

LT3216: CHINESE LINGUISTICS

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Chinese Linguistics

Subject Code

LT - Linguistics and Translation

Course Number

3216

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English supplemented by Chinese

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

English supplemented by Chinese

Prerequisites

LT2229 Linguistics I

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the history and primary characteristics of Chinese languages.	x	x	
2	Apply analytical skills in various aspects of the grammar of Mandarin and Cantonese.	x	x	x
3	Explain the current issues in the field of Chinese linguistics.	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	Lectures	Student will engage in lectures covering a broad range of topics in the grammar 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.	1, 2, 3	3 hours

2	Class discussion	Students will participate in discussions to complete in-class exercises involving data analysis to familiarize themselves with key concepts in Chinese languages.	1, 2, 3	
3	Group presentations	Students will present in groups selected chapters or papers and demonstrate understanding and critical thinking on the presented work.	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 Take-home Assignment It includes datasets and questions for students to develop analytical and argumentation skills and discuss conceptual and practical consequences.	1, 2, 3	30	
2 Group presentations Book chapters and research papers on relevant topics will be assigned for tutorial groups to present.	1, 2, 3	20	
3 Quiz A quiz will be given in the semester to evaluate students' understanding of the topics covered in the lectures.	1, 2, 3	20	Duration: 2 hours
4 Final project: 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.	1, 2, 3	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Assignments

Criterion

Demonstrate the ability to discuss and analyse fundamental issues in Chinese grammar.

Excellent (A+, A, A-)

Demonstrate excellent ability to discuss and analyse fundamental issues in Chinese grammar.

Good (B+, B, B-)

Demonstrate good ability to discuss and analyse fundamental issues in Chinese grammar.

Fair (C+, C, C-)

Demonstrate adequate ability to discuss and analyse fundamental issues in Chinese grammar.

Marginal (D)

Demonstrate little ability to discuss and analyse fundamental issues in Chinese grammar.

Failure (F)

Demonstrate no ability to discuss and analyse fundamental issues in Chinese grammar.

Assessment Task

2. Group presentations

Criterion

Demonstrate understanding of the relevant issues in the assigned reading, and show the ability to reflect on the reading with critical thinking.

Excellent (A+, A, A-)

Demonstrate excellent understanding of the relevant issues in the assigned reading, and show excellent ability to reflect on the reading with critical thinking.

Good (B+, B, B-)

Demonstrate good understanding of the relevant issues in the assigned reading, and show good ability to reflect on the reading with critical thinking.

Fair (C+, C, C-)

Demonstrate adequate understanding of the relevant issues in the assigned reading, and show adequate ability to reflect on the reading with critical thinking.

Marginal (D)

Demonstrate little understanding of the relevant issues in the assigned reading, and show little ability to reflect on the reading with critical thinking.

Failure (F)

Demonstrate no understanding of the relevant issues in the assigned reading, and show no ability to reflect on the reading with critical thinking.

Assessment Task

3. Midterm quiz

Criterion

Demonstrate understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.

Excellent (A+, A, A-)

Demonstrate excellent understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.

Good (B+, B, B-)

Demonstrate good understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.

Fair (C+, C, C-)

Demonstrate adequate understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.

Marginal (D)

Demonstrate little understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.

Failure (F)

Demonstrate no understanding of key concepts of Chinese linguistics covered in the lectures and tutorials.

Assessment Task

4. Final project

Criterion

Demonstrate understanding of concepts, terminology and findings in Chinese linguistics.

Excellent (A+, A, A-)

Demonstrate excellent understanding of concepts, terminology and findings in Chinese linguistics.

Good (B+, B, B-)

Demonstrate good understanding of concepts, terminology and findings in Chinese linguistics.

Fair (C+, C, C-)

Demonstrate adequate understanding of concepts, terminology and findings in Chinese linguistics.

Marginal (D)

Demonstrate little understanding of concepts, terminology and findings in Chinese linguistics.

Failure (F)

Demonstrate no understanding of concepts, terminology and findings in Chinese linguistics.

Part III Other Information

Keyword Syllabus

Modern Mandarin, Cantonese, 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.

Reading List

Compulsory Readings

Title	
1	Huang, C.-T. James, Y-H. Audrey Li and Andrew Simpson, eds. (2014). Handbook of Chinese Linguistics. Malden: Wiley-Blackwell.
2	Sun, Chaofen. Chinese: A Linguistic Introduction. Cambridge: Cambridge University Press.

3	Wang, William S.-Y. and Chaofen Sun (eds). 2015. The Oxford Handbook of Chinese Linguistics. New York: Oxford University Press.
4	Selected readings to be announced at the first class meeting

Additional Readings

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