

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	CLC2AN05N
Subject Title	Fun with Chinese Phonology 古韻今聲：漢語音韻探趣
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	This subject aims to provide learners with a comprehensive understanding of the historical and cultural aspects of Chinese phonology, a fundamental area of study within traditional Chinese philology. Knowledge in the phonology of modern Chinese varieties such as Mandarin and Cantonese allows students to understand Middle Chinese and its phonetic evolution. This will establish the foundation for a deep appreciation of classical poetry, traditional opera, and even the lyrics of Cantonese pop music. Additionally, the course will present students with appropriately challenging assignments, such as discovering phonology topics related to the lecture content from daily life, conducting a small-scale survey, and presenting the results in the form of a research report.. These tasks will require students to critically analyze issues from historical, social, and cultural perspectives, thereby fostering higher-order thinking skills that are essential for academic inquiry in the field of Chinese linguistic studies.
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: - enhance their understanding of the development of Chinese phonology, leading to a deeper insight into Chinese history and culture; - obtain a thorough understanding of the phonological features of today's major Chinese dialects such as Cantonese; - develop critical thinking skills to address different opinions about the status of different Chinese dialects; - foster an appreciation for Chinese history and culture, hence enhance their sense of belonging to the country and national identity; - apply the phonological knowledge in understanding Chinese literature on a profound level; - independently utilize information technology including AI for the study of Chinese phonology.

Subject Synopsis/ Indicative Syllabus

(Note 2)

- Overview
Introduce the concepts of language and dialect, modern Chinese dialects, and the Comparative Historical Method which is a crucial approach of studying historical phonology through modern languages or dialects. Examples encountered in daily life, such as surnames, place names, idioms that preserve historical pronunciations, as well as couplets seen in scenic spots and temples will be cited to illustrate the relatedness of the subject with practical applications.
- Foundations of phonology
Present the basic knowledge of phonology including International Phonetic Alphabet (IPA), syllable structure, etc. Introduce special sounds in certain languages around the world, as well as common phonetic evolution rules in world languages.
- The phonology of Mandarin and Cantonese
Discuss the phonology of Mandarin and Cantonese using IPA, which enables students to improve their pronunciations as well as to path the way to understand Middle Chinese and the development of Chinese phonology.
- Middle Chinese phonology
Explore the basic phonological features of Middle Chinese i.e. Chinese between Sui and Song Dynasties, alongside the origin of *Fanqie*, a traditional Chinese phonetic notation system that uses two characters to indicate the pronunciation of another character.
- From Middle Chinese to Modern Mandarin (Putonghua)
State the evolution from Middle Chinese to Modern Chinese in terms of initials, finals and tones. Discuss prominent phonological changes in this process.
- From Middle Chinese to Modern Cantonese
State the evolution from Middle Chinese to Early Cantonese and Modern Cantonese in terms of initials, finals and tones.
- Historical, cultural, geographical and demographic factors in sound changes
Examine the historical and cultural phenomena reflected in Chinese phonology, alongside the influence of geographical and demographic factors on sound changes.
- Phonology and traditional poetry and opera
Explain essential knowledge for appreciation and composition of traditional poetry and opera, e.g. even vs oblique tones, metrical rules, rhyming, phonological features.
- Phonology and Cantonese pop song lyrics
Explain essential knowledge for appreciation and composition of Cantonese pop songs such as the strict requirements of tone-melody matching and its rhyme grouping.
- Use modern technology to study Chinese phonology
Introduce the utilization of modern technology, including online databases, reference tools, speech analysis software, and AI platforms to help students self-study Chinese phonology and improve learning effectiveness.

