

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
1st Term of 2022-23
 Version: 2022-09-05

Course code and title:

LING1002 Exploring Grammar: Cantonese 語法探索：粵語

Course overview:

This course begins with the discussion of the importance of Cantonese and its grammar in linguistics research with special reference to the Hong Kong context. It introduces the basic features of Cantonese grammar taking a primarily descriptive and linguistic approach. The areas covered include Cantonese morphology, syntactic categories, morphology, phrases, verbal suffixes, sentence final particles, clause types and grammatical constructions in Cantonese. The contrast between Cantonese and Mandarin will be highlighted. Students will develop a sharpened sensitivity to the characteristics of Cantonese grammar and be able to appreciate its complexities and their implicit knowledge of the language.

Learning outcomes:

Upon successfully completing the subject, students are expected to:

- have an informed understanding of the value of the study of Cantonese and its grammar in linguistics and multilingual societies,
- grasp grammatical concepts and terms used in the analysis of Cantonese,
- describe and analyze salient grammatical phenomena of Cantonese, and
- be able to compare the similarity and differences of grammatical features between Cantonese and Mandarin.

Topic	Contents/fundamental concepts
Relationship of Cantonese with other languages/dialects	Language vs dialect, Cantonese in relation to other dialects and languages in the region, Cantonese in linguistics research, descriptive vs. prescriptive approach
Morphology	
Word segmentation, lexical categories	Morpheme, word, word group, phrase, criteria of word-hood, properties of various parts of speech
Morphology	Classification of morphological structure, reduplication, compounding
Phrase	
Noun Phrase Structure	Demonstrative, classification of classifiers, numerals, quantifiers, (in)definiteness
Verb Phrase / Adjectival Phrase	Verbal suffixes (e.g. <i>zo</i> 咗, <i>gwo</i> 過, <i>gan</i> 緊, <i>faan</i> 翻, <i>saai</i> 晒, etc.), degree modifier
Ditransitive construction	direct object, indirect object, object marker, inverted word order, thematic role, ditransitive verb types
Clause	
Sentence particles	Sentence particles vs phrase particles, semantics and pragmatics of particles, root vs. embedded clause
Clause Types	Clause type: Form vs function, declaratives, imperatives, interrogatives, speech acts

Topic comment structure	Contrast between subject- vs. topic-prominent languages (e.g. English and Cantonese), base-generated topics vs. moved topics, resumptive pronoun
Right Dislocation	Word order in spoken Cantonese, post-sentence-particle fragment, focus
Coordination & Subordination	Clause, conjunction marker, subordinating marker, dependent clause
Wh-words	Various uses of wh-words in Cantonese: <i>wh</i> -indefinite, negative <i>wh</i> -words, <i>wh</i> -placeholders, surprise <i>wh</i> -interpretation, <i>wh</i> -doublet, etc.

Learning activities:

Lecture (hr) in class	Tutorial (hr) in class	Assignment (hr per assignment) out class	Reading (hr) out class	Project (hr per project) out class
2	45min	3	3	20
Mandatory	Mandatory	Mandatory	Mandatory	Mandatory

Assessment scheme:

Description	%
Assignment x 2	20 x 2
Mid-Term Exam	30
Final Exam	30
Total =	100

Late Assignment Submission Penalty

- **10 points out of 100** of the assignment will be deducted for each day late. In case you have a really good reason for late submission, you should email Prof. Cheung before the deadline. Your request will be considered case by case.

Grade Description

Grade	Overall Course
A	Outstanding performance on all learning outcomes. The student can master the grammatical concepts in Cantonese grammar, and comprehensively describe grammatical structures and phenomena in Cantonese. A deep understanding is shown towards the major morpho-syntactic and semantic properties of these structures. The student can effectively apply the analytical skills to conduct grammatical analysis in Cantonese and to compare and contrast grammatical phenomena in Cantonese and Mandarin.
A-	Very good performance on all (or almost all) learning outcomes. The student generally has a good grasp of the grammatical concepts in Cantonese grammar. S/he can rather comprehensively describe grammatical structures and phenomena in Cantonese and their morpho-syntactic and semantic properties. The student demonstrates good capability in conducting grammatical analysis and in comparing Cantonese and Mandarin grammar.
B	Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance. The student has a reasonable understanding of the concepts in Cantonese grammar. S/he is able to list major Cantonese grammatical phenomena taught in the course and most of their morpho-syntactic and semantic properties. The student can

