

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2024-25

Course Code: LING5501 Title in English: Topics in Chinese Phonetics and Phonology Title in Chinese: 漢語語音學及音系學
Course Description: This course introduces general aspects of Chinese phonetics and phonology, including segmental and prosodic characteristics, from both synchronic and diachronic perspectives. Students will be trained to compare and analyze sound patterns of Chinese languages 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
Chinese	Chinese languages/dialects, Middle Chinese, Old Chinese, Sino-Tibetan language family
Onset consonants	Spectrogram, places and manners of articulation, voicing and aspiration, implosive, cluster
Codas and syllabic consonants	Nasal codas, plosive codas, syllabic nasals, apical vowels
Tone	Coda and tonogenesis, onset voicing and tone register, Middle Chinese tone categories, neutral tone and stress, tone in songs
Tone sandhi and <i>pinjam</i>	Mandarin T3 sandhi, tone sandhi domain, interacting sandhi processes, directionality, Cantonese <i>pinjam</i> tones
Syllable structure	Rhyme, glides, zero-initial and resyllabification, syllable contraction
Vowels	Mandarin mid vowel and competing phonemic analyses, vowel length, literary-colloquial vowel alternation, tone and vowel phonation, coda and diphthongs
/ə/-suffixation and diminutive tone change	Rhotacized vowel, tongue gesture, tone and /ə/-suffixation, <i>erhua</i> in non-Mandarin Chinese, diminutive tone change
Phonological processes and sound change	Weakening, assimilation, palatalization, chain effect, sound change and phonetic feature
Language contact	Loanword adaptation, tone assignment and stress, syllabary expansion, Taiwanese-/Singaporean-/Malaysian- accented standard Mandarin
Classification of Chinese languages/dialects	Phonological typology, voiced obstruent onsets, checked tones/syllables, diachronicity and synchronicity, Mandarin and Jin dialects

Learning outcomes

<ul style="list-style-type: none"> • Demonstrate a more in-depth understanding of the basic concepts of phonetics and phonology, such as airstream mechanism, tone sandhi, and phonological processes • Understand the sound inventories of standard Mandarin and Cantonese, including consonants, vowels and tones • Be familiar with an array of fascinating phonological phenomena with much research attention and their phonetic properties in Chinese languages • Develop critical thinking on topics open for debate, e.g., stress in Chinese languages, the nature of apical vowels, classification of Chinese languages, etc. • Be able to conduct further phonetic and phonological study on Chinese languages

Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	Percentage of time
Lectures (no hybrid mode)	100%
Online asynchronous	
Assigned reading	

Learning activities

Lecture	Assignments	Required readings	Recommended readings	Assessment
(hr) in class	(hr) out class	(hr) out class	(hr) out class	(hr) in class
36	12	24	24	4
M	M	M	O	M

M: Mandatory activity in the course

O: Optional activity

Assessment scheme

Assessment type	Percentage
Biweekly written assignments marked by the TA	5% × 6
Mid-term examination marked by the TA	30%
Final examination marked by the lecturer and TA	40%

Each unexcused absence from lectures will incur a 2% deduction of overall mark.

Required and recommended readings

<p>Required readings: Lin, Y.-H. (2007). <i>The Sounds of Chinese</i>. Cambridge University Press. Duanmu, S. (2007). <i>The Phonology of Standard Chinese</i>. Oxford University Press. Bauer, R. S. & Benedict, P. K. (1997). <i>Modern Cantonese Phonology</i>. Mouton de Gruyter.</p> <p>Recommended readings: Chen, M. Y. (2000). <i>Tone Sandhi: Patterns across Chinese Dialects</i>. Cambridge University Press. Cheng, C.-C. (1973). <i>A Synchronic Phonology of Mandarin Chinese</i>. Mouton de Gruyter. Reetz, H. & Jongman, A. (2009). <i>Phonetics: Transcription, Production, Acoustics and Perception</i>. Blackwell. Yue-Hashimoto, O. (1972). <i>Phonology of Cantonese</i>. Cambridge University Press. 曹志耘：《漢語方言地圖集（語音卷）》。商務印書館，2008 年版。 胡方：《語音講義》。上海教育出版社，2021 年版。 孔江平：《論語言發聲》。中央民族大學出版社，2001 年版。 袁家驊等：《漢語方言概要》。語文出版社，2001 年版。</p> <p>Supplementary readings will be ready for downloading from Blackboard.</p>

