

The Chinese University of Hong Kong  
Department of Linguistics and Modern Languages  
First Term, 2025-26

1. Course Code: LING1001

2. Title in English: Exploring Grammar: Mandarin

3. Title in Chinese: 語法探索：普通話

4. Course description

This course cultivates systematic awareness of Mandarin Chinese grammar through structured analysis. Students will investigate core grammatical units—morphemes, words, phrases, and sentences in Mandarin Chinese —within a descriptive/functional framework, supplemented by contemporary theoretical insights from generative syntax.

The curriculum delves deeper into specialized topics including word order variation, sentence-final particles, tense/aspect systems, and anaphora in later modules.

Emphasis is placed on developing analytical skills to identify patterns, establish rules from authentic language data, apply grammatical concepts to everyday Mandarin usage, as well as the linguistic differences between Mandarin and Cantonese.

5. Learning outcomes

By the end of this course, you are expected to:

- Understand basic grammatical concepts of Mandarin grammar, such as parts of speech, types of phrases and sentences, as well as the internal structure of Mandarin phrases and sentences, etc.
- Apply grammatical concepts into the analysis of daily-used language data.
- Identify and analyze various forms and sentence patterns.
- Establish rules from data observation and description.

6. Course syllabus

Topic	Contents/fundamental concepts
語言、方言和現代漢語	語言、漢語、現代漢語、方言、詞彙、語法
語素、詞和詞彙	語素(自由語素、粘著語素)、詞、短語、詞的構造(單純詞、合成詞、複合詞、詞根、詞綴)
詞類的劃分	劃分依據(組合關係、句子功能)、實詞、虛詞、體詞、謂詞、名詞、動詞、形容詞、區別詞、數詞、量詞、代詞、副詞、介詞、連詞、助詞、語氣詞、嘆詞、擬聲詞
短語及其內部結構	主謂短語、偏正短語、述賓短語、述補短語、並列短語、層次分析
語法關係與句子成分	主語(主語和話題)、謂語、賓語、定語、狀語、補語
單句	結構類型：主謂句、非主謂句、主謂謂語句、連動句、兼語句、雙賓語句、把字句、被字句、存現句 功能類型：陳述句、疑問句、祈使句、感嘆句
複句	並列複句、偏正複句、選擇複句、遞進複句、補充複句、順承複句、因果

	復句、條件複句、目的複句、轉折複句、讓步複句、多重複句、緊縮句
專題一：句子結構與詞序	基本詞序、成分移位、邊緣層次
專題二：時體、照應語	(未)完成體、體標記、反身代詞、代名詞

## 7. Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	Percentage of time
<i>Lectures (hybrid no)</i>	20%
<i>Interactive tutorial (hybrid no)</i>	10%
Out-of-classroom	
<i>Homework assignments</i>	40%
<i>Reading</i>	20%
<i>Consultations &amp; Office hours (hybrid yes)</i>	10%

## 8. Assessment type, percentage and rubrics

Assessment type	Percentage
<p style="text-align: center;"><b>Individual homework assignments</b></p> <ul style="list-style-type: none"> <li>• There will be a total of 4 take-home written homework assignments.</li> <li>• 20% of your raw score will be taken off for each day overdue.</li> <li>• They are not group projects and you are expected to work on them individually.</li> </ul>	40% = 10% * 4
<p style="text-align: center;"><b>Mid-term exam</b></p> <ul style="list-style-type: none"> <li>• There will be one in-class mid-term exam on Oct 13 (Week 7).</li> </ul>	20%
<p style="text-align: center;"><b>Final exam</b></p> <ul style="list-style-type: none"> <li>• There will be 1 final exam.</li> <li>• The final exam will be <b>cumulative</b>.</li> <li>• It will be conducted on 4-6pm, Mon, Dec 1, exact place TBA.</li> </ul>	30%
<p style="text-align: center;"><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Consistent and active participation in lectures and tutorials is required.</li> <li>• For each missed class meeting without a documented family or medical emergence, 2% will be taken off.</li> </ul>	10%

Assessment rubrics	
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 grammatical concepts and analytical techniques introduced in the course to analyze daily-used language data. 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 grammatical concepts and analytical techniques introduced in the course to analyze daily-used language data. 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 grammatical concepts and analytical techniques introduced in the course to analyze daily-used language data. Evidence of a certain amount of reading related to the course.
B	
B-	
C+	Satisfactory performance on some learning outcomes. A basic understanding of the subject

C C-	demonstrated by average marks of the assignments and exams. Sufficient ability to apply the grammatical concepts and analytical techniques introduced in the course to analyze daily-used language data. 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 grammatical concepts and analytical techniques introduced in the course to analyze daily-used language data. 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 grammatical concepts and analytical techniques introduced in the course to analyze daily-used language data. No evidence of efforts in completing reading related to the course.

