**《**语言学前沿**》课程教学大纲（2021版）**

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| 课程基本信息（Course Information） | | | | | | | |
| 课程代码（Course Code） | FL4323 | | \*学时（Credit Hours） | 32 | | \*学分（Credits） | 2 |
| \*课程名称（Course Name） | （中文）语言学前沿 | | | | | | |
| （英文）Frontier in Linguistics | | | | | | |
| 课程类型 (Course Type) | Lectures | | | | | | |
| 授课对象（Target Audience） | 3rd- or 4th-year undergraduate students | | | | | | |
| 授课语言 (Language of Instruction) | English | | | | | | |
| \*开课院系（School） | School of Foreign Languages, SJTU | | | | | | |
| 先修课程（Prerequisite） |  | | 后续课程 (post） |  | | | |
| \*课程负责人（Instructor） | Boping Yuan （袁博平） | | 课程网址 (Course Webpage) |  | | | |
| \*课程简介（中文）（Description） | 本课程介绍用于分析语言中短语和句子结构的必要工具，同时以一种易懂且引人入胜的方式提供最新的语言学理论。该课程以讲座和课堂讨论的形式进行，并以90分钟的考试形式进行考评。每堂课后设置若干练习，使学生能够将概念和理论应用到实践中。本课程主要针对首次接触语言学理论的学生。它引导学生分析并解释各种语言难题，语言现象和新颖思想。该课程以清晰，连贯的叙述方式介绍当代语言学理论的见解，并让学生以自下而上（语料驱动）和自上而下（理论驱动）的方式发现语言学理论的美妙。该课程以称为最简方案的形式语言学方法为基础，并遵循Noam Chomsky设计的生成语言学范式。在帮助学生深入了解形式语言学的推理和语言特征核查机制并理解语言学作为当今一门科学的同时，本课程将在不过于简化的前提下，刻意避免任何不必要的技术细节。  **主要教材:**  Koeneman, O. and Zeijlstra, H. (2017). Introducing Syntax. Cambridge University Press. | | | | | | |
| \*课程简介（英文）（Description） | This course introduces the necessary tools for the analyses of phrases and sentences while at the same time offering state-of-the--art linguistic theory in an accessible and engaging way. The course is offered in the form of lectures and classroom discussions, and is assessed in the form of 90-minute examinations. Numerous exercises and readings are set after each lecture to enable students to apply concepts and theory into practice. The course is primarily intended for students for whom this is a first encounter with linguistic theory. It guides students through a variety of linguistic puzzles, language phenomena and novel ideas. The course presents contemporary insights into linguistic theory in a clear and coherent narrative, and lets students discover the beauty of linguistic theory in both a bottom-up (data-driven) and a top-down（theory-driven）fashion. The course is based on the formal linguistic approach known as Minimalism and follows the generative paradigm as devised by Noam Chomsky. While helping students to get insights into the reasoning and feature-checking mechanisms of formal linguistics and understand linguistic research as a present-day science, the course will deliberately avoid any unnecessary details and technicalities without oversimplifying.  **The main course book is:**  Koeneman, O. and Zeijlstra, H. (2017). Introducing Syntax. Cambridge University Press. | | | | | | |
| 课程目标与内容（Course objectives and contents） | | | | | | | |
| \*课程目标 (Course Object) | **Specific aims of the course are**:   1. To understand not only the rules of the language system but also the nature of these rules; 2. To understand what underlies the rules of English (and Chinese); 3. To understand why the rules in a language work in the way they do, and why they do not work the other way round; 4. Not just to describe the rules, but more importantly to explain why the rules behave in the way they do, i.e. not just descriptive (what?), but explanatory (why and how come?); 5. To understand general principles underlying many rules; 6. To treat linguistics as a cognitive science, the science of human mind; | | | | | | |
| \*教学内容进度安排及对应课程目标 (Class Schedule & Requirements & Course Objectives) | Teaching week | 教学内容（要点） | 学时 | 教学形式 | 作业及考核要求 | 课程思政融入点 | 对应课程目标 |
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| Week 1 | Introduction, Words and Categories | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 2 | Features, matching and mismatching | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 3 | Constituents and merging | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 4 | Head directions | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 5 | Theta theory | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 6 | Case theory | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 7 | Functional projections | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 8 | Agreement | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 9 | Binding and C-command | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 10 | Movement and remerge | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 11 | VP-internal subject | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 12 | Behaviours of wh-words | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 13 | Double object constructions and exceptional case marking | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 1,2,3,4,5 |
| Week 14 | How are first-languages acquired? | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 6 |
| Week 15 | How are second languages acquired? | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems | 6 |
| Week 16 | Revision | 2 | Lecture + discussions | Exercises to be submitted by a designated time. | To cultivate students’ ability in analyzing and solving linguistic problems |  |
| 注1：建议按照教学周周学时编排。  注2：相应章节的课程思政融入点根据实际情况填写。 | | | | | | |
| \*考核方式 (Grading) | （1）平时作业 20%  （2）期末考试 80% | | | | | | |
| \*教材或参考资料 (Textbooks & Other Materials) | Koeneman, O. and Zeijlstra, H. (2017). Introducing Syntax. Cambridge University Press. (1st Edition), 978-1-107-09674-5. | | | | | | |
| 其它（More） |  | | | | | | |
| 备注（Notes） |  | | | | | | |
| 备注说明：  1．带\*内容为必填项。  2．课程简介字数为300-500字；课程大纲以表述清楚教学安排为宜，字数不限。 | | | | | | | |