

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	CLC1M08P
Subject Title	Viewing Chinese Culture Through the Chinese Language 從漢語看中國文化
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil.
Objectives	<p>This CAR (Cluster-Area Requirements) subject in Category M (Chinese History and Culture) is designed to meet the University's goal of cultivating well-rounded graduates with a strong foundation in Chinese culture. It focuses on the rich cultural contexts of Chinese language, aiming to:</p> <ul style="list-style-type: none"> - Facilitate understanding of Chinese history, culture, and the diverse identities within Chinese-speaking communities. - Enhance knowledge of the linguistic characteristics of Chinese literature and interpret the cultural elements embedded in Chinese vocabulary, promoting the appreciation of the Chinese language and culture. - Develop a sense of cultural responsibility and contribute to the preservation of China's cultural heritage. - Encourage students to reflect on their language usages and cultural identities, ultimately strengthening their sense of national identity. - Improve Chinese reading and writing skills as part of the CRCW (Chinese Reading and Chinese Writing) requirements. - Encourage critical thinking about the relationship between language and culture.
Intended Learning Outcomes (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Acquire the fundamental concepts of language, culture and their interrelationship and their application to Chinese language, history and culture; b. Contribute to preserving the cultural heritage associated with Chinese language; c. Read, analyze, and write effectively about Chinese language and its cultural contexts; d. Develop an understanding of cultural exchange and language contact;

	<ul style="list-style-type: none"> e. Evaluate the role of Chinese language varieties in modern society and develop independent perspectives, fostering national pride while appreciating the rich cultural diversity within China; f. Collaborate on group projects related to Chinese language, integrating diverse ideas; and g. Fulfil the Chinese Reading and Writing Requirements.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Overview: Introduce the subject and the definition of language and culture; Explain the relationship between language and culture, including linguistic relativism, linguistic determinism, and the linguistic premises theory. 2. Introduction to Chinese Dialects: Sort out the division criteria of major Chinese dialect groups, and detail the typical phonetic, lexical, and grammatical features of each dialect group as well as their geographical distribution characteristics; Trace the origin and differentiation of Chinese dialects from the Ancient Chinese period, sort out the key nodes of dialect development in different historical stages, and analyze the historical context of their evolution into the modern dialect system. 3. Word Formation and Cultural Connotations: Introduce the cultural background of kinship terms; Explain several Chinese word formation approaches and their embedded traditional concepts, as well as etymology of linguistic elements; Explore the regionally unique vocabulary in various dialects, interpret the regional cultural connotations carried by these vocabulary items, and analyze the symbiotic relationship between vocabulary and culture. 4. The Chinese Grammatical Features and the Modalities of Chinese Thinking: Understand the relationship between language and thought; Investigate the correlation between the grammatical characteristics of Chinese and the modalities of Chinese thinking. 5. Language Contact and Cultural Exchange: Explore the background and content of language borrowing, including lexical and structural borrowings. 6. Cultural Influences Behind Names - People and Places: Discuss the ethnic and temporal characteristics of personal names, regional and cultural characteristics of place names, as well as other linguistic phenomena in personal and place names. 7. Chinese Language Varieties and Arts: Examine the relationship between Chinese language varieties and arts; Understand the syllabic and lexical features of the Chinese language, and the forms of traditional Chinese poetry; Analyze the application scenarios of dialects in modern art forms, including the humorous expression of dialects in talk shows, the characterization with dialects in films/TV dramas, and the creation of dialect lyrics in pop songs; Discuss the impact of dialects on the dissemination of popular culture and the construction of regional cultural identity. 8. Hong Kong's Language and Culture: Take Hong Kong as an example to discuss different languages/dialects used in the region, including Cantonese, Mandarin, English, and the code-switching among them; Explore the history and multiculturalism of Hong Kong and analyze the

