

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2017/18

Part I Course Overview

Course Title:	The Cantonese Language in Use: Language, Grammar and Culture
Course Code:	GE2122
Course Duration:	One Semester
Credit Units:	3
Level:	B2/A2
	<input type="checkbox"/> Arts and Humanities
Proposed Area: <i>(for GE courses only)</i>	Study of Societies, Social and Business Organisations Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

Abstract

This course studies Cantonese as a living language system in active use. Focus will be on language phenomena which lead to significant cultural and sociolinguistic issues and dialectal variations demonstrated by Cantonese with other dialects/languages. Moreover, students will be exposed to the techniques of how Cantonese grammar can be analyzed in a logical and systematic way, and a brief introduction will be given to the sound and writing systems of Cantonese, particularly the ways how Cantonese words are transcribed and Cantonese characters can be written in the local context. The essential concepts acquired in the course will eventually be applied to compare Cantonese with Putonghua/Modern Standard Chinese and English, and discussion will be on how relevant linguistic differences affect the learning of these languages. Since the course aims to enhance students' sensitivity toward languages and stimulate their self-directed learning, group discussion/presentation, assignments and term paper writing will be required.

Course Aims

This course aims to provide students with a basic understanding of Cantonese, the *lingua franca* of Hong Kong and its neighbours, namely Guangdong, Guangxi and Macau, through examining various issues in Cantonese grammar and Cantonese culture reflected in real life situations. It aims to enhance students' ability to apply and discover techniques required to analyze Cantonese as a language system used by a speech community. Emphases are put on the following respects.

- (1) From a cultural perspective, the course aims to cultivate students' sensitivity toward languages in general, through examining the use of Cantonese in society, with emphases put on the following respects: acquisition of the ability to (i) describe the cultural phenomena in Hong Kong; and (ii) discover linguistic variations and innovations from a social and dialectal perspective.
- (2) From a historical perspective, the course enhances students' ability to describe (i) the history and distribution of Cantonese in the map of dialects/languages spoken in China; and (ii) the sound and writing systems of Cantonese, from early Cantonese to modern Cantonese.
- (3) From a grammatical perspective, the course puts emphasis on the acquisition of basic knowledge of (i) the word formation in Cantonese and relevant lexical properties; (ii) rules forming structural units in Cantonese and how phrases and sentences are formed; and (iii) the rich repertoire of verbal particles and sentence-final particles in Cantonese, and how these particles contribute to sentence meaning.
- (4) From a contrastive perspective, it aims to engage students in a critical discussion about how Cantonese is distinct from Putonghua/Modern Standard Chinese and English regarding the two perspectives above, and in what ways these differences influence their language learning.

The ultimate aim of the course is to foster in students the capacity for self-directed learning towards specific language and cultural phenomena in Cantonese, and to raise their sensitivity towards languages, be it their own languages and/or other languages/dialects. Moreover, by applying a general grammatical framework to analyze language, it aims to stimulate students to think anew about their own languages and/or dialects, and to discover and formulate language-related rules through the critical thinking skills acquired from the course.

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.	Describe the history and distribution of Cantonese in the map of dialects/languages spoken in China.		✓	✓	
2.	Discover and describe language-related cultural phenomena in Hong Kong.		✓	✓	
3.	Analyze Cantonese grammar in terms of its word formation, word classes, sentence structures and meaning.		✓	✓	✓
4.	Describe the sound and writing systems of Cantonese.		✓	✓	✓
5.	Compare Cantonese with Putonghua/Modern Standard Chinese and English in terms of their writing and sound systems and their grammatical properties.		✓	✓	✓
6.	Describe Cantonese from both social and dialectal perspectives, to critically examine how social factors and dialectal factors affect the use of Cantonese in Hong Kong and mainland China.		✓	✓	✓

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	6	
1	Lectures with group discussion: Lectures are for presenting concepts, and a group presentation component is for students to present their viewpoints.	✓	✓	✓	✓	✓	✓	3-hour lecture with a group discussion component per week from Week 1 to Week 13
2	Assigned readings on discussion topics.	✓	✓	✓	✓	✓	✓	One compulsory reading will be assigned per week, which will be the topic for group discussion (and presentations).
3	Group participation (tutorial discussion and group presentations) are to stimulate students to learn and cultivate their sensitivity toward the use of Cantonese in the local context. The tutorial hours and some lecture hours are used for discussion and group presentations. Each group is expected to do a 12-minute presentation on topics related to the use of Cantonese with materials discovered in their living and learning communities.	✓		✓	✓	✓	✓	Group discussion will be conducted in class, and around 1 lecture hour will be allocated for that. After 20-minute group discussion, each group will take turn to have a 5-minute presentation, to present the results obtained from the group discussion.

