

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Chinese and History  
with effect from Semester A 2017/ 18**

---

---

**Part I Course Overview**

|                                                              |                                                                                                                                                  |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Title:</b>                                         | <u>Cantonese Linguistics</u>                                                                                                                     |
| <b>Course Code:</b>                                          | <u>CAH5414</u>                                                                                                                                   |
| <b>Course Duration:</b>                                      | <u>1 semester</u>                                                                                                                                |
| <b>Credit Units:</b>                                         | <u>3</u>                                                                                                                                         |
| <b>Level:</b>                                                | <u>P5</u>                                                                                                                                        |
| <b>Medium of Instruction:</b>                                | <u>Chinese</u>                                                                                                                                   |
| <b>Medium of Assessment:</b>                                 | <u>Chinese</u>                                                                                                                                   |
| <b>Prerequisites:</b><br><i>(Course Code and Title)</i>      | <u>Nil</u>                                                                                                                                       |
| <b>Precursors:</b><br><i>(Course Code and Title)</i>         | <u>Nil</u>                                                                                                                                       |
| <b>Equivalent Courses:</b><br><i>(Course Code and Title)</i> | <u>CTL5414 Cantonese Linguistics</u>                                                                                                             |
| <b>Exclusive Courses:</b><br><i>(Course Code and Title)</i>  | <u>CTL5453 The Cantonese Language: Pronunciation, Lexicon and Grammar,<br/>LT5453 The Cantonese Language: Pronunciation, Lexicon and Grammar</u> |

## Part II Course Details

### 1. Abstract

This course aims to help students acquire the syntactic and phonological structures of Cantonese. Upon completing this course, students should be able to apply and test the theories taught in the analysis of sentence structures and speech sound patterns of Cantonese.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs                                                                                   | Weighting<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|-----------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------|----|----|
|     |                                                                                         |                              | A1                                                                                      | A2 | A3 |
| 1.  | Recognize the major components of Cantonese linguistic structures;                      | 20%                          | x                                                                                       | x  |    |
| 2.  | Make use of various linguistic methods in the analysis of Cantonese data;               | 20%                          | x                                                                                       | x  |    |
| 3.  | Discover and explain the linguistic differences between Cantonese and Mandarin Chinese; | 20%                          | x                                                                                       | x  | x  |
| 4.  | Describe the development of the Yue dialects in the past 1,000 or so years;             | 20%                          |                                                                                         | x  | x  |
| 5.  | Efficiently utilize reference books and online materials for further independent study. | 20%                          |                                                                                         | x  | x  |
|     |                                                                                         | 100%                         |                                                                                         |    |    |

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA                      | Brief Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | CILO No. |   |   |   |   | Hours/week (if applicable) |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|----------------------------|
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1        | 2 | 3 | 4 | 5 |                            |
| <b>Lecture</b>           | <p>Major components of Cantonese phonology, morphology and syntax are explained and exemplified.</p> <p>Various linguistic theories and methods in the analysis of Cantonese data are introduced.</p> <p>Special emphasis is placed on the discovery and comparison of linguistic differences between Cantonese and Mandarin Chinese.</p> <p>The history and the present position of the Yue dialects among the Chinese dialects are explained.</p> <p>Efficient ways of utilizing reference books and online materials are explained.</p> | x        | x | x | x | x |                            |
| <b>Tutorial and Quiz</b> | <p>Students are asked to apply suitable linguistic methods to tackle various problems in Cantonese structures.</p> <p>Students are responsible to compare a number of given linguistic structures of Cantonese with those of Mandarin in their own wordings.</p> <p>Students are required to comment the existing theories on the formation and development of the Yue dialects.</p>                                                                                                                                                       |          | x | x | x |   |                            |

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities                                                                                                                                                        | CILO No. |   |   |   |   | Weighting | Remarks |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|-----------|---------|
|                                                                                                                                                                                    | 1        | 2 | 3 | 4 | 5 |           |         |
| Continuous Assessment: 100%                                                                                                                                                        |          |   |   |   |   |           |         |
| <b>Tutorial presentations:</b><br>Each tutorial group is required to make an oral presentation and submit a written report closely related to what they have acquired in lectures. |          | x | x | x | x |           | 35%     |
| <b>Quiz:</b> A closed book quiz is held in the last lesson for assessing students' abilities to express what they have learnt in lectures and tutorials. (1 hour)                  | x        | x | x | x | x |           | 45%     |
| <b>Participation in classes and tutorials:</b> Motivate students' spirituality in learning.                                                                                        |          | x | x | x | x |           | 20%     |
| Examination: - (duration: - )                                                                                                                                                      |          |   |   |   |   |           |         |
|                                                                                                                                                                                    |          |   |   |   |   | 100%      |         |