	Chinese logic shown in local advertisements as well as euphemisms and taboos in Cantonese.																																																				
Teaching/Learning Methodology (Note 3)	<ol style="list-style-type: none">1. Reading - Intensive Approach: This adopts a flip-flop classroom model, enabling students to engage in self-study and exploration at home. In class, start with discussions based on their preparation, allowing students to share their pre-class learning experiences and insights, which effectively promotes students' autonomous learning.2. Lecture: Introduce key concepts and theories with multimedia resources and case studies.3. Tutorial: Before the tutorial session, require students to engage in flipped classroom activities involving GenAI. During the tutorial, students conduct in-depth discussions regarding the cultural and linguistic characteristics, facilitating a better understanding of Chinese language.4. Group Work: Organize projects related to subject content, enhancing collaboration and communication skills.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th>f</th><th>g</th></tr><tr><td>1. Exercises/Assignments</td><td>25%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td>√</td></tr><tr><td>2. Tutorial Presentations/Discussion</td><td>25%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>3. Final Research Essay</td><td>50 % (10% by CLC)</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td>√</td></tr><tr><td>Total</td><td>100 %</td><td colspan="7"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none">1. Exercises/Assignments (25%): Exercises or small assignments will be designed to evaluate students’ comprehension of the interrelationship between Chinese language and culture.2. Tutorial Presentations/Discussion (25%): This assesses students' communication and collaboration skills regarding specific topics. It evaluates their clear Chinese expression, proper use of linguistic terms, and teamwork in aspects like task-sharing and idea-exchange. During presentations, students should show their understanding of chosen topics, such as the cultural significance of linguistic features.3. Final Research Essay (50%, with 10% graded by CLC): Students are required to conduct in-depth research on specific topics and present a well-supported argument. Two drafts should be submitted to CLC. The word limit of the first draft is 700 words, and the second draft is expected to be within the limit of 2000 words. The final version of the essay should be between 2000 - 3000 words for Chinese. CW tutors of CLC grade the	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Exercises/Assignments	25%	√	√	√	√	√		√	2. Tutorial Presentations/Discussion	25%	√	√	√	√	√	√	√	3. Final Research Essay	50 % (10% by CLC)	√	√	√	√	√		√	Total	100 %							
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	<p>language part (grammar, vocabulary, etc.), and the subject instructor assesses research quality and analysis depth. This assessment comprehensively evaluates students' research, critical thinking, and advanced understanding of Chinese language. Additionally, students must obtain a D or above on the CW assignment to pass this subject.</p> <p>Students may use GenAI in assessment unless they have been told otherwise before the assessment. The work submitted for assessment must be students' own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Third-party materials (included AI-generated materials) used in the work must be properly referenced. Submitting third-party materials as their own work is an act of academic dishonesty and will lead to disciplinary actions.</p> <p>Departments and subject teachers have the discretion to request students to make an honour declaration for the authenticity of the work they submit for assessment.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Reading	28 Hrs.
	▪ Preparation of the presentation	15 Hrs.
	▪ Final Research Essay	30 Hrs.
	Total student study effort	112 Hrs.
Reading List and References	<p>Required Reading List: *</p> <ol style="list-style-type: none"> 1. 袁家驊：《漢語方言概要》，北京：語文出版社，2001 年。(頁 1-22；309-323) 2. 周振鶴、游汝傑：《方言與中國文化》(第二版)，上海：上海人民出版社，2019。(頁 226-274) 3. 游汝傑：《中國文化語言學引論》(修訂版)，上海：上海辭書出版社，2003 年。(頁 75-164；249-258) 4. 朱曉農：《方法：語言學的靈魂》(增訂本)，上海：上海教育出版社，2024 年。(頁 329-394) 5. 樊星：《當代文學與地域文化》，武漢：華中師範大學出版社，1997 年。(頁 197-273) 6. 羅伯特·考克爾著，郭青春譯：《電影的形式與文化》，北京：北京大學出版社，2004 年。(頁 74-90；117-141) <p>* The subject teacher will determine the combination of required reading materials from the above list with an amount of around 200 pages in total.</p> <p>References:</p>	

	<ol style="list-style-type: none"> 1. 阿芒·馬特拉著，繆詠華、廖潤珮譯：《文化多元性與全球化》，台北：麥田出版股份有限公司，2011年。 2. 陳原：《語言與社會生活——社會與語言學札記》，北京：生活·讀書·新知三聯書店，1980年。 3. 戴昭銘：《文化語言學導論（增訂版）》，北京：商務印書館，2023年。 4. 甘于恩、劉倩：《七彩方言——方言與文化趣談》，廣州：華南理工大學出版社，2006年。 5. 郭慧君：《廣東方言與文化探索》，廣州：中山大學出版社，2007年。 6. 魯樞元：《超越語言：文學言語學芻議》，北京：中國社會科學院出版社，1990年。 7. 羅常培：《語言與文化》，北京：語文出版社。1989年。 8. 曼紐爾·卡斯特著，夏鑄九、王志弘譯：《認同的力量》，北京：社會科學文獻出版社，2003年。 9. 申小龍：《文化語言學論綱》，南寧：廣西教育出版社，1996年。 10. 申小龍：《漢語與中國文化》，上海：復旦大學出版社，2008年。 11. 沈錫倫：《民俗文化中的語言奇趣》，台北：台灣商務印書館，2001年。 12. 邵敬敏主編：《文化語言學中國潮》，北京：語文出版社。1995年。 13. 王晉熙：《粵語忌諱現象的語言學研究》，香港：紅出版青森文化，2022年。 14. 游汝傑：《中國文化語言學引論》，上海：上海辭書出版社，2003年。 15. 游汝傑：《地方戲曲音韻研究》，北京：商務印書館。2006年。 16. 趙靜蓉：《文化記憶與身份認同》，北京：生活·讀書·新知三聯書店，2015年。 17. 朱曉農：〈語言作為文化史分期標準：語言文化學宣言〉，《華東師大學報（哲社版）》，第6期（2020），頁76-90。 18. Kramsch, Claire. <i>Language and culture</i>. Oxford University Press, 1998. 19. Stanlaw, James, et al. <i>Language, culture, and society: An introduction to linguistic anthropology</i>. (7th ed). Westview Press, 2017. 20. Whorf, Benjamin. <i>Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf</i>, edited by John Carroll, MIT Press, 1956.
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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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