please give details) <u>Further details:</u>	
<b>FEEDBACK RELATED TO EXAMINATIONS</b>	
<b>A mock examination</b> is given to help students prepare for the final exam <u>Further details:</u> Two representative questions will be made available	✓
<b>Marks for the previous year provided</b> online, with a breakdown of marks for individual questions (where relevant). NB Marks will be anonymous. <u>Further details:</u>	
<b>Samples of real student work provided</b> , such as coursework, exam essays, and projects from previous students on the module. NB for exam essays these will be anonymous, for coursework and projects they may be cited with the students' consent. <u>Further details:</u>	
<b>Other exam-related feedback</b> (please give details) <u>Further details:</u>	

Please note that the categories of feedback and specific examples within categories were adapted from ideas on the HE Academy website at: <http://www.heacademy.ac.uk/resources/detail/new-to-teaching/HEA-Feedback-Toolkit/what-are-the-various-forms-that-feedback-can-take> (July 2013).