	conduct grammatical analysis to some extent and identify some major grammatical differences between Cantonese and Mandarin.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses. The student only demonstrates reasonable but partial understanding of the concepts in Cantonese grammar, and is able to collate relevant information or enumerate major grammatical phenomena and their properties. However, there are obvious problems in describing and analysing these phenomena. The student is aware of some grammatical differences between Cantonese and Mandarin.
D	Barely satisfactory performance on a number of learning outcomes. The student is able to recall some concepts taught and to provide vague description of the Cantonese grammatical phenomena taught. However, the understanding of the grammatical concepts and properties of the phenomena is generally poor. The student is barely able to do grammatical analysis and has difficulty telling the grammatical differences between Cantonese and Mandarin.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements. The student can only name some grammatical concepts at best and barely have any understanding of the concepts and grammatical phenomena. They have little idea how Cantonese structures are described and diagnosed.

Recommended learning resources:

Textbook:

1. Matthews, Stephen and Virginia Yip. (2011). 2nd edition. *Cantonese: A Comprehensive Grammar*. London: Routledge.
2. 鄧思穎 (2015) 粵語語法講義. 商務印書館(香港)有限公司. (Google Play Books: <https://play.google.com/store/books/details?id=KTarCgAAQBAJ&hl=en>)

Other Useful References:

3. Bauer, R. S., & Benedict, P. K. (1997). *Modern Cantonese Phonology* (Vol. 102). Walter de Gruyter.
4. Li, Charles and Sandra A. Thompson. (1981) *Mandarin Chinese: A Functional Reference Grammar*. Los Angeles: University of California Press.
5. 李敬忠 (1994) 语言演变论. 第1版 广州: 广州出版社.
6. 張洪年 (2007) 香港粵語語法的研究. 香港: 中文大學出版社.
(https://julac.hosted.exlibrisgroup.com/permalink/f/1fusua3/CUHK_IZ511019877800003407)

Feedback for evaluation:

Students' views and comments are most welcome. Beside formal course evaluation, we would appreciate feedback and suggestions by emails, office hour discussion, or appointment meetings.

Course schedule:

<i>Week</i>	<i>Date</i>	<i>Topics</i>
1	Sept 5	Cantonese & Its Grammar: Mis-conception and Research 粵語及其語法：誤解與研究

Week	Date	Topics
		<ul style="list-style-type: none"> - Bauer, R. S., & Benedict, P. K. (1997). "Introduction, the Cantonese language." Modern Cantonese phonology (Vol. 102). Walter de Gruyter. - Bauer, R. 2016. The Hong Kong Cantonese language: Current features and future prospects. <i>Global Chinese</i>, 2(2), pp. 115-161. - Johnson (2010). Languages and dialects, Of dialects, armies and navies - The Economist. - Matthews & Yip. 2011. Introduction. pp. 1-17.
	Sept 12	Day after Mid-Autumn Festival (No class)
2	Sept 19	<p>Grammar of Cantonese & Other Languages/Dialects 粵語和其它語言/方言</p> <ul style="list-style-type: none"> - Matthews, Stephen. 2006. Cantonese grammar in areal perspective. In <i>Grammars in Contact: A Cross-linguistic Typology</i>, p. 220-236. Oxford, UK: Oxford University Press. https://julac.hosted.exlibrisgroup.com/permalink/f/1fusua3/CUHK_IZ511063081830003407 - Li, Jingzhong 李敬忠. 1994. "粵語中的百越語成分問題" [Problem of Bai Yue language elements in Yue language]. 《語言演變論》. 廣州: 廣州出版社. 116頁-134頁.
3	Sept 26	<p>Word Segmentation & Lexical Categories 分詞及詞類</p> <ul style="list-style-type: none"> - 鄧思穎(2015) 第四章. 詞類 + 第五章. 實詞與虛詞 《粵語語法講義》 - Packard, Jerome. 2000. "Sect. 2.1 What is a 'word'?: different views." <i>The Morphology of Chinese: A Linguistic and Cognitive Approach</i>. (p. 7-20) Cambridge Univ. Press. - Matthews & Yip. 2011. Ch.3 Syntactic categories: parts of speech in Cantonese pp. 63-76.
4	Oct 3	<p>Morphology 構詞法</p> <ul style="list-style-type: none"> - Matthews & Yip. 2011. Ch2. Word structure: morphology and word formation pp. 38—62. - Bauer, R. S., & Benedict, P. K. 1997. Modern Cantonese phonology (Vol. 102). Walter de Gruyter. (selected sections)
5	Oct 10	<p>Noun Phrase 名詞短語</p> <ul style="list-style-type: none"> - Matthews & Yip. 2011. Ch. 6 The noun phrase. - Cheng, L. L. S., & Sybesma, R. 2005. Classifiers in four varieties of Chinese. <i>Handbook of comparative syntax</i>, 259-292. - 張洪年 (2007) 9.7 量詞
6	Oct 17	<p>Verb Phrase 動詞短語</p> <ul style="list-style-type: none"> - Matthews & Yip. (2011) <ul style="list-style-type: none"> Ch. 8 The verb phrase Ch. 11 Aspect and verbal particles pp. 225-263. - 張洪年 (2007) 第四章: 調詞詞尾 - 鄧思穎 (2015) 第七章: 動詞後綴 <p>Ditransitive Constructions 雙賓語結構</p>