Feedback for evaluation

Students are encouraged to give feedback or comments on course contents and teaching materials throughout the course via email or oral communication, in addition to the end-of-term Course and Teaching Evaluation. Students can contact either the lecturer or teaching assistant directly. See contact details below.
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Grade Descriptors

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	10/1	Introduction	Lin (Ch. 1 & 6), Duanmu (Ch. 1 & 2.1–2.2)
2	17/1	Onset consonants I	Lin (Ch. 2), Duanmu (Ch. 2.6–2.8)
3	24/1	Onset consonants II	Bauer & Benedict (Ch. 1.1), supplementary
No class	31/1	Lunar New Year	
4	7/2	Codas and syllabic consonants	Lin (Ch. 3.4.1 & 8.1.2), Duanmu (Ch. 2.5 & 2.9), Bauer & Benedict (Ch. 1.4), supplementary
5	14/2	Tone	Lin (Ch. 4), Duanmu (Ch. 10.1–10.6), Bauer & Benedict (Ch. 2.0–2.9)
6	21/2	Tone sandhi and <i>pinjam</i>	Lin (Ch. 9), Duanmu (Ch. 11), Bauer & Benedict (Ch. 2.10–2.11)
7	28/2	Mid-term examination (2 hours) Syllable structure	Lin (Ch. 5), Duanmu (Ch. 4), Bauer & Benedict (Ch. 3.3–3.4)
8	7/3	Vowels	Lin (Ch. 3), Duanmu (Ch. 2.10–2.11), Bauer & Benedict (Ch. 1.2–1.3 & 1.5)
9	14/3	/ə/-suffixation and diminutive tone change	Lin (Ch. 8.2), Duanmu (Ch. 9), supplementary
10	21/3	Phonological processes and sound change	Lin (Ch. 7), Duanmu (Ch. 13.2–13.5), supplementary
11	28/3	Language contact: loanword adaptation and standard Mandarin outside Mainland China	Lin (Ch. 11–12), Duanmu (Ch. 13.7), Bauer & Benedict (Ch. 3.5)
No class	4/4	Ching Ming Festival	
12	11/4	Phonological criteria in classification of Chinese languages/dialects	Supplementary
Examination	22/4	Final Examination	

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	Dr. ZHANG Weijun
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Email:	weijunzhang@cuhk.edu.hk
Teaching Venue:	Lee Shau Kee Building LT3

Teaching Assistant/Tutor:	
Name:	Mr. ZHU Zhiqiang
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Details of course website

A page has been set up for students to access information of the course LING5501 on CUHK Learning Management System (Blackboard): <https://blackboard.cuhk.edu.hk/>.

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 AI tools is allowed with explicit acknowledgement and proper citation.

There are different types of AI tools applicable to a great variety of use. These tools could be powerful in dealing with large amounts of linguistic data and facilitate potential scripting needs when using phonetic research tools. Students should learn to use AI but not abuse it, and use it as a research but not cheating tool.

Students should pay attention to the following for proper use of AI tools:

- students should learn and use these tools responsibly and ethically, and be aware of their limitations;
- students should **fact-check all outputs** of AI tools by cross-checking the claims with reliable sources and are **responsible for any errors or omissions**, if any, when using these tools;

- like any other tools and references, permitted use of AI tools should be acknowledged unless otherwise specified; specific and detailed information on the AI tools used, including prompts used if applicable, for completing the assignments should be provided in the work concerned and, if deemed necessary, the output of generative AI should be included as an appendix of the work submitted by students.

Students should be cautious of the following which may result in improper/unauthorized use of AI tools:

- handing in an AI-generated work as one's own;
- using AI tools that are not up to date and result in the use of outdated and inaccurate resources;
- using AI tools in an unethical and irresponsible manner.

Students are **strictly prohibited from using AI tools for writing** in completing assignments/assessments. Checking the AI writing index before submitting assignments to the VeriGuide is strongly recommended (link to AI Writing Detector under VeriGuide: <https://awd.veriguide.org/>). Any AI writing index above 25% will be regarded as disqualified and re-submission will be required.

Improper use of AI tools in assignments/assessments constitute acts of **academic dishonesty** which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*. Similar to other serious cases of academic dishonesty, penalties for improper use of AI tools in assignments/assessments may include reviewable/permanent demerit(s), failure grade for the course concerned, suspension from the University, lowering the degree classification, and termination of studies at the University.

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