

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2023-24

Course Code: LING5501 Title in English: Topics in Chinese Phonetics and Phonology Title in Chinese: 漢語語音學和音系學專題
Course Description: This course introduces general aspects of modern Chinese phonetics and phonology, including both segmental and prosodic characteristics. Students will be trained to compare and analyze sound patterns of Standard Chinese and other Chinese dialects from different theoretical approaches with common phonetic research tools. The final goal of the course is to provide students with a solid foundation for further phonetic and phonological research.

Course Syllabus

Topic	Contents/fundamental concepts
Introduction: Phonetics vs. phonology	Categoricity, phonetic realization, transcription; The many meanings of Chinese (Standard Chinese vs. Mandarin Chinese vs. Chinese as a cover term of all Chinese dialects)
Consonant	Place and manner of articulation, voicing; Three sibilants in Standard Chinese; affricates and contour segments; the r-sound
Vowel	The vowel chart, schwa; the mid vowel phoneme; apical vowels; diphthong; diphthong as a unitary feature
Syllable structure	Sonority Hierarchy; Resyllabification; Systematic vs. accidental gaps
Chinese segmental processes	Assimilation, dissimilation, r-suffix; rhyme change; diminutive suffix
Tone	Fundamental frequency (F0), Tone-Bearing Unit (TBU); Level vs. contour tones; Tone features
Tone sandhi	Tone 3 sandhi; Tone substitution, tone spreading; directionality; tone sandhi vs. tone coarticulation
Chinese prosodic system	Rhythm types, stress, neutral tone
Tone and intonation	Declination; Statement vs. question intonation, focus intonation; Autosegmental-metrical theory, intonational phonology; The interaction between tone and intonation
Diversities among Chinese dialects: Segments	Chinese dialect classification; voiced stop and their realization, pre-nasalized stops and gesture timing; The status of glide (Standard Chinese vs. Cantonese); Apical vowels and their phonotactic constraints
Diversities among Chinese dialects: Tone	Tone inventory size; Tonogenesis and tone merger; Tone and voice quality; The multidimensional nature of tonal contrast

Learning outcomes

After completing this course, students will be able to: <ul style="list-style-type: none"> • understand the sound inventories of Standard Chinese, including consonants, vowels, and tones • understand the articulation of Chinese sounds, and their acoustic correlates and phonetic realizations • understand basic phonological concepts, such as phoneme, contrast, distinctive features, tone sandhi, etc. • have a basic command of the phonetic analysis workflow • apply simple phonological analysis on data of Standard Chinese and Chinese dialects
--

Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face (please specify if it is hybrid, i.e. some students will attend the activities elsewhere)	Percentage of time
<i>e.g. Lectures (hybrid yes/no)</i>	80%
<i>Interactive tutorial (hybrid yes/no)</i>	20%
<i>Laboratory work (hybrid yes/no)</i>	
.....	
Online synchronous	
<i>e.g. Lectures</i>	
<i>Interactive tutorial</i>	
<i>Laboratory work</i>	
.....	
Online asynchronous	
<i>e.g. Lecture recordings</i>	
<i>Multimedia resources</i>	
<i>Assigned reading</i>	
<i>Online exercises</i>	
<i>Discussion forum</i>	
.....	
Out-of-classroom	
<i>e.g. field trip</i>	
...	

Learning activities

Lecture (hr) in /out class		Interactive tutorial (hr) in /out class		Lab (hr) in /out class		Discussion of case (hr) in /out class		Field-trip (hr) in /out class		Projects (hr) in /out class		Web-based teaching (hr) in /out class		Other (hr) in /out class	
2		1													
M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA	M;O ;NA

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

Assessment scheme

Assessment type	Percentage
1. Participation	10%
2. Assignments	40%
3. Mid-term exams	30%
4. Oral presentation*	20%

* The students may choose to do the oral presentation alone or in a group (no more than three members).

Assessment rubrics

1. The details of the assessment of assignments will be clearly stated in the requirements of each assignment
2. The assignment should use the required format of the assignment, which will be available in Blackboard
3. The points of the mid-term exams will be clearly stated in the exam papers
4. Oral presentation will be evaluated from the following aspects:
 - 1) How interesting the selected topic is (10%)
 - 2) The soundness and the appropriateness of the method/theoretical framework (30%)
 - 3) The style of oral presentation (30%)
 - 4) Written report (30%)

Required and recommended readings

Required readings:

Duanmu, San. (2007). *The Phonology of Standard Chinese* (2nd edition). Oxford: Oxford University Press.

Lin, Yen-Hwei. (2007). *The Sounds of Chinese*. Cambridge: Cambridge University Press.

Recommended readings:

Chen, M. Y. (2000). *Tone Sandhi : Patterns across Chinese dialects*. Cambridge University Press.

Gussenhoven, C., & Jacobs, H. (2017). *Understanding phonology* (Fourth edition.). Routledge.