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task           | Criterion                                                                                                                                                                                                                                                                 | Excellent<br>(A+, A, A-)                                                                                                                                                                                                                                                                                                                                                              | Good<br>(B+, B, B-)                                                                                                                                                                                                                                                                                                                                           | Fair<br>(C+, C, C-)                                                                                                                                                                                                                                                                                                                                                   | Marginal<br>(D)                                                                                                                                                                                                                                                                                                                                                                                             | Failure<br>(F)                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Tutorial presentations | A tutorial group is responsible to lead the class for discussion in an innovative way on of a short academic article assigned by the teacher. Group members should also compile a written report covering their viewpoint on the said article by the end of the semester. | <p>1. Excellent command of knowledge in the subject.</p> <p>2. Excellent critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Excellent application of theories in the subject.</p> <p>4. Excellent ability in knowledge application</p> <p>5. Excellent collaborative skills and interactions with the fellow classmates.</p> | <p>1. Good command of knowledge in the subject.</p> <p>2. Good critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Good application of theories in the subject.</p> <p>4. Good ability in knowledge application.</p> <p>5. Good collaborative skills and interactions with the fellow classmates.</p> | <p>1. Fair command of knowledge in the subject.</p> <p>2. Fair critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Fair application of theories in the subject.</p> <p>4. Fair ability in knowledge application.</p> <p>5. Fair collaboration with teammates and interactions with the fellow classmates.</p> | <p>1. Marginal command of knowledge in the subject.</p> <p>2. Marginal critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Marginal application of theories in the subject.</p> <p>4. Marginally acceptable ability in knowledge application.</p> <p>5. Marginally acceptable collaborative skills and interactions with the fellow classmates.</p> | <p>1. Unsatisfactory command of knowledge in the subject.</p> <p>2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Unsatisfactory application of theories in the subject.</p> <p>4. Unsatisfactory ability in knowledge application.</p> <p>5. Unsatisfactory collaborative skills and interactions with the fellow classmates.</p> |
| 2. Quiz                   | A quiz will be given to evaluate students' understanding on the subject.                                                                                                                                                                                                  | 1. Excellent command of knowledge in the subject.                                                                                                                                                                                                                                                                                                                                     | 1. Good command of knowledge in the subject.                                                                                                                                                                                                                                                                                                                  | 1. Fair command of knowledge in the subject.                                                                                                                                                                                                                                                                                                                          | 1. Marginal command of knowledge in the subject.                                                                                                                                                                                                                                                                                                                                                            | 1. Unsatisfactory command of knowledge in the subject.                                                                                                                                                                                                                                                                                                                                                          |

|                                                   |                                                                             |                                                                                                                                                                                            |                                                                                                                                                                             |                                                                                                                                                                             |                                                                                                                                                                                                      |                                                                                                                                                                                                           |
|---------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   |                                                                             | <p>2. Excellent critical thinking ability in analysing the questions.</p> <p>3. Excellent application of theories in the subject.</p> <p>4. Excellent ability in knowledge application</p> | <p>2. Good critical thinking ability in analysing the questions.</p> <p>3. Good application of theories in the subject.</p> <p>4. Good ability in knowledge application</p> | <p>2. Fair critical thinking ability in analysing the questions.</p> <p>3. Fair application of theories in the subject.</p> <p>4. Fair ability in knowledge application</p> | <p>2. Marginal critical thinking ability in analysing the questions.</p> <p>3. Marginal application of theories in the subject.</p> <p>4. Marginally acceptable ability in knowledge application</p> | <p>2. Unsatisfactory critical thinking ability in analysing the questions.</p> <p>3. Unsatisfactory application of theories in the subject.</p> <p>4. Unsatisfactory ability in knowledge application</p> |
| <p>3. Participation in classes and tutorials:</p> | <p>Attendances of and performances in both lecture and tutorial classes</p> | <p>1. 91%-100% attendances of both lecture and tutorial classes.</p> <p>2. Excellent performances in both lecture and tutorial classes.</p>                                                | <p>1. 81%-90% attendances of both lecture and tutorial classes.</p> <p>2. Good performances in both lecture and tutorial classes.</p>                                       | <p>1. 71%-80% attendances of both lecture and tutorial classes.</p> <p>2. Satisfactory performances in both lecture and tutorial classes.</p>                               | <p>1. 61%-70% attendances of both lecture and tutorial classes.</p> <p>2. Marginally acceptable performances in both lecture and tutorial classes.</p>                                               | <p>1. Less than 61% attendances of both lecture and tutorial classes</p> <p>2. Unsatisfactory performances in both lecture and tutorial classes.</p>                                                      |

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

Chinese dialects, Consonant, vowel, tone, syllable structure, Cantonese tone sandhi, morphology, syntax, word order, phrasal structure, aspect, sound change, syntactic change, language contact.

