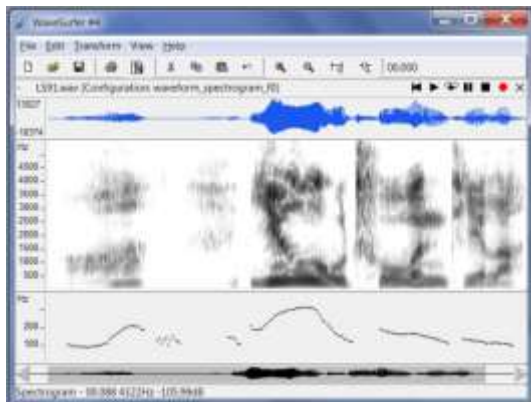


## Chinese 7382: Chinese Phonology



SPRING SEMESTER 2016

Chinese 7382

### CHINESE PHONOLOGY

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<b>COURSE:</b>	Chinese 7382. Chinese Phonology Class No. & Credit Hours: 31155 (3 credits, G) Prerequisites: Chinese 5380, or permission of instructor
<b>DAY &amp; TIME</b>	M 2:15 – 5:00 PM
<b>PLACE:</b>	Caldwell Lab, Room 183 (Bldg. 026, 2024 Neil Avenue)
<b>OFFICE HOURS:</b>	M 12:30 – 2:00 p.m., or by appointment Office: 362 Hagerty Hall Tel: 292.3619 (Dept.: 292.5816) E-mail: chan.9@osu.edu
<b>HOME PAGE:</b>	<a href="http://u.osu.edu/chan.9/">http://u.osu.edu/chan.9/</a>
<b>COURSE PAGE:</b>	<a href="http://u.osu.edu/chan.9/c7382/">http://u.osu.edu/chan.9/c7382/</a>

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### TEXTBOOKS

1. Lin, Yen-Hwei. 2007. *The Sounds of Chinese*. Cambridge, UK: Cambridge U. Press. [ISBN: 978-0-521-60398-0 (pbk); Call No.: PL1205 .L56 2007] **Required**. Available from [Barnes & Noble](#) (1598 N. High Street Columbus, OH 43201; Tel: (614) 247-2000).
2. **Additional Readings:**  
Additional readings are typically e-journal articles that can be retrieved from OSU Libraries' online catalog. First, go to [Ohio State University Libraries](#) <library.osu.edu>, and from there, on the right side of the screen, click on the link to "Online Journals List" to find the relevant e-journal title. Alternatively, go to [OhioLINK](#)'s Electronic Journal Center (EJC) to locate the e-journal. Other readings, scanned to PDF format by Electronic Reserves, will be available for downloading from [Carmen.osu.edu](#) under the current course. The readings will be made available during the semester.

**Thompson (Main) Library Reserve and Electronic Reserves:**

Two copies of the textbook have been placed in Closed Reserve at Thompson (Main) Library (loan period: 4 hours). Other references and resources may be added from time to time (loan periods may vary). (Note: Reserved materials in Closed Reserve are for the specified semester only.)

Check [Ohio State University Libraries](http://library.osu.edu) <library.osu.edu> for an online list of books and readings placed on Reserve for Chinese 7382. Under FIND in the menubar, select COURSE RESERVES, and then choose either “Print Reserves by Course” or “Print Reserves by Professor.” Readings in PDF format prepared by OSU Libraries for e-Reserve can be retrieved under this course in Carmen.

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**COURSE DESCRIPTION**

Chinese 7382 investigates the phonological structure of modern (Mandarin) Chinese. Other Chinese dialects may also be included for comparative purposes.

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**COURSE OBJECTIVES & EXPECTED OUTCOMES**

This course serves as a further, more in-depth study of the phonetics and phonology of modern (Mandarin) Chinese beyond the introductory level (Chinese 5380). Students are also introduced to some issues in Chinese phonetics and phonology from cognitive and functional perspective to prepare them for graduate seminars and further investigation into Chinese phonetics and phonology for linguistic purposes, or for more applied linguistic purposes in second language acquisition. Dialects of Chinese may also be included for cross-linguistic and comparative purposes.

Students are expected at the end of the course to have gained a solid understanding of the phonological structures and phonetic (articulatory and acoustic) properties of modern (Mandarin) Chinese, in order that they can use their knowledge for more advanced studies and research, from theoretical, empirical, and pedagogical perspectives.