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	6		
Continuous Assessment: 100%								
Participation and Group Presentation assessed in the form of group discussion and group presentation. Materials will be taken from the lectures and assigned readings as well as from students' own discovery from extracurricular materials and the local living environment.		✓	✓	✓	✓	✓	10% (participation) +20% (group presentation)	
1 final quiz on Cantonese grammar, focusing on assessing the analytic and critical thinking skills of students.		✓	✓	✓			30%	
1 short paper (2,500 words) on a topic of the student's own choice. The paper should demonstrate his/her understanding of essential concepts covered in the course and his/her sensitivity towards distinct language and cultural phenomena in Cantonese. Topics can be a language-related cultural study of Cantonese and other issues related to the use of Cantonese, a study related to a specific phenomenon in Cantonese grammar, a contrastive study between Cantonese and Putonghua/Modern Standard Chinese or between Cantonese and English.		✓		✓	✓	✓	40%	
Examination: 0% (duration: , if applicable)								
* The weightings should add up to 100%.							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. Participation (group discussion and presentation)	Demonstrate language sensitivity and analytical ability, and performance in group presentations and group discussion will be evaluated.	Excellent ability to analyze data and excellent language sensitivity; strong evidence of critical and analytical ability, and original thinking in formulating hypotheses; superior grasp of concepts related to the topics under discussion; zealous participation.	Good language sensitivity; Evidence of critical and analytical ability; evidence of ability to formulate hypotheses; good grasp of concepts related to the topics under discussion; active participation.	Evidence of satisfactory grasp of concepts related to the topics under discussion; satisfactory participation.	Ability to follow the concepts related to the topics under discussion in spite of some difficulty; satisfactory participation.	Little or no evidence of familiarity with the concepts related to the topics under discussion; insufficient participation.
2. Final quiz	Demonstrate understanding of topics covered in the lecture and tutorials. Show the capacity to do basic analysis on issues related to Cantonese grammar.	Evidence of excellent knowledge in relevant topics; strong evidence of logical thinking.	Evidence of adequate knowledge in relevant topics.	Evidence of the ability to understand the relevant topics.	Ability to apply knowledge in the assignments in spite of difficulty.	Very limited knowledge of the topics in question.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3. Paper writing	Demonstrate through writing the ability to discuss and appreciate issues related to the selected topic, and knowledge.	Evidence of extensive knowledge in the topic; excellent literature review, organization and presentation; excellent analyses with original and logical thinking, adequate citations and references with consistent style (APA or MLA).	Evidence of adequate knowledge in the topic; good literature review, organization and presentation; good and logical analyses; relevant citations and references with consistent style.	Evidence of satisfactory knowledge in the topic; satisfactory literature review, organization and presentation; satisfactory analyses; citations and references with inconsistent styles.	Ability to apply knowledge in the topic in spite of difficulty; barely adequate in handling literature review, organization and presentation; analyses with inaccuracy; no citations or references.	Very limited knowledge of the topic and insufficient ability to handle literature review, organization and presentation; totally incorrect analyses; no citations or references.

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.)

(1) History of Cantonese; (2) Cantonese in the family of languages and dialects in China; (3) Dialects and languages; (4) The emergence of code-mixing, taboos & euphemisms, jargon, idioms; (5) Trendy expressions in Cantonese and relevant cultural and sociolinguistic implications (6) Word formation processes and word classes in Cantonese and Modern Standard Chinese; (7) Cantonese grammar; Formation of phrases and structural rules in Cantonese; (8) What constitutes a sentence and sentence formation in Cantonese; (9) Cantonese interjections, verbal and sentence-final particles, and their meanings; (10) Cantonese, Putonghua and English; (11) Cantonese dialectal characters; Cantonese Romanization system; (12) contrastive study between Putonghua/Modern Standard Chinese and Cantonese; and (13) contrastive study between English and Cantonese.