## 9. Required and recommended readings

- **Required reading:**

黃伯榮、廖序東主編. (2017). 《現代漢語》(上、下冊)(增訂六版). 北京: 高等教育出版社.  
邵敬敏. (2016). 《現代漢語通論》(第三版). 上海: 上海教育出版社.

- **Recommended readings:**

- On Mandarin grammar:

劉月華、潘文娛、故韜. (2001). 《實用現代漢語語法》(增訂本). 北京: 商務印書館.

呂叔湘主編. (2015). 《現代漢語八百詞》(增訂本). 北京: 商務印書館.

朱德熙. (2007). 《語法講義》. 香港: 商務印書館.

Chao, Y.-R. (1968). *A Grammar of Spoken Chinese*. Berkeley: University of California Press.

Huang, C. R., & Shi, D. (Eds.). (2016). *A reference grammar of Chinese*. Cambridge: Cambridge University Press. (Online access is [here](#))

Huang, C. J., Li, Y. Audrey, and Li, Y. (2009). *The Syntax of Chinese*. Cambridge: Cambridge University Press.

Li, N. C., and Thompson, S.A. (1981). *Mandarin Chinese: A Functional Reference Grammar*. Berkeley and Los Angeles: University of California Press.

Norman, J. (1988). *Chinese*. Cambridge: Cambridge University Press.

Sun, C. (2006). *Chinese: A Linguistic Introduction*. Cambridge: Cambridge University Press.

- On Cantonese grammar and its comparison against Mandarin:

鄧思穎. (2015). 《粵語語法講義》. 香港: 商務印書館.

石定栩、邵敬敏、朱志瑜等. (2006). 《港式中文與標準中文的比較》. 香港: 香港教育圖書公司.

曾子凡. (1995). 《廣州話·普通話語詞對比研究》. 香港: 香港普通話研習社.

張洪年. (2007). 《香港粵語語法的研究》(增訂版). 香港: 香港中文大學出版社.

Matthews, S., & Yip, V. (2013). *Cantonese: A comprehensive grammar*. London: Routledge.

- Handbooks of (Chinese) linguistics:

- Aronoff, M. (Eds.) *Oxford Research Encyclopedia of Linguistics*. (Online access is [here](#))
- Chan, S. W. (2016). *The Routledge encyclopaedia of the Chinese language*. Routledge, (Online access is [here](#)).
- Huang, C. J., Li, Y. A., & Simpson, A. (Eds.). (2018). *The handbook of Chinese linguistics*. West Sussex: John Wiley & Sons. (Online access is [here](#))
- Huang, C. R., Lin, Y. H., Chen, I. H., & Hsu, Y. Y. (Eds.). (2022). *The Cambridge handbook of Chinese linguistics*. Cambridge: Cambridge University Press. (Online access is [here](#))
- Sybesma, R., Behr, W., Gu, Y., Handel, Z., Huang, C.T.J. and Myers, J. (Eds) (2015). *Encyclopedia of Chinese Language and Linguistics*. Leiden, Boston: Brill. (Online access is [here](#))
- Wang, W. S., & Sun, C. (2015). *The Oxford handbook of Chinese linguistics*. Oxford: Oxford University Press. (Online access is [here](#))

- **Learning resources and Mandarin corpora:**

香港中文大學普通話教育研究及發展中心  
 香港語言學學會雙語術語對照表  
 國家語言文字工作委員會現代漢語語料庫  
 北京語言大學 BCC 漢語語料庫  
 北京大學 CCL 語料庫  
 中央研究院現代漢語標記語料庫

## 10. Feedback for evaluation

- In addition to the standard final course evaluation, starting from Week 3, we will also set up **an anonymous Google form** for you to ask questions or make suggestions throughout the entire term. Your feedback will be incorporated accordingly.
- Meanwhile, you are also more than welcome to share your thoughts and concerns by emailing your feedback or questions to us, or making in-person/virtual appointments with us.
- Whenever you feel that you are falling behind and have content questions, please also do not hesitate to ask us for help!
- When you contact us via emails, please kindly put “LING1001 Exploring Grammar: Mandarin” in the subject line and allow us **24 hours (on weekdays)** to respond.