Teaching/Learning Methodology (Note 3)	Flipped classroom and inquiry-based learning approach will be adopted: i. <u>Pre-class concept scaffolding and self-learning reading tasks</u> Students are asked to preview assigned readings and multimedia materials to acquire background information, essential knowledge, and different scholars’ views of specific topics, e.g. the cultural, social and historical perspectives of the formation of Chinese dialects. The tasks will enable students to master essential concepts before attending the classes. These will also build up the conceptual framework for the group presentations and term project. ii. <u>Peer interaction and checking mechanism</u> Multiple means will be employed to check students' understanding of pre-class learning materials, including online exercises and peer discussion boards (Blackboard or Padlet), so that the subject teachers can identify learning issues or misconceptions and provide effective and to-the-point guidance for the students. For example, exercises on <i>Fanqie</i> tasks will enable the checking of students’ understanding of the phonological structure of Chinese syllables and their historical changes. iii. <u>In-class deep learning and knowledge consolidation</u> ● Highly interactive lectures will be provided with the help of online and AI tools to cultivate students’ inquiry-based learning skills, such as phonetic analysis, discussion, and debates. For examples, debates can be made on whether deviations from the standard pronunciations by the younger generations should be regarded “lazy” pronunciations or natural flow of language change. ● Student-organized tutorial activities focus on application and deeper learning will be conducted, including preparing group presentations, tutorial worksheets, interactive games, and Q&A sessions. For example, student groups can try to use examples from their daily lives to illustrate phonetic phenomena or theories in the literature, and design judgment games for the entire tutorial, Assignments will focus on the analysis and application of Chinese phonology, thus students are strongly encouraged to explore the historical and cultural context of Chinese phonology.																																																						
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="6">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></tr><tr><td>1.exercises/assignments (including flipped classroom activities)</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. tutorial presentation</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>3. class participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>4. project report</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1.exercises/assignments (including flipped classroom activities)	25%	✓	✓	✓	✓	✓	✓	2. tutorial presentation	20%	✓	✓	✓	✓	✓		3. class participation	10%	✓	✓	✓	✓	✓		4. project report	45%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	All assessments may be completed using GenAI tools, except for those in-class assessments specifically designated to be done without GenAI. Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: This subject aims to provide learners with an overview of the historical and cultural aspects of Chinese phonology. Lecture topics including the periodization of the history of Chinese phonology, the International Phonetic Alphabet (IPA), the phonology of Mandarin and Cantonese, the phonological development from Middle Chinese to modern Chinese and Cantonese, as well as fundamental knowledge for appreciating traditional poetry, opera, and contemporary Cantonese pop songs. Exercises or small assignments will be designed to evaluate students' comprehension of Chinese phonology, which account for 25% of the grade. The following are few examples of the assignment questions: 1. Observe the phonological system of the specific dialect below, then categorize main features in terms of initials, finals and tones. 2. Discuss the reasons for modern Chinese dialects differ in phonology despite having the same historical origin. 3. Does Cantonese preserve the pronunciation of the Tang Dynasty? Can it be considered the dialect closest to ancient Chinese? 4. Why was the Beijing dialect selected to be standard phonology for Mandarin? Please analyze the issue from cultural, social and historical perspectives. Tutorials will be focused on assigned topics and articles from selected books. As the semester progresses, students will be required to conduct a small-scale project on a selected topic on the historical and/or cultural issues of Chinese phonology and then write a report. This final assignment requires students to apply the acquired knowledge from the course and demonstrate that they have achieved the intended learning outcomes. 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. 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.
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Student Study Effort Expected	Class contact:	
	▪ Lectures: 2 x 13	26 Hrs.
	▪ Tutorials: 1 x 13	13 Hrs.
	Other student study effort:	
	▪ Assignments	40 Hrs.
	▪ Reading	30 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	Required reading: 1. 王力 (2014): 《漢語音韻 音韻學初步》，北京：中華書局。 Online resources: 2. 《漢典》 https://www.zdic.net/ 3. 《漢語多功能字庫》 https://humanum.arts.cuhk.edu.hk/Lexis/lexi-mf/ 4. 《韻典網》 https://ytenx.org/ 5. 《小學堂》 http://xiaoxue.iis.sinica.edu.tw/ 6. 《古音小鏡・歷史語言學》 http://www.kaom.net/ 7. 《粵音資料集叢》 https://jyut.net/ Other references: 8. 北京大學中文系語言學教研室編 (2003) 《漢語方音字匯 (第二版重排本)》，北京：語文出版社。 9. 陳梅香、戴俊芬、楊素姿、何昆益、郭懿儀 (2020) 《聲韻學與用》，台北：新學林。 10. 丁邦新 (2016) 《音韻學答問(第一版)》，北京：北京大學出版社。 11. 丁邦新 (2015) 《音韻學講義(第一版)》，北京：北京大學出版社。 12. 丁邦新、余靄芹 (2000) 《語言變化與漢語方言：李方桂先生紀念論文集》，台北：中央研究院語言學研究所籌備處。 13. 丁聲樹 (1981) 《古今字音對照手冊》，北京：中華書局。 14. 董同龢 (2001) 《漢語音韻學 (第一版)》，北京：中華書局。 15. 高本漢 (1987) 《中上古漢語音韻學綱要》，濟南：齊魯書社。 16. 何大安 (2004) 《規律與方向：變遷中的音韻結構》，北京：北京大學出版社。 17. 何文匯、朱國藩 (2001) 《粵音正讀字彙》 (第二版)，香港：香港教育圖書公司。 18. 李方桂 (2001) 《上古音研究》，北京：商務印書館。 19. 李小凡、項夢冰 (2009) 《漢語方言學基礎教程》，北京：北京大學出版社。	