2. Reading List

- **Items in the following list are indicative and tentative.** Final decision regarding the readings will be made by individual instructors of particular sections. Details will be provided to students in Week 1 of the course.

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.)

Chapters are taken from the following textbook as required readings.

1.	Matthews, Stephen and Virginia Yip. 1994. Cantonese: A Comprehensive Grammar. London: Routledge.
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2.2 Additional Readings

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

Additional readings are arranged according to the tentative weekly schedule.

Tentative weekly schedule:

Below is the **tentative** weekly schedule with the course content and pedagogy to be used to achieve CILOs.

Week 1: History and distribution of Cantonese

A brief introduction will be given to the history of Cantonese, and its position as the lingua franca of Hong Kong and its neighbours, namely Guangzhou, Guangxi and Macau. Moreover, within Guangzhou and other related areas, how Cantonese is related to other dialects and languages, and the relation of Cantonese with Putonghua.

Additional Reading:Yue-Hashimoto, Anne. 1993. Collection des Cahiers de Linguistique d' Asie Orientale 1: Comparative Chinese Dialectal Grammar -- Handbook for Investigators. Paris: Centre de Recherches Linguistiques sur l' Asie Orientale, pp. 69-88.

Week 2: Language-related cultural phenomena in Hong Kong (I)

This week focuses on the code-mixing feature in Hong Kong, and discussion will be focused on why and how such a feature emerges, and what cultural and sociolinguistic implications it reflects?

Additional Readings:

- Bolton, Kingsley and John Bacon-Shone. 2008. "Bilingualism and multilingualism in the HKSAR: Language surveys and Hong Kong's changing linguistic profile." In Kingsley Bolton and Han Yang (eds.) *Language and Society in Hong Kong*. Hong Kong: Hong Kong Open University Press, pp. 25-51.
- Li, David. 2000. "Cantonese-English code-switching in Hong Kong: a Y2K review." *World Englishes* Volume 19 Issue 3, pp.305-322.

Week 3-4: Language-related cultural phenomena in Hong Kong (II)

These two weeks focus on taboos, euphemisms, jargon, and idioms found in Cantonese. Discussion will be on the cultural and sociolinguistic implications behind the use of these expressions. Moreover, a brief introduction will be given to the trendy expressions used in Hong Kong Cantonese, and importantly, what impacts will the linguistic changes reflected by these expressions have on the development of Cantonese in general?

Additional Readings: Huffaker, DA and Calvert, SL. 2005. "Gender, identity, and language use in teenage blogs." *Journal of Computer-Mediated Communication* 10(2).

Report team of "China Language Life Situation Report". 2007. "The Gaming Language in Macau." In *Language Situation in China: 2006 (Volume I)*. Beijing: the Commercial Press, pp.292-305.

Week 5: Cantonese word formation and word classes

An introduction will be given to how words are formed in Cantonese and the relevant word formation processes involved. Further elaboration will be made on different word classes in Cantonese, and how words shift from one class to another in the process of conversion. Comparison will be made with Modern Standard Chinese and English, in terms of both morphological changes and word classes.

Required Reading:

Matthews, Stephen and Virginia Yip. 1994. *Cantonese: A Comprehensive Grammar*. London: Routledge, Chapter 2 and 3.

Week 6: Cantonese grammar (Structures)

This week focuses on grammar and structure of Cantonese. Structural properties of Cantonese, which are distinct from Modern Standard Chinese and English, will be introduced, and various grammatical transformations and derivations will be explained.

Required Reading:

Matthews, Stephen and Virginia Yip. 1994. *Cantonese: A Comprehensive Grammar*. London: Routledge, Chapter 4, 6-10, 17.

Additional Reading:

Tang, Sze Wing. 1998. "On the 'inverted' double object construction." *Studies in Cantonese Linguistics* 1. Hong Kong: The Linguistic Society of Hong Kong, pp. 35-54.

Week 7: Cantonese grammar (Meaning)

In Week 7, focus will be on the meaning perspective of Cantonese. Special emphasis will be drawn to verbal particles, as Cantonese has a rich repertoire of particles, including both verbal particles and sentence-final particles, making it distinct from other languages. With an introduction of relevant concepts, a brief introduction

will be given to various meaning aspects which are significant in Cantonese, and particularly, what makes Cantonese different from English and Modern Standard Chinese in these respects.