## 11. Course schedule (subject to change)

Class/ week	Date	Topic	Requirements/comments
1	Sep 1	語言、方言和現代漢語	黃、廖：緒論（第一節）第四章（第一節） 邵敬敏：導論、第四章（第一節）
2	Sep 8	語素、詞和詞彙	黃、廖：第三章（第一節） 邵敬敏：第三章（第一節、第二節）
3	Sep 15	詞類的劃分（一）	黃、廖：第四章（第二節） 邵敬敏：第四章（第二節） Assignment 1 due
4	Sep 22	詞類的劃分（二）	黃、廖：第四章（第三節） 邵敬敏：第四章（第三節）

5	Sep 29	短語及其內部結構	黃、廖：第四章（第四節） 邵敬敏：第四章（第四節） Assignment 2 due
6	Oct 6	語法關係與句子成分	黃、廖：第四章（第五節） 邵敬敏：第四章（第五節）
7	Oct 13	<b>Mid-term exam</b>	
8	Oct 20	單句（一）	黃、廖：第四章（第六節“一”“二”） 邵敬敏：第四章（第六節）
9	Oct 27	單句（二）	黃、廖：第四章（第六節“五”“六”） 邵敬敏：第四章（第七節、第八節） Assignment 3 due
10	Nov 3	複句類型	黃、廖：第四章（第八節“一”“二”） 邵敬敏：第四章（第十一節）
11	Nov 10	多重複句與緊縮句	黃、廖：第四章（第八節“三”） 邵敬敏：第四章（第十二節）
12	Nov 17	專題一：句子結構與詞序	鄧：第十二章、第十三章
13	Nov 24	專題二：時體、照應語	Liu (2015), Huang, Li and Li (2009): Ch.9 Assignment 4 due
	Dec 1	<b>Final exam</b>	<b>4-6pm, location TBA</b>

## 12. Teachers' and TA's contact details

<b>Instructor:</b>	
Name:	CHEN Zhuo 陳卓
Office Location:	G27 Leung Kau Kui Building, <a href="https://cuhk.zoom.us/j/5652900145">https://cuhk.zoom.us/j/5652900145</a>
Email:	zhuochen[AT]cuhk.edu.hk
Teaching Venue:	Lecture: Mon 4:30PM-6:15PM, Lee Shau Kee Building 514 Tutorial: Wed 12:30PM-1:15PM, Lee Shau Kee Building 515
Office hours:	TBA or by appointment

<b>Teaching Assistant/Tutor:</b>	
Name:	WU Chenyan 武晨燕, NIE Jiaqi 聶嘉淇
Office Location:	G19 Leung Kau Kui Building
Email:	1155150665[at]link.cuhk.edu.hk, 1155164558[at]link.cuhk.edu.hk
Office hours:	TBA or by appointment

## 13. Details of course website

<ul style="list-style-type: none"> <li>We will use the course Blackboard website to post course materials (lecture handouts and optional readings), assignments, and announcements.</li> <li>We will also send out email reminders once we post assignments and make announcements, please make sure to check your email regularly.</li> </ul>
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#### 14. Use of Artificial Intelligence (AI) tools in teaching, learning and assessments

##### All use of AI tools is prohibited

In any kind of learning activity or assessment that will be counted towards the final course grades (or used for evaluating attainment of the desired learning outcomes), students are not allowed to submit work which is produced with the collaboration of or supported by the use of any AI tools (e.g. ChatGPT, DeepSeek, Grok, Claude, Gemini, etc.).

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty and will be handled according to the University's *Procedures for Handling Cases of Academic Dishonesty*.

In case of queries, students should seek advice from the course teacher.

#### 15. 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.

## **16. Guideline on sharing lecture recordings**

Attention is drawn to the following:

- The copyright of any lecture recordings shared in the course, whether they are produced by teachers, students, or peer note-takers, belongs to the University.
- Students should not share these recordings with others without obtaining prior written consent from the teacher(s).

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