

# School of Humanities and Social Science

## Course syllabus

Course code & title: HUMA 5160; Chinese Phonetics and Phonology  
Course offered: Fall 2022  
Course instructors: Dr. Quentin QIN ([hmzqin@ust.hk](mailto:hmzqin@ust.hk))  
Course time: 1:30-4:20pm, Tuesday (office hours: 2:30-3:30pm, Wed)  
Course venue: 5538  
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*. 10<sup>th</sup> ed. Australia: Cengage Learning. (Earlier and latest editions are also fine).

### Course Schedule

Week	Date	Topic	Reading
Week1	Sep 06	Course Overview	Lin §1 Lin §6
Week2	Sep 13	Introduction to Phonetics	Fromkin §5
Week3	Sep 20	Introduction to Phonology	Fromkin §6
Week4	Sep 27	Introduction to the Chinese Language	Lin §1.1-1.2, 12; DeFrancis (1984) §3 Norman (1988) §1
Week5	Oct 04	<i>Chung Yeung Festival, no class</i>	
Week6	Oct 11	Chinese Consonants	Lin §2 <i>Wang &amp; Chen, 2020</i>
Week7	Oct 18	Chinese Vowels	Lin §3; Wan & Jaeger, 2003
Week8	Oct 25	Chinese Tones	Lin §4.2 Wang et al., 2001, <i>Wang et al., 2004</i>
Week9	Nov 01	Chinese Tone Learning	Hao, 2012
Week10	Nov 08	Chinese Tone Sandhi	Lin §9; <i>Chen et al., 2019</i>
Week11	Nov 15	Speech variables <i>Erhua</i>	Zhang, 2008; <i>Zhang, 2006</i>
Week12	Nov 22	Final Project Consultation (TBC)	
Week13	Nov 29	Course Review: Issues of Chinese Sounds	Lin §1
	Dec 13	Written Report Due	

### Assessment

1. (In-person, if possible) class attendance and activity participation (individually assessed – 20%)
2. Homework assignments (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.

### Supplementary Readings

*Articles (a summary is required for all, and an oral presentation is exclusively 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 and 感知。曹梦雪，李爱军（译），2018。中国社会科学出版社” is 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.