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

N/A

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

|     |                                                                                                                                                                                                                                                                                                                                         |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Bauer, R. S. (包睿舜), and P. K. Benedict (白保羅). 1997. <i>Modern Cantonese Phonology</i> . Berlin / New York: Mouton de Gruyter.                                                                                                                                                                                                           |
| 2.  | Matthews, S. (馬詩帆), and V. Yip (葉彩燕). 1994. <i>Cantonese: A Comprehensive Grammar</i> . London: Routledge.                                                                                                                                                                                                                              |
| 3.  | Norman, J. (羅杰瑞). 1988. <i>Chinese</i> . Cambridge: Cambridge University Press.                                                                                                                                                                                                                                                         |
| 4.  | Yue-Hashimoto, A. (余靄芹). 1972. <i>Phonology of Cantonese</i> . Cambridge: Cambridge University Press.                                                                                                                                                                                                                                   |
| 5.  | Yue-Hashimoto, A. (余靄芹). 1993. <i>Comparative Chinese Dialectal Grammar</i> . Paris: CRLAO, EHSS.                                                                                                                                                                                                                                       |
| 6.  | 甘于恩主編. 2007. 《粵語與文化研究參考書目》。廣州：廣東科技出版社。                                                                                                                                                                                                                                                                                                  |
| 7.  | 白宛如. 1998. 《廣州方言詞典》。南京：江蘇教育出版社。                                                                                                                                                                                                                                                                                                         |
| 8.  | 李如龍. 2001. 《漢語方言學》。北京：高等教育出版社。                                                                                                                                                                                                                                                                                                          |
| 9.  | 李新魁. 1994. 《廣東的方言》。廣州：廣東人民出版社。                                                                                                                                                                                                                                                                                                          |
| 10. | 李新魁等. 1995. 《廣州方言研究》。廣州：廣東人民出版社。                                                                                                                                                                                                                                                                                                        |
| 11. | 侯精一主編. 2002. 《現代漢語方言概論》。上海：上海教育出版社。                                                                                                                                                                                                                                                                                                     |
| 12. | 香港語言學學會. 2002. 《粵語拼音字表》(第二版)。香港：香港語言學學會。                                                                                                                                                                                                                                                                                                |
| 13. | 袁家驊等. 1989. 《漢語方言概要》(第二版)。北京：文字改革出版社。                                                                                                                                                                                                                                                                                                   |
| 14. | 張洪年. 2007. 《香港粵語語法研究》(增訂版)。香港：中文大學出版社。                                                                                                                                                                                                                                                                                                  |
| 15. | 張雙慶、莊初昇. 2003. 《香港新界方言》。香港：商務印書館。                                                                                                                                                                                                                                                                                                       |
| 16. | 梁仲森. 2005. 《當代香港粵語語助詞的研究》。香港：香港城市大學語言資訊科學研究中心。                                                                                                                                                                                                                                                                                          |
| 17. | 麥耘、譚步雲. 1997. 《實用廣州話分類詞典》。廣州：廣州人民出版社。                                                                                                                                                                                                                                                                                                   |
| 18. | 彭小川. 2004. 《粵語論稿》。廣州：暨南大學出版社。                                                                                                                                                                                                                                                                                                           |
| 19. | 楊敬宇. 2006. 《清末粵方言語法及其發展研究》。廣州：廣東人民出版社。                                                                                                                                                                                                                                                                                                  |
| 20. | 詹伯慧主編. 2001. 《廣東粵方言概要》。廣州：暨南大學出版社。                                                                                                                                                                                                                                                                                                      |
| 21. | 鄒嘉彥、游汝杰. 2001. 《漢語與華人社會》。香港：香港城市大學出版社。 / 上海：上海復旦大學出版社。                                                                                                                                                                                                                                                                                  |
| 22. | 劉鎮發. 2001. 《香港客粵方言比較研究》。廣州：暨南大學出版社。                                                                                                                                                                                                                                                                                                     |
| 23. | <b>Online Resources</b><br>粵方言研究網站： <a href="http://web.hku.hk:8300/">http://web.hku.hk:8300/</a><br>香港語言學學會： <a href="http://www.lshk.org/">http://www.lshk.org/</a><br>粵語文化傳播學會：<br><a href="http://www.cantonseculture.com/page_TalkVirusPronu/page00032.aspx">http://www.cantonseculture.com/page_TalkVirusPronu/page00032.aspx</a> |