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**COURSE CONTENT**

The course will be conducted through lectures combined with class discussions of assigned readings and other class activities (e.g., acoustic analyses of speech sounds, individual and small-group assignments, etc.). Course work includes students' presentation of one of the readings, their homework assignments, and their research results prior to submission of their term paper.

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**STUDENT RESPONSIBILITIES**

1. Read and reflect on all assigned readings prior to class lectures and discussion.
2. Attend class regularly, and punctually.
3. Participate actively in class discussions and other class activities, including presenting and reporting on homework assignments.
4. Submit 2 homework assignments (about 8-10 double-spaced pages, plus references, and accompanying sound files or other data as needed).[1]

5. Explore the literature on Chinese phonetics and phonology, and select one article (or two shorter articles) for presentation and class discussion. (Scheduling of topics and readings will be finalized during the first few weeks of class, after students have made their article selection.)
6. For the term paper project:
  - Turn in a one-page, double-spaced, term paper proposal with select references in Week 12. Submit a digital copy to the Dropbox for the course at [Carmen.osu.edu](http://Carmen.osu.edu).
  - Present an oral version of some interesting findings from the research project at the end of the semester. [2]
  - Submit a written version of the final project — about 15 double-spaced pages, including examples and references — in hardcopy and digital format at the end of the semester. Include textual data, sound files, and/or multimedia materials as needed. [3]
7. All course assignments in digital format are to be uploaded to your Dropbox in [Carmen.osu.edu](http://Carmen.osu.edu) under Chinese 7382.

[1] These are hands-on, data-driven analyses and written responses to specific questions from the instructor based on the readings. The assignments should be submitted in hardcopy format and in digital format (DOCX or PDF format).

[2] Prepare a digital file in PowerPoint format for a PowerPoint presentation in class.

[3] Submit the term paper in hardcopy format and in digital format (DOCX or PDF). (If some other digital format is used, be sure to discuss it with the instructor first.)

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## DISABILITY STATEMENT

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerine Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901: <http://www.ods.ohio-state.edu/>.

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## ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Failure to follow the rules and guidelines established in OSU's [Code of Student Conduct](#) (effective 18 June 2012) may constitute "Academic Misconduct." OSU's *Code of Student Conduct* (section 3335-23-04 Prohibited conduct) defines as academic misconduct "[a]ny activity that tends to compromise the academic integrity of the university, or subvert the educational process."

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and submission of the same work for credit in two (or more) courses. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct; hence, be sure to review the sections dealing with academic misconduct in the *Code of Student Conduct*.

Be sure also to read the University's [Ten Suggestions for Preserving Academic Integrity](#) and/or the [Eight Cardinal Rules of Academic Integrity](#) (from Northwestern U.). The University's policy on academic mis-

conduct will be enforced in accordance with Faculty Rule 3335-5-54, and all alleged cases of academic misconduct will be reported to the Office of Academic Affairs' [Committee on Academic Misconduct](#) (COAM) for resolution. In addition, graduate students should be familiar with the Graduate School's *Graduate Student Code of Research and Scholarly Conduct*, which is included in the [Graduate School Handbook](#). ([PDF file](#)). Students with questions concerning the University's policies or questions concerning academic or research misconduct are encouraged to ask the instructor any time during the semester.

[Note: OSU's Center for the Study of Teaching and Writing (CSTW) provides a definition of **plagiarism** together with [Basic Citation Rules and Examples](#), including use of direct quotes versus paraphrasing, etc. Also, OSU Libraries' Knowledge Bank has a set of short, online videos on [Academic Misconduct and Plagiarism](#).]

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## GRADING

There will be no midterm or final examination. Grading will be based on:

Attendance, class participation, and in-class assignments	15%
Presentation and discussion of one article/reading	15%
Homework assignments (2)	30%
Research project (all phases)	40%
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	100%

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## SCHEDULE

Classes are held on Mondays.