Kenstowicz, Michael. (1994). *Phonology in Generative Grammar*. Cambridge, Mass. & Oxford: Blackwell.

胡方. (2021). 《语音讲义》. 上海: 上海教育出版社. (As course reserves in the CUHK library)

Learning resources

Encyclopedia of Chinese Language and Linguistics (Online access provided by the CUHK library)

<https://referenceworks.brillonline.com/browse/encyclopedia-of-chinese-language-and-linguistics>

Feedback for evaluation

Students are encouraged to give feedback or comments on course contents and teaching materials throughout the course, in addition to the midterm and final course evaluation. Students can contact either the lecturer or tutor directly. See contact details below.

Grade Descriptors

Grade	Overall course
A	Outstanding performance on all learning outcomes. A thorough understanding of the subject demonstrated by consistently high marks of the assignments and exams. Outstanding ability to apply the phonetic/phonological concepts and analytical techniques introduced in the course to analyze language data from standard Chinese and different dialects. Ample evidence of familiarity with reading related to the course.
A-	Generally outstanding performance on most learning outcomes. A good understanding of the subject demonstrated by high marks of most assignments and exams. Generally outstanding ability to apply the phonetic/phonological concepts and analytical techniques introduced in the course to analyze language data from standard Chinese and different dialects. Evidence of familiarity with reading related to the course.
B	Satisfactory performance on most learning outcomes. An adequate understanding of the subject demonstrated by good marks of the assignments and exams. Strong ability to apply the phonetic/phonological concepts and analytical techniques introduced in the course to analyze language data from standard Chinese and different dialects. Evidence of a certain amount of reading related to the course.
C	Satisfactory performance on some learning outcomes. A basic understanding of the subject demonstrated by average marks of the assignments and exams. Sufficient ability to apply the phonetic/phonological concepts and analytical techniques introduced in the course to analyze language data from standard Chinese and different dialects. Evidence of basic reading related to the course.
D	Barely satisfactory performance on a number of learning outcomes. A poor understanding of the subject

	demonstrated by poor marks of the assignments and exams. Insufficient ability of applying the phonetic/phonological concepts and analytical techniques introduced in the course to analyze language data from standard Chinese and different dialects. Evidence of very limited reading related to the course.
F	Unsatisfactory performance on a number of learning outcomes. Very little understanding of the subject demonstrated by consistently poor marks of the assignments and exams. Lack the ability of applying the phonetic/phonological concepts and analytical techniques introduced in the course to analyze language data from standard Chinese and different dialects. No evidence of efforts in completing reading related to the course.

Course schedule

Class/ week	Date	Topic	Requirements
1	12/01	Introduction	Lin (2007) Ch.1
2	19/01	Consonants	Lin (2007) Ch.2; Duanmu (2007) Ch.2
3	26/01	Vowels	Lin (2007) Ch.3; Duanmu (2007) Ch.2
4	02/02	Chinese segmental processes and syllable structure	Lin (2007) Ch.5, Ch.7; Duanmu (2007) Ch.4
5	06/02	1st assignment due	
	09/02	Lunar New Year	
6	16/02	Tone	Lin (2007) Ch.4; Duamu (2007) Ch.10
7	23/02	Mid-term exam	
8	26/02	2nd assignment due	
	01/03	Tone sandhi	Lin (2007) Ch.9; Duanmu (2007) Ch.11
9	08/03	Chinese prosodic system	Lin (2007) Ch.9; Duanmu (2007) Ch.6
10	15/03	Tone and intonation	Lin (2007) Ch.10; Duanmu (2007) Ch.10
11	22/03	Diversities among Chinese dialects: Segments	Lin (2007) Ch.13; supplementary
12	29/03	Good Friday; 3rd assignment due	
12	05/04	Diversities among Chinese dialects: Tone	Duanmu (2007) Ch.10; supplementary
13	12/04	Oral presentations	
14	19/04	Oral presentations	
	20/04	written report for oral presentation due	

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	Dr. Chunyu Ge
Office Location:	221, Fung King Hey Building
Telephone:	39430575
Email:	chunyuge@cuhk.edu.hk
Teaching Venue:	LSK_LT4
Website:	https://ge-chunyu.github.io/
Other information:	

Teaching Assistant/Tutor:	
Name:	Xinyue Liu
Office Location:	G28, Leung Kau Kui Building
Telephone:	39430672
Email:	xinyueliu@cuhk.edu.hk
Teaching Venue:	
Website:	

Other information:	
--------------------	--

Details of course website

The handout and materials will be available in Blackboard:
https://blackboard.cuhk.edu.hk/ultra/courses/_190359_1/cl/outline

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Use of generative AI tools

(Teachers should include information relevant to the approach to be adopted in the course here)

Approach 1 - All use of AI tools is prohibited in essays and written report

Approach 3 - Use of AI tools is allowed with explicit acknowledgement and proper citation for Praat scripts and data analysis, if applicable

--- End ---