

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CBS1M40P
Subject Title	A Brief History of Chinese Words 漢語詞匯發展簡史
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>Chinese is one of the oldest languages in the world, which evolves over millennia. The language that was used in different historical stages of Chinese works on history, philosophy, literature, religion, and science differs greatly from Modern Standard Chinese. The rate of language change is no doubt greatest in the lexicon. For instance, 江河 refers to 長江 and 黃河 in Old Chinese, but expands to a generic term meaning ‘rivers’ from Middle Old Chinese; 走 means ‘run’ in Old Chinese but ‘walk’ in Modern Chinese. 姑舅 ‘parents’ siblings’ may also refers to ‘parents-in-law’ in Old Chinese. 爪牙 means ‘capable assistants’ in Old Chinese but expresses strong sense of disapproval in the later stages. There are ongoing influx of new words and new expressions, which reflect the changes and developments in the societies that take place day to day.</p> <p>This subject aims to provide students with an overview of various aspects of Chinese vocabulary, and acquaint them with the resources and tools to study independently the Chinese vocabulary from the earliest written records to the present day. Students will also be encouraged to explore the evolution of word meanings within a framework of cultural analysis which will allow them to relate changes in the structure of Chinese to the sociocultural contexts in which those changes occur.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Develop an informed understanding of some diachronic changes in Chinese vocabulary from Old Chinese to Present day Chinese; b. Situate those changes in their socio-political contexts; c. Comprehend better the works in Chinese classics and literature; d. Make use of various resources to carry out independent studies of Chinese texts of various historical stages; and e. Apply the linguistic skills acquired to describe and analyse the vocabulary system in solving real-life language problems.

	f. Enhance students' literacy skills in reading and writing
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>Periodization of the Chinese Language</p> <ul style="list-style-type: none"> • Early Old Chinese • Middle Old Chinese • Pre-Modern Chinese • Modern Chinese • Contemporary Chinese <p>Primary sources for the evolution of Chinese vocabulary</p> <ul style="list-style-type: none"> • Chinese classics • Idioms • Rhymed writings • Vernacular fictions • Encounter dialogue in Zen Buddhism • Traditional News media and social media <p>Tools for the study of Chinese vocabulary</p> <ul style="list-style-type: none"> • Printed • Online <p>Motivations and Mechanisms of Lexical change</p> <ul style="list-style-type: none"> • Semantic expansion • semantic restriction • Semantic extension • Pejoration • Amelioration • Metonymy • Euphemism and taboos • Foreign influence <p>The Evolution Histories</p> <ul style="list-style-type: none"> • Body parts • Food and Plants • Kinship terms • Pronouns • Time words • Action verbs • Idioms • Borrowings from the Turkestan (西域) in Old Chinese • Borrowings from Japanese and English in Modern Chinese • New words and expressions in contemporary Chinese
Teaching/Learning Methodology <i>(Note 3)</i>	<p>The subject will be conducted in both lectures and seminars. Subject matter is delivered in lectures enhanced with web-based demonstrations. Seminars are more interactive in nature in which students are required to critically</p>

	reflect on the assigned readings. The project and term paper is another significant learning means in this subject.							
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Exercises and small assignments	40%	√	√	√	√		√
	2. Required Reading	10%	√	√	√			√
	3. Project/Essay	50% (10% by CLC)	√	√	√	√	√	√
Total	100 %							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>A number of exercises and small assignments, each with a different topical focus, will be given to students to help them grasp the basic concepts and to develop their abilities in identifying the semantics of lexical items. Towards the end of the subject, students will work on a final essay project, which either outlines a method to resolve a single problem in Chinese lexicology or provides an in-depth discussion of a single lexical change. This final piece of work (at least 2,000 characters) allows students to use their newly-acquired knowledge to demonstrate that they have achieved the intended learning outcomes.</p>								
Student Study Effort Expected	Class contact:							
	▪ Lectures: 2 x 13							26 Hrs.
	▪ Seminars: 1 x13							13 Hrs.
	Other student study effort:							
	▪ Exercises, Assignments and Essay							40 Hrs.
	▪ Reading							30 Hrs.
Total student study effort							109 Hrs.	
Reading List and References	Required 蔣紹愚 (2015) 古漢語歷史詞滙學概要，商務印書館。（第四章至第八章）							

References

- 刁晏斌 (2020) 當代漢語詞匯探索，北京大學出版社。
- 洪嘉駝，黃居仁 (2019) 「聲」與「音」的近義辨析：詞義與認知概念的關係。何大安、姚玉敏、陳忠敏、孫景濤、張洪年 Eds.《漢語與漢藏語前沿研究—丁邦新先生八秩壽慶論文集》北京：社科出版社。
- 黃居仁，洪嘉駝，陳聖怡，周亞民 (2013) 漢字所表達的知識系統：意符為基本概念導向的事件結構《當代語言學》2012 第3期 294-311.
- 黃居仁 (2009) 從詞彙看認知：詞彙語意學研究的趣味。蘇以文，畢永峨 Eds. Language and Cognition 語言與認知 Chapter: 7. 203-228. Taipei: National Taiwan University Press.
- 周亞民，黃居仁 (2006) 漢語文字和詞彙知識在計算機的表達——歷史變遷的觀點。何大安、張洪年等(Eds.),山高水長：丁邦新先生七秩壽慶論文集.595-611. 台北：中央研究院語言學研究所.
- 蔣冀騁 (2019) 近代漢語詞研究（增訂本），商務印書館。
- 蔣夢晗，黃居仁 (2022) 海峽兩岸漢語動賓複合詞的及物性差異--基於語料庫驅動方法的對比研究，《中國語文》2022(1).39-47。
- 趙青青，黃居仁，熊佳娟 (2019) 通感，隱喻與認知—通感現象在漢語中的系統性表現與語言學價值《中國語文》2019 (2). 240-253。
- 湯志祥 (2001) 當代漢語詞語的共時狀況及其嬗變，復旦大學出版社。
- 張小平(2008) 當代漢語詞匯發展變化研究，齊魯書社。
- Huang, Chu-Ren, and Yanlin Li. Forthcoming. Language Arts and Chinese for Specific Purposes. In *Reaching across Disciplines: Chinese for Business and Professionals in the Workplace*, eds. Haidan Wang and Christine Uber Grosse. London: Routledge.
- Huang, Chu-Ren, Barbara Meisterernst, & Zhuo Jing-Schmidt. (Eds.). 2019. *Routledge Handbook of Chinese Applied Linguistics*. London: Routledge.

Dictionaries

- 李谷城 (1992) 中國大陸政治術語，香港中文大學。
- 李谷城 (2006) 中國大陸改革開始新詞語，香港中文大學。
- 江藍生，曹廣順 (1997) 唐五代語言詞典，上海教育出版社。
- 李崇興，黃樹先，邵則遂 及江藍生(1998) 元語言詞典，上海教育出版社。

Online dictionaries

漢典

	<p>https://www.zdic.net/</p> <p>國語辭典 http://140.111.34.46/newDict/dict/index.html</p> <p>重編國語辭典修訂本 http://www.sinica.edu.tw/~tdbproj/dict/</p> <p>國語辭典簡編本 http://140.111.34.46/jdict/main/cover/jianbian.html</p> <p>成語典 http://140.111.34.46/chengyu/sort_pho.htm</p> <p>成語詞典 http://www.kingsnet.biz/asp/chengyu/index.asp</p> <p>成語智能檢索 http://www.doc.net.cn/component/option,com_ideidiom/Itemid,27/</p> <p>字典網 http://www.zhongwen.com/zi.htm</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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