

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2022 / 23**

Part I Course Overview

Course Title: Chinese Linguistics

Course Code: LT3216

Course Duration: One Semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English supplemented by Chinese*

Medium of Assessment: English supplemented by Chinese*

Prerequisites:
(Course Code and Title) LT2229 Linguistics I

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

* *English gloss and translation of Chinese words will be provided.*

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course serves as a general introduction to the history and grammar of Chinese languages, with special focus on Mandarin and Cantonese. Topics to be discussed include the writing systems, grammatical properties (morphology, syntax, phonetics, phonology) of Mandarin, typological characteristics and comparisons of different Chinese dialects/languages, and the development from Old Chinese to the variety of modern Chinese languages.

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.	Gain a general understanding of the history and development of from Old Chinese to modern Chinese languages.		✓	✓	
2.	Develop analytical skills in various aspects of the grammar of Mandarin and Cantonese.		✓	✓	✓
3.	Obtain a grasp of the current issues in the field of Chinese linguistics.		✓	✓	✓
		100%			

* 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	
1	<p>Lectures Lectures will cover a broad range of topics in the history and grammars of Chinese languages. Specific topics for each class meeting will be designed and arranged based on the organization of the required readings. Lecture materials will include slides and occasional handouts. Practice in analyzing data is provided through tutorial exercises to familiarize students with key concepts in Chinese languages.</p>	✓	✓	✓	✓	3 hours
2	<p>Assignments Problem sets will be given for students to discuss conceptual and practical consequences and to develop argumentation skills.</p>	✓	✓	✓	✓	
3	<p>Group presentations Students will present in groups selected chapters or papers and demonstrate understanding and critical thinking on the presented work.</p>	✓	✓	✓	✓	

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%						
<p>Assignments These are datasets and questions for students to develop analytical skills.</p>	✓	✓	✓	✓	30%	One of the assignments will be a short essay.
<p>Group presentations Book chapters and research papers on relevant topics will be assigned for tutorial groups to present.</p>	✓	✓	✓	✓	20%	
<p>Midterm quiz A quiz will be given in the middle of the semester to evaluate students' understanding of the topics covered in the lectures.</p>	✓	✓	✓	✓	20%	Duration: 2 hours
<p>Final project: .</p>	✓	✓	✓	✓	30%	A research paper is expected for the final project. The paper should be around 1,500 – 1,800 words on any discovery in a related topic
					100%	

* The weightings should add up to 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. Assignments	Demonstrate the ability to discuss and analyse fundamental issues in Chinese grammar.	Demonstrate excellent ability to discuss and analyse fundamental issues in Chinese grammar.	Demonstrate good ability to discuss and analyse fundamental issues in Chinese grammar.	Demonstrate adequate ability to discuss and analyse fundamental issues in Chinese grammar.	Demonstrate little ability to discuss and analyse fundamental issues in Chinese grammar.	Demonstrate no ability to discuss and analyse fundamental issues in Chinese grammar.
2. Group presentations	Demonstrate understanding of the relevant issues in the assigned reading, and show the ability to reflect on the reading with critical thinking.	Demonstrate excellent understanding of the relevant issues in the assigned reading, and show excellent ability to reflect on the reading with critical thinking.	Demonstrate good understanding of the relevant issues in the assigned reading, and show good ability to reflect on the reading with critical thinking.	Demonstrate adequate understanding of the relevant issues in the assigned reading, and show adequate ability to reflect on the reading with critical thinking.	Demonstrate little understanding of the relevant issues in the assigned reading, and show little ability to reflect on the reading with critical thinking.	Demonstrate no understanding of the relevant issues in the assigned reading, and show no ability to reflect on the reading with critical thinking.
3. Midterm quiz	Demonstrate understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.	Demonstrate excellent understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.	Demonstrate good understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.	Demonstrate adequate understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.	Demonstrate little understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.	Demonstrate no understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.
4. Final project	Demonstrate understanding of concepts, terminology and findings in Chinese linguistics.	Demonstrate excellent understanding of concepts, terminology and findings in Chinese linguistics.	Demonstrate good understanding of concepts, terminology and findings in Chinese linguistics.	Demonstrate adequate understanding of concepts, terminology and findings in Chinese linguistics.	Demonstrate little understanding of concepts, terminology and findings in Chinese linguistics.	Demonstrate no understanding of concepts, terminology and findings in Chinese linguistics.

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.)

Old Chinese, Middle Chinese, Modern Mandarin, Cantonese, writing system, vowels, syllable structure, tones, tone sandhi, compounding, affixes, aspectual markers, sentence-final particles, reduplication, classifiers, word order, lexical and functional categories, constituency, pronouns and demonstratives, sentence types, nominalization, adverbials, serial-verb constructions.

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.)

1.	Sun, Chaofen. <i>Chinese: A Linguistic Introduction</i> . Cambridge: Cambridge University Press.
2.	Selected readings to be announced at the first class meeting

2.2 Additional Readings

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

1.	Chao, Yuen-Ren. 1968. <i>A Grammar of Spoken Chinese</i> . Berkeley, CA: University of California Press.
2.	Chappell, Hilary (ed). 2001. <i>Sinitic grammar: synchronic and diachronic perspectives</i> . Oxford: Oxford University Press.
3.	Chappell, Hilary (ed). 2004. <i>Chinese grammar: synchronic and diachronic perspectives</i> . Oxford: Oxford University Press.
4.	Huang, Chu-Ren, and Dingxu Shi. 2016. <i>A Reference Grammar of Chinese</i> . Cambridge: Cambridge University Press.
5.	Li, Charles N. and Sandra Thompson. 1981. <i>Mandarin Chinese: A Functional Reference Grammar</i> . Berkeley, CA: University of California Press.
6.	Norman, Jerry. 1988. <i>Chinese</i> . Cambridge University Press.
7.	Ross, Claudia and Jing-heng Sheng Ma. 2014. <i>Modern Mandarin Chinese Grammar: A Practical Guide, Second Edition</i> . Abingdon, Oxon./Philadelphia, PA: Routledge.
8.	Teng, Shou-Hsin. 2008. <i>A Pedagogical Grammar of Chinese</i> . Taipei: Crane Publishing Company.
9.	Wang, William S.-Y. and Chaofen Sun (eds). 2015. <i>The Oxford Handbook of Chinese Linguistics</i> . New York: Oxford University Press.
10.	Yip, Po-Ching and Don Rimmington. 2016. <i>Chinese: A Comprehensive Grammar</i> . New York, NY: Routledge.
11.	劉月華，1996。《實用現代漢語語法》。台北：師大書苑有限公司。
12.	鄧思穎，2015。《粵語語法講義》。香港：商務印書館。
13.	湯廷池，1988。《漢語詞法句法論集》。台北：台灣學生書局。
14.	湯廷池，1989。《漢語詞法句法續集》。台北：台灣學生書局。
15.	湯廷池，1992。《漢語詞法句法三集》。台北：台灣學生書局。