*This is an updated schedule of topics and readings.*

### WEEK 1

#### 4/11 Orientation and introduction

- Orientation, Carmen, etc.
- Introduction to phonetics and phonology

In-class reading (or skimming) and discussion – selections from:

- Chelliah & de Reuse (2011), Ch. 10
- Ladefoged (1999)
- Ladefoged (n.d.)
- Thomas (2004)
- Harrington (2010)
- Margetts & Margetts (2012)

## WEEK 2

### 1/18 Martin Luther King Day

- *No class*

## WEEK 3

### 1/25 Modern Standard Chinese

- Overview of modern standard Chinese
- Audio-recording and sound-editing
- Speech analysis and transcriptions using Praat

Readings:

- Lin (Ch. 1 & 6)
- Lee & Zee (2003)
- Chan (2003) – suppl. reading

## WEEK 4

### 2/01 Consonants

- Articulatory and acoustic properties; x-ray tracings (from Zhou & Wu, 1963)
- Speech analysis using Praat; analyzing waveforms and reading spectrograms

Readings:

- Lin (Ch. 2)
- Ladefoged & Wu (1984)
- Zhou & Wu (1963) – suppl. reading

## WEEK 5

### 2/08 Vowels and Glides

- Articulatory and acoustic properties
- Speech analysis using Praat; formant-plotting and vowel charts

Readings:

- Lin (Ch. 3)
- Shi et al. (2015)

## WEEK 6

### 2/15 Tone

- Speech analysis using Praat, Wavesurfer

#### Readings:

- Lin (Ch. 4)
- Fon et al. (2004)
- Jongman et al. (2006) - *skim*

## WEEK 7

### 2/22 Syllable Structure

- Speech analysis using Praat; re-read Lin (Ch. 6)

#### Readings:

- Lin (Ch. 5)
- Triskova (2011)

## WEEK 8

### 2/29 Segmental Processes I

#### Readings:

- Lin (Ch. 7)
- Liao (1996) - *skim*

**Due: Homework 1.**

## WEEK 9

### 3/07 Segmental Processes II

#### Readings:

- Lin (Ch. 8)
- Tseng (2005)

## WEEK 10

### 3/14 Spring Break

- *No classes* (3/14 (M) – 3/18 (F))

## WEEK 11

### 3/21 Tonal Processes

Readings:

- Lin (Ch. 9)
- Xu (1997)
- Lee & Zee (2008) - *skim*

**Due: Homework 2.**

## WEEK 12

### 3/28 Stress and Intonation

Readings:

- Lin (Ch. 10)
- Shen (1989) - *skim*
- Lee (2004)
- Shen (1990) - Suppl. Reading
- Xu (2015) – Suppl. Reading

**Due: One-page project proposal and select references.**

## WEEK 13

### 4/04 Accented Putonghua and Regional Varieties

Readings:

- Lin (Ch. 12)
- Saillard (2004)
- Peng (1993) – *skim*

## WEEK 14

### 4/11 Topics in Chinese Phonetics and Phonology: Language and Gender

Readings:

- Zhang (2008)
- Wiener & Shih (2011)
- Hu (1991) – Suppl. Reading
- Shen (1987) – Suppl. Reading

## WEEK 15

### 4/18 Topics in Chinese Phonetics and Phonology: L2 Acquisition

Readings:

- Huang (2012) – *plus one of the articles below*
- Lai (2009)
- Hao (2012)

## WEEK 16

### 4/25 Student Presentations

## WEEK 16-17

### 4/27 (W) - 5/03 (T) Examination Week

**Term paper due: Friday, 29 April 2016 @ 12:00 noon**

## READINGS

### TEXTBOOKS (Specific chapters are assigned.)

1. Lin, Yen-Hwei. 2007. *The Sounds of Chinese*. Cambridge, UK: Cambridge U. Press. [ISBN: 978-0-521-60398-0 (pbk); Call No.: PL1205 .L56 2007] ] **Required**. Available from [Barnes & Noble](#) (1598 N. High Street Columbus, OH 43201; Tel: (614) 247-2000).