Week	Date	Topics
		- Tang, S. W. 1998. On the 'inverted' double object construction. <i>Studies in Cantonese linguistics</i> , 35-52.
7	Oct 24	Adjectival and Adverbial Constructions 形容詞及副詞短語結構 - Matthews & Yip. (2011) Ch. 9 Adjectival constructions Ch. 10 Adverbial constructions
8	Oct 31	Mid-Term Exam 期中考試
9	Nov 7	Clause Types and Sentence-Final Particles 句型及句末助詞 - Matthews & Yip. 2011. Ch. 18 Sentence particles and interjections pp. 394—412. - Leung, C. S. 1992. A study of sentence final particles in Hong Kong Cantonese MPhil. thesis. HK Polytechnic University. (in Chinese). - 鄧思穎 (2015) 第十章: 助詞 Interrogatives 疑問句 - Matthews, S. & V. Yip. 2011. Ch. 17 Imperative 祈使句 - Matthews, S. & V. Yip. 2011. Ch. 18, 19
10	Nov 14	Topicalization 話題結構 - Matthews & Yip. 2011. Sect. 4.2 Topicalization. pp. 82—90, 393. - Li & Thompson. 1981. Sect. 4.1 Topic & Subject. p. 85—102. Right Dislocation 易位句 - Matthews & Yip. 2011. Section 4.1.3 Right Dislocation p. 82. - 陆俭明 1980. 汉语口语句法里的易位现象. 《中国语文》1980 年第 1 期, 总第 154 期, p. 28—41.
11	Nov 21	Coordination and Subordination - Matthews & Yip. 2011. Ch. 15 Relative and noun-modifying clauses Ch. 16 Coordination and subordinate clauses - 鄧思穎 (2015) 第八章: 基本的句法結構 - 張洪年 (2007) 第八章: 句子的類型
12	Nov 28	Various Uses of “Question” Words 粵語「疑問」詞的各種用法 - Cheung, Lawrence Y. L. 2015. “Uttering the Unutterable with Wh-placeholders.” <i>Journal of East Asian Linguistics</i> 24(3): 271-308. [http://link.springer.com/article/10.1007/s10831-014-9130-x] - Matthews and Yip. 2011. Ch. 17 Questions (Sect. 17.3—17.6) pp. 373-388. - 邵敬敏. 1996. 《现代汉语疑问句研究》华东师范大学出版社. 第 15 章 “什么”非疑问用法研究 pp. 229—249.
13	TBA	Final Exam 期終考試

Class Time and Venue

Lecture time:	Monday 4:30pm—6:15pm	Lee Shau Kee Building (LSK) 308
Tutorial time:	Wednesday 12:30pm—1:30pm	1. Lee Shau Kee Building (LSK) 306 2. Tsang Shiu Tim Building (UCA) 102

Zoom video recording of the lectures will be made available via Panopto on Blackboard after class for review. If you are sick, please do not come to class but watch the video at home.

Contact details:

Professor/Lecturer/Instructor:	
Name:	CHEUNG, Lawrence Y. L.
Office Location:	Rm G11, Leung Kau Kui Bldg
Email:	yllcheung@cuhk.edu.hk
Office Hour:	Wednesday 10:00am—12:00pm or by appointment
Teaching Assistant:	
Name:	KWONG, Ken W. H.
Office Location:	Rm G19, Leung Kau Kui Bldg
Email:	kenwhkwong@link.cuhk.edu.hk
Office Hour:	TBA

Course announcement website:

Some announcements will be emailed to you and posted on the course Blackboard website. Please make sure that you can receive emails we send via Blackboard. Course materials will be posted on the Blackboard course website.

Academic honesty and plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

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