Required Reading:

Matthews, Stephen and Virginia Yip. 1994. *Cantonese: A Comprehensive Grammar*. London: Routledge, Chapter 11-15, 18.

Additional Readings:

Chan, M. 2002 “Chinese gender-related use of sentence-final particles in Cantonese.” In M. Hellinger, H. Bussman (Eds.), *Gender Across Languages: The Linguistic Representation of Women and Men*, vol. 2, John Benjamins, Amsterdam, pp. 57-72.

Luke, K. K. 1990. *Utterance Particles in Cantonese Conversation*. John Benjamins, Amsterdam, Chapter 3-5

Week 8: Cantonese Romanization

This week introduces students to various Romanization systems used to represent words in Cantonese, which include the Yale system, the *Jyutping* system and the KK system. Comparison will be made among these systems, and their strengths and weaknesses compared.

Required References:

Lee, Hun-tak, Thomas, Casear Lun, K. K. Lun, P Tung and K H Cheung (eds) 2002 *Guide to LSHK Cantonese Romanization of Chinese Characters*. Revised edition. Linguistic Society of Hong Kong. (a list of Chinese characters in *Jyutping* system)

Week 9: How to write in Cantonese – characters

This week focuses on the question whether Cantonese can be written solely in characters, like Chinese? Emphases will be drawn to those Cantonese dialectal characters which have no corresponding characters in Chinese, and discusses the issue in what ways these characters can be represented and standardized?

Additional Reading:

Cheung K. H. and Bauer, S. Robert. 2002. “The representation of Cantonese with Chinese characters.” *Journal of Chinese linguistics Monograph series* 18. Berkeley, CA: Project on Linguistic Analysis, University of California, Chapter 1-3.

Week 10: The sound system and patterns of Cantonese (IPA)

This week discusses the sound system of Cantonese, and examines the issue of how Cantonese can be transcribed in IPA. Comparison will be made among Cantonese, Putonghua and English in terms of their sound systems.

Additional Readings:

Bauer, Robert S. 1998. “Hong Kong Cantonese Tone Contours.” *Studies in Cantonese Linguistics* 1. Hong Kong: The Linguistic Society of Hong Kong, pp. 1-34.

Bauer, S. Robert, Cheung K. H. and Cheung P. M. 2003 “Variation and merger of the rising tones in Hong Kong Cantonese.” In *Language Variation and Change* (2003)15, pp. 211-225.

Week 11-12: How Cantonese affects your English and your Putonghua/Modern Standard Chinese

Based on the concepts introduced in the previous weeks, a more in-depth comparison will be made between Cantonese and Putonghua/Modern Standard Chinese, and between Cantonese and English, from the perspectives of grammar, meaning, sound and writing systems. A related issues will then be how the differences identified will affect one learning English and Putonghua.

Additional Reading: Setter, Jane, Cathy S.P. Wong and Brian H.S. Chan. 2010. Hong Kong English. Edinburgh: Edinburgh University Press, Chapter 4 and 5.

Week 13: Dialectal variation/Fieldwork

This week focuses on the comparison between Cantonese in Hong Kong/Guangzhou and other varieties of Cantonese in the vicinity. An informant from one of the dialectal regions will be invited to class and his dialect investigated by students making use of field work methodology.

Additional Reading:

Comrie, Bernard, and Norval Smith. 1977. "Lingua descriptive studies: questionnaire." Lingua 42, pp.1-72.

Possible Instructors of the Proposed Course:

(Please identify one or more staff members who can teach the course.)

Department	Name of Staff	Telephone	Email
LT	Peppina LEE	3442-6271	ctpllee@cityu.edu.hk
LT	Caesar LUN	3442-8791	ctslun@cityu.edu.hk

Annex**(for GE courses only)**

- A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any <i>(can be more than one CILOs in each PILO)</i>
PILO 1: Demonstrate the capacity for self-directed learning	2,3,5,6
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	2,3,4,5,6
PILO 3: Demonstrate critical thinking skills	1,2,3,4,5,6
PILO 4: Interpret information and numerical data	1,3,4,5,6
PILO 5: Produce structured, well-organised and fluent text	2,6
PILO 6: Demonstrate effective oral communication skills	2,6
PILO 7: Demonstrate an ability to work effectively in a team	2,3,4,5,6
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	2,5,6
PILO 9: Value ethical and socially responsible actions	2,6
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	2,3,4,5,6

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

- B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Group presentation