## ADDITIONAL READINGS

1. Chan, Marjorie K.M. 2003. The digital age and speech technology for Chinese language teaching and learning. *Journal of the Chinese Language Teachers Association* 38.2: 49-86.
2. Chelliah, Shobhana and Willem J. de Reuse. 2011. *Handbook of Descriptive Linguistic Fieldwork*. New York: Springer. [Excerpt: Chapter 10. "Phonetic and Phonological Fieldwork," pp. 251-278.]
3. Fon, Janice, Wen-Yu Chiang and Hintat Cheung. 2004. Production and perception of two dipping tones (Tone 2 and Tone 3) in Mandarin Chinese. *Journal of Chinese Linguistics* 32.2: 249-281.
4. Hao, Yen-Chen. 2012. Second language acquisition of Mandarin Chinese tones by tonal and non-tonal languages speakers. *Journal of Phonetics* 40: 269–279.
5. Harrington, Jonathan. 2010. *Phonetic Analysis of Speech Corpora*. Malden, MA: Wiley-Blackwell. [Excerpt: Chapter 1. "Using speech corpora in phonetic research," pages 1-19.]
6. Hu, Mingyang. 1991. Feminine accent in the Beijing vernacular: a sociolinguistic investigation. *Journal of the Chinese Language Teachers Association* XXVI.1: 49-54. (Chinese version in: Hu Mingyang. 1991. Nü guoyin (北京话 '女国音'). In: *Yuyanxue Lunwen Xuan* (语言论文选) (Selected Writings in Linguistics). Beijing: Zhongguo Renmin Daxue Chubanshe. Pages 230-243.)
7. Huang, Tsan. 2012. Cross-linguistic and inter-dialectal differences in tone perception by native speakers of three Chinese dialects and American English. *Journal of Chinese Linguistics* 40.1: 155-179.
8. Jongman, Allard, Yue Wang, Corrine Moore, and Joan A. Sereno. 2006. Perception and production of Mandarin tones. In: Ping Li, Li Hai Tan, Elizabeth Bates, and Ovid J.L. Tzeng (editors), *Handbook of East Asian Psycholinguistics*. Volume 1: Chinese. Cambridge, UK: Cambridge University Press. Pages 209-216.
9. Ladefoged, Peter. (no date). Preserving the sounds of disappearing languages. [URL: <<http://www.linguistics.ucla.edu/people/ladefoge/Preserving%20sounds.pdf>>]
10. Ladefoged, Peter. 1999. Instrumental techniques for fieldwork. In: Hardcastle, William J. and John Laver (eds.). *The Handbook of Phonetic Sciences*. Oxford, UK and Malden, MA: Blackwell Publishers Ltd. Pages 137-166. [Excerpt: Pages 141-150 only]
11. Ladefoged, Peter and Zongji Wu. 1984. Places of articulation: an investigation of Pekingese fricatives and affricates. *Journal of Phonetics* 12: 267-278.
12. Lai, Yi-hsiu. 2009. Asymmetry in Mandarin affricate perception by learners of Mandarin Chinese. *Language and Cognitive Processes* 24 (7/8): 1265-1285.
13. Lee, Wai-Sum and Eric Zee. 2003. Illustrations of the IPA: Standard Chinese (Beijing). *Journal of the International Phonetic Association* 33/1: 109-112. [OSU e-journal article]
14. Lee, Wai-Sum and Eric Zee. 2008. Prosodic characteristics of the neutral tone in Beijing Mandarin. *Journal of Chinese Linguistics* 36.1: 1-29.
15. Liao, Rongrong. 1996. Coarticulatory effects of vowels on syllable initial consonant /t/ in standard Chinese. *Journal of Chinese Linguistics* 24.2: 212-248.
16. Margetts, Anna and Andrew Margetts. 2012. Audio and video recording techniques for linguistic research. In: Nicholas Thieberger (ed.), *The Oxford Handbook of Linguistic Fieldwork*. Pages 13-53.
17. Peng, Shu-hui. 1993. Cross-language influence on the production of Mandarin /f/ and /x/ and Taiwanese /h/ by speakers of Taiwanese Amoy. *Phonetica* 50: 245-260.
18. Saillard, Claire. 2004. On the promotion of Putonghua in China: How a standard language becomes a vernacular. In: Minglang Zhou (ed.), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pages 163-176.