	20. 羅常培、王均 (2002) 《普通語音學綱要》（修訂本），北京：商務印書館。 21. 唐作藩（2005）《漢語音韻學常識》，北京：商務印書館。 22. 唐作藩（2016）《音韻學教程（第五版）》（第五版），北京：北京大學出版社。 23. 王力 (1980) 《漢語史稿》（修訂本），北京：中華書局。 24. 王力（2009）《詩詞格律》，北京：中華書局。 25. 徐通鏘 (1991) 《歷史語言學 (第一版)》，北京：商務印書館。 26. 薛鳳生 (1986) 《北京音系解析》，北京：北京語言學院出版社。 27. 楊劍橋（1996）《漢語現代音韻學》，上海：復旦大學出版社。 28. 楊劍橋（2005）《漢語音韻學講義》，上海：復旦大學出版社。 29. 游汝杰 (1993) 《中國文化語言學引論 (第一版)》北京：高等教育出版社。 30. 游汝杰（2000）《漢語方言學導論》，上海：上海教育出版社。 31. 游汝杰（2006）《地方戲曲音韻研究》，北京：商務印書館。 32. 游汝杰（2021）〈中國古代文化制度與語言演變〉，《語言戰略研究》6 (1)，26–35。 33. 余迺永（1985）《上古音系研究》，香港：中文大學出版社。 34. Karlgren, B., 趙元任、羅常培、李方桂（2007）《中國音韻學研究（第一版）》北京：清華大學出版社。 35. 周振鶴、游汝傑 (2019) 《方言與中國文化》，上海：上海人民出版社。 36. 朱曉農 (2010) 《語音學》，北京：商務印書館。 37. 朱曉農 (2013) 《教我如何不想她：語音的故事》，北京：商務印書館。 38. 竺家寧 (1991) 《聲韻學》，台北：五南圖書。 39. 竺家寧 (2017) 《古音之旅》（修訂再版），台北：萬卷樓圖書。 40. Anttila, R. (1989). <i>Historical and comparative linguistics</i> (2nd rev. ed.). Amsterdam: John Benjamins Publishing Company. 41. Bauer, R. S. and Benedict, P. K. (1997). <i>Modern Cantonese Phonology</i>. Berlin: Walter de Gruyter. 42. Cheung, Kwan-hin. (1986). <i>The Phonology of Present-day Cantonese</i>. Unpublished PhD thesis, University College London, United Kingdom. 43. Dong Tonghe (2023). <i>Historical Phonology of Chinese</i>. London: Routledge. 44. Lord, R. (1966). <i>Teach yourself comparative linguistics</i>. London: English Universities Press. 45. Pulleyblank, E. G. (Edwin G. (2014). <i>Middle Chinese : a study in historical phonology</i>. Vancouver: University of British Columbia Press.
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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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