

**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

Course Title:	<u>Contrastive Studies of Cantonese and Putonghua</u>
Course Code:	<u>CAH5726</u>
Course Duration:	<u>One semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>Chinese</u>
Medium of Assessment:	<u>Chinese</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>CTL5726 Contrastive Studies of Cantonese and Putonghua</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course aims to develop students' ability to compare and contrast Cantonese and Putonghua by applying relevant linguistic theories and methodology. Essential concepts of the relationship between the two languages and their correspondences in phonology, lexicon and grammar will be explored and evaluated.

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 (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Discover, compare and contrast the relationship between Putonghua and Cantonese in different perspectives;	20%	x	x	
2.	Describe precisely the major linguistic similarities and discrepancies between Putonghua and Cantonese;	40%	x	x	x
3.	Apply relevant theories into language analysis, and;	20%	x	x	x
4.	Communicate their findings clearly and accurately in their own wording.	20%	x	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			
Lecture	Basic concepts and methodology of conducting contrastive linguistic study will be introduced with relevant examples. Rules of correspondences between the two languages in phonology, lexicon and grammar and their importance in language teaching will be highlighted and analyzed.	x	x	x				2 hours /wk
Tutorial	Students will be divided into several groups. Each group is responsible for one oral presentation with a written report.	x	x	x	x			1 hour /wk
Assignment	Each student should hand in one term paper by the end of the semester, applying the knowledge acquired in lectures and tutorials.		x	x	x			N/A

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				
Continuous Assessment: 100%								
Assignment -- Each student should submit a 5,000 to 8,000 character term paper by the end of the semester comparing and contrasting the 2 languages in any linguistic components covered.	x	x	x	x			50%	
Tutorial presentation + report -- Each group, with two to four students, is responsible for one oral presentation with a written report.	x	x	x	x			20%	
Quiz -- A quiz (1-2 hours) will be given at the end of the semester to evaluate students' understanding on the topics acquired in the class.	x	x	x	x			30%	
Examination: 0% (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 (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignment	Students are required to explain their own discoveries on the subject by illustrating a considerable amount of examples.	<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>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>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>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>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>
2. Tutorial presentation + report	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	<p>1. Excellent command of knowledge in the subject.</p> <p>2. Excellent critical thinking ability in reviewing research reports/research</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</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</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</p>	<p>1. Unsatisfactory command of knowledge in the subject.</p> <p>2. Unsatisfactory critical thinking ability in reviewing research reports/research articles</p>

	report covering their viewpoint on the said article by the end of the semester.	<p>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>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>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>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>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>
3. Quiz	A quiz will be given to evaluate students' understanding on the subject.	<p>1. Excellent command of knowledge in the subject.</p> <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>1. Good command of knowledge in the subject.</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>1. Fair command of knowledge in the subject.</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>1. Marginal command of knowledge in the subject.</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>1. Unsatisfactory command of knowledge in the subject.</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>

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

1. Keyword Syllabus

(An indication of the key topics of the course.)

Putonghua, Cantonese, contrastive studies, language relationship, language comparison, syntax, phonology, lexicon, language education, L2 acquisition

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, Robert and Paul Benedict. 1997. <i>Modern Cantonese Phonology</i> . Berlin / New York: Mouton de Gruyter.
2.	石定栩、邵敬敏、朱志瑜。2006。《港式中文與標準中文的比較》。香港：香港教育圖書公司。
3.	施仲謀。2001。《廣州音北京音對應手冊》。廣州：暨南大學出版社。
4.	張本楠、楊若薇。2008。《同形異義：粵普詞語對比例釋》。香港：三聯書局。
5.	張洪年。2007。《香港粵語語法的研究》(增訂版)。香港：中文大學出版社。
6.	梁雅玲。1996。《普通話與廣州話常用句型對譯》。香港：香港文化出版社。
7.	詹伯慧主編。2002。《廣州話正音字典》。廣州：廣東人民出版社。
8.	趙元任。1979。《漢語口語語法》(呂叔湘譯)。北京：商務印書館。
9.	歐陽覺亞。1993。《普通話廣州話的比較與學習》。北京：中國社會科學出版社。