

**City University of Hong Kong**  
**Course Syllabus**

offered by Department of Linguistics and Translation  
with effect from Semester A 2017 / 18

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**Part I Course Overview**

<b>Course Title:</b>	<u>The Cantonese Language: Pronunciation, Lexicon and Grammar</u>
<b>Course Code:</b>	<u>LT5453</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>English supplemented with Cantonese</u>
<b>Medium of Assessment:</b>	<u>English supplemented with Chinese</u>
<b>Prerequisites:</b> (Course Code and Title)	<u>Nil</u>
<b>Precursors:</b> (Course Code and Title)	<u>Nil</u>
<b>Equivalent Courses:</b> (Course Code and Title)	<u>Nil</u>
<b>Exclusive Courses:</b> (Course Code and Title)	<u>CTL5414 Cantonese Linguistics/ CAH5414 Cantonese Linguistics</u>

## Part II Course Details

### 1. Abstract

This course aims to help familiarize students with the phonological, morphological, syntactic structures of Cantonese in Hong Kong. Upon completing this course, students should have a thorough understanding of the pronunciation and phonology, lexicology, and grammar of Cantonese and be able to conduct linguistic analyses on their own.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Recognize the major components of Cantonese linguistic structures.		✓		
2.	Make use of various linguistic methods in the analysis of Cantonese data.		✓	✓	✓
3.	Explain the linguistic differences between Cantonese and Modern Standard Chinese.		✓	✓	✓
4.	Describe the historical and social development of Cantonese.		✓	✓	
5.	Conduct linguistic analyses and communicate their findings clearly.		✓	✓	✓
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1	<b>Lecture</b> – learning through teaching is mainly based on lectures. - Major components of Cantonese phonology, morphology and syntax are explained. - Various methods in the analysis of Cantonese data are explained - Special emphasis is placed on the linguistic differences between Cantonese and Modern Standard Chinese. - The historical and social development of Cantonese is explained.	✓	✓	✓	✓			
2	<b>Tutorial</b> – a number of tutorial groups are formed. Each group is required to make one oral presentation closely related to what they have acquired in the lectures.	✓	✓	✓	✓	✓		
3	<b>Assignment</b> – Students have to analyse a number of Cantonese linguistic features by using the methods explained in lectures and recognized in the tutorials.	✓	✓	✓	✓	✓		
4	<b>Quiz</b> – a close-book quiz is held in the last lesson for assessing students' abilities to express what they have learnt in the lectures and tutorials.	✓	✓	✓	✓	✓		

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: 100 %								
<b>Assignment</b>	✓	✓	✓	✓	✓		40%	
<b>Quiz</b>	✓	✓	✓	✓	✓		30%	
<b>Tutorial performance and presentation</b>	✓	✓	✓	✓	✓		30%	
Examination: % (duration: , if applicable)								
							100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignment	Demonstrate the ability to analyse a number of Cantonese linguistic features by using linguistic methods.	Demonstrate excellent ability to analyse a number of Cantonese linguistic features by using linguistic methods.	Demonstrate good ability to analyse a number of Cantonese linguistic features by using linguistic methods.	Demonstrate adequate ability to analyse a number of Cantonese linguistic features by using linguistic methods.	Demonstrate little ability to analyse a number of Cantonese linguistic features by using linguistic methods.	Demonstrate virtually no ability to analyse any number of Cantonese linguistic features by using linguistic methods.
2. Quiz	Demonstrate understanding of the phonological, morphological, syntactic structures of Cantonese and ability to conduct linguistic analyses.	Demonstrate excellent understanding of the phonological, morphological, syntactic structures of Cantonese and ability to conduct linguistic analyses.	Demonstrate good understanding of the phonological, morphological, syntactic structures of Cantonese and ability to conduct linguistic analyses.	Demonstrate adequate understanding of the phonological, morphological, syntactic structures of Cantonese and ability to conduct linguistic analyses.	Show little understanding of the phonological, morphological, syntactic structures of Cantonese and ability to conduct linguistic analyses.	Demonstrate virtually no understanding of the phonological, morphological, syntactic structures of Cantonese and ability to conduct linguistic analyses.
3. Tutorial performance and presentation	Demonstrate through presentation and tutorial performance the ability to analyse and critically appreciate issues in Cantonese linguistics.	Demonstrate through presentation and tutorial performance excellent ability to analyse and critically appreciate issues in Cantonese linguistics.	Demonstrate through presentation and tutorial performance good ability to analyse and critically appreciate issues in Cantonese linguistics.	Demonstrate through presentation and tutorial performance adequate ability to analyse and critically appreciate issues in Cantonese linguistics.	Demonstrate through presentation and tutorial performance little ability to analyse and critically appreciate issues in Cantonese linguistics.	Demonstrate through presentation and tutorial performance virtually no ability to analyse and critically appreciate issues in Cantonese linguistics.

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

Jyutping Romanization, Cantonese phonology, morphology, Cantonese lexicology, syntactic structures, aspects and particles, contrastive MSC and Cantonese studies, historical and social development.

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	鄧思穎 (2015) 《粵語語法講義》 香港：商務印書館。
2.	Cheung, S. H. (2007) <i>A Grammar of Cantonese as Spoken in Hong Kong</i> , Hong Kong: Chinese University Press.
3.	李新魁等 (1995) 《廣州方言研究》 廣州：廣東人民出版社。

##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	李新魁 (1994) 《廣東的方言》 廣州:廣東人民出版社。
2.	Matthews S., V. Yip (2011) <i>Cantonese: A Comprehensive Grammar</i> , (2 <sup>nd</sup> Ed.) London: Routledge.
3.	Bauer, R. S. (1983) <i>Cantonese Sociolinguistic Patterns: Correlating Social Characteristics of Speakers with Phonological Variables in Hong Kong Cantonese</i> . Ann Arbor, Mich: UMI.
4.	袁家驊 (2001) 《漢語方言概要》 北京:語文出版社。