

School of Humanities and Social Science

Course syllabus

Course code & title: HUMA 5160; Chinese Phonetics and Phonology
Course offered: Fall 2021
Course instructors: Dr. Quentin QIN (hmzqin@ust.hk)
Course time: 1:30-4:20pm, Tuesday (office hours: 2:30-3:30pm, Wed)
Course venue: LSK1026
Medium of Instruction: English (Chinese proficiency also required)

Course Description

The course is an introduction to the study of sounds in Mandarin Chinese (henceforth, Chinese). The course will cover fundamental concepts in phonetics and phonology and compare the sounds of Chinese with those of other languages. Other topics include: methodology, the typology, learning and evolution of sounds, the subgrouping of Chinese dialects, etc.

Intended Learning Outcomes (ILOs)

At the end of the course, you will be able to:

- Describe the characteristics of sounds in Mandarin and by extension to other languages with the learnt concepts
- Apply various methods to the study of sounds in languages
- Identify the rules governing sound change in languages

Textbooks

1. Lin, Y. H. (2007). *The Sounds of Chinese*. Cambridge, UK: Cambridge University Press.
2. Fromkin, V., Rodman, R., & Hyams, N. (2014). *An Introduction to Language*. 10th ed. Australia: Cengage Learning. (Earlier and latest editions are also fine).

Course Schedule

Week	Date	Topic	Reading
Week1	Sep 07	Course Overview	Lin §1 Lin §6
Week2	Sep 14	Introduction to Phonetics	Fromkin §5
Week3	Sep 21	Introduction to Phonology	Fromkin §6
Week4	Sep 28	Introduction to the Chinese Language	Lin §1.1-1.2, 12; DeFrancis (1984) §3 Norman (1988) §1
Week5	Oct 05	Chinese Consonants	Lin §2 <i>Wang & Chen, 2020</i>
Week6	Oct 12	Chinese Consonants/Vowels	Lin §3;
Week7	Oct 19	Chinese Vowels	Wan & Jaeger, 2003
Week8	Oct 26	Chinese Tones	Lin §4.2 Wang et al., 2001, <i>Wang et al., 2004</i>
Week9	Nov 02	Chinese Tone Learning	Hao, 2012
Week10	Nov 09	Chinese Tone Sandhi	Lin §9; <i>Chen et al., 2019</i>
Week11	Nov 16	Speech variables <i>Erhua</i>	Zhang, 2008; <i>Zhang, 2006</i>
Week12	Nov 23	Final Project Consultation	
Week13	Nov 30	Course Review: Issues of Chinese Sounds	Lin §1
	Dec 14	Written Report Due	

Assessment

1. **In-person** class attendance and **f2f** activity participation (individually assessed – 20%)
2. Homework 1-5 (individually assessed – 30%)
3. A summary of an academic paper on Chinese sounds (individually assessed – 20%)
4. A written report on a topic of Chinese sounds (individually or group-assessed – 30%)

Attendance policy

You should attend class regularly in person (lecture recordings will NOT be provided in the normal case) and participate in f2f group-discussion activities. Poor attendance will have a negative impact on your performance, slow down the class pace, and consequently negatively impact other students' learning. In past experience, students who didn't do well in this course were those that routinely missed lectures.

Late-assignment policy

As a general rule, NO late assignments will be accepted for credit unless:

- (a) You got **advance** permission from me to hand in an assignment late.
- (b) You could not submit the assignment on the day the assignment is due because of a serious illness or unexpected emergency. You need to turn in the assignment at the earliest possible opportunity with a written explanation of the situation and **proof documents**.

Plagiarism policy

Plagiarism in homework assignments and the term paper, depending on the severity, will result in penalties in the range from a zero for that portion of your work, an F for the course, transcript citation, to suspension/expulsion from HKUST. For library guidelines on plagiarism and other resources on referencing/citation, see <https://libguides.ust.hk/referencing/plagiarism>. For HKUST policies on academic misconduct, see <http://ugadmin.ust.hk/integrity/student-1.html>.

Required Readings

Articles

- Hao, Y. C. (2012). Second language acquisition of Mandarin Chinese tones by tonal and non-tonal language speakers. *Journal of Phonetics*, 40, 269-279.
- Wan, I. P., & Jaeger J. (2003). The phonological representation of Taiwan Mandarin vowels: A psycholinguistic study. *Journal of East Asian Linguistics*, 12, 205-257.
- Wang, Y., Jongman A., & Sereno J. (2001). Dichotic perception of Mandarin tones by Chinese and American listeners. *Brian and Language*, 78, 332-348.
- Zhang, Q. (2008). Rhotacization and the 'Beijing smooth operator': the social meaning of a linguistic variable. *Journal of Sociolinguistics*, 12, 201-222.

Books (selected chapters)

- DeFrancis, J. (1984). *The Chinese language — fact and fantasy (Chapter 3)*. Honolulu, HI: University of Hawaii Press,
- Norman, J. (1988). *Chinese (Chapter 1)*. Cambridge, UK: Cambridge University Press.

Suggested Readings

Articles (a summary is required for all, and a presentation may be required for RPG students)

- Chen, S., He, Y., Wayland, R., Yang, Y., Li, B., & Yuen, C. W. (2019). Mechanisms of tone sandhi rule application by tonal and non-tonal non-native speakers. *Speech Communication*, 115, 67-77.
- Wang, X., & Chen, J. (2020). The Acquisition of Mandarin Consonants by English Learners: The Relationship between Perception and Production. *Languages*, 5, 20.
- Wang, Y., Behne, D., Jongman A., & Sereno J. (2004). The role of linguistic experience in the hemispheric processing of lexical tone. *Applied Psycholinguistics*, 25, 449-466.
- Zhang, Q. (2006). Cosmopolitan Mandarin: Linguistic practice of Chinese waiqi professionals. *Journal of Asian Pacific Communication*, 16, 215-235.

Textbooks

1. Reetz, H., & Jongman, A. (2020). *Phonetics: Transcription, production, acoustics, and perception*. Malden, MA: Wiley-Blackwell. **The Chinese version “语音学：标音、产生、声学和感知。曹梦雪，李爱军（译），2018。中国社会科学出版社” is highly recommended.**
2. Ladefoged, P. (2015). *A Course in Phonetics*. Australia: Cengage Learning. (Earlier and latest editions are also fine).
3. Davenport M., & Hannahs S.J. (2010). *Introducing phonetics and phonology*. London: Hodder Education.