19. Shen, Jiong (沈炯). 1987. Beijinghua hekouhu ling shengmude yuyin fenqi (北京话合口呼零声母的语音分歧) (Phonetic differences of zero initial before finals beginning with u in the Beijing dialect.) *Zhongguo Yuwen* (中国语文) 5: 352-362.
20. Shen, Xiao-nan. 1989. Interplay of the four citation tones and intonation in Mandarin Chinese. *Journal of Chinese Linguistics* 17.1: 61-74.
21. Shen, Xiao-nan. 1990. *The Prosody of Mandarin Chinese*. Berkeley: U. of California Pr. [P25 .C15 v.118] [Excerpts: Chapter 1 (Introduction) and Chapter 2 (Basic intonation patterns of Mandarin Chinese).]
22. Shi, Feng, Gang Peng, and Yi Liu. 2015. Vowel distribution in isolated and continuous speech. In: William S-Y. Wang and Chaofen Sun (editors), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 459-473. [OSU web e-book]
23. Thomas, Erik R. 2004. Instrumental phonetics. In: J. K. Chambers, Peter Trudgill, and Natalie Schilling-Estes (eds.), *The Handbook of Language Variation and Change*. Malden, MA: Blackwell Publishing. Pages 168-200.
24. Triskova, Hana. 2011. The structure of the Mandarin syllable: When, why and how to teach it. *Oriental Archive* 79.1: 99-134.
25. Tseng, Shu-Chuan. 2005. Monosyllabic word merger in Mandarin. *Language Variation and Change* 17: 231–256. [OSU e-journal article]
26. Wiener, Seth and Ya-ting Shih. 2011. Divergent places of articulation: [w] and [v] in modern spoken Mandarin. In: Zhuo Jing-Schmidt (editor), *Proceedings of the 23rd North American Conference on Chinese Linguistics (NACCL-23)*. Volume 1. University of Oregon, Eugene. Pages 173-190.
27. Xu, Yi. 1997. Contextual tonal variations in Mandarin. *Journal of Phonetics* 25.1: 61-83.
28. Xu, Yi. 2015. Intonation in Chinese. In: William S-Y. Wang and Chaofen Sun (editors), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 490-502. [OSU web e-book]
29. Zhang, Qing (2008). Rhotacization and the ‘Beijing Smooth Operator’: The social meaning of a linguistic variable. *Journal of Sociolinguistics* 12.2: 201-222. [OSU e-journal article]
30. Zhou, Dianfu (周殿福) and Zhongji Wu (吴宗济), compilers. 1963. Putonghua fayin Tupu (普通话发音图谱). Beijing: Shangwu Yinshuguan.

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## SUPPLEMENTARY READINGS

1. Andrianopoulos, Mary V., Keith N. Darrow, and Jie Chen. 2001. Multimodal standardization of voice among four multicultural populations: Fundamental frequency and spectral characteristics. *Journal of Voice* 15.2: 194–219.
2. Bassetti, Benedetta. 2006. Orthographic input and phonological representations in learners of Chinese as a foreign language. *Written Language and Literacy* 9.1: 95-114. [OSU e-journal article and also available online at [eprints.bbk.ac.uk](http://eprints.bbk.ac.uk).]
3. Bauer, Robert, Kwan-hin Cheung and Pak-man Cheung. 2003. Variation and merger of the rising tones in Hong Kong Cantonese. *Language Variation and Change* 15: 211-225. [OSU e-journal article]

4. Blicher, Deborah L., Randy L. Diehl and Leslie B. Cohen. 1990. Effects of syllable duration on the perception of the Mandarin Tone 2/Tone 3 distinction: Evidence in auditory enhancement. *Journal of Phonetics* 18: 37-49.
5. Cao, Jianfen. 2004. Intonation structure of spoken Chinese: Universality and characteristics. «语音学与言语处理前沿» (庆祝吴宗济先生 95 华诞论文集). 北京: 外语教学与研究出版社.)
6. Chan, Marjorie K.M. 1987. Tone and melody in Cantonese. *Proceedings of the Thirteenth Annual Meeting of the Berkeley Linguistics Society* (1987) 13: 26-37.
7. Chan, Marjorie K.M. 1987. Tone and melody interaction in Cantonese and Mandarin songs. *UCLA Working Papers in Phonetics* 68: 132-169.
8. Chan, Marjorie K.M. 1989. On the status of 'basic' tones. *Acta Linguistica Hafniensia* 21.2: 5-34.
9. Chan, Marjorie K.M. 1993. Review of: Xiao-nan Susan Shen (1990). *The Prosody of Mandarin Chinese*. Berkeley: University of California Press. *Journal of Phonetics* 21.3: 343-347.
10. Chan, Marjorie K.M. 1996. Sound symbolism and the Chinese language. *Proceedings of the 7th North American Conference on Chinese Linguistics (NACCL) and the 4th International Conference on Chinese Linguistics (ICCL)*. Two volumes, edited by Tsai Fa Cheng, Yafei Li and Hongming Zhang. Los Angeles, CA: GSIL Publications, University of Southern California. Volume 2, pp.17-34.
11. Chan, Marjorie K.M. 1996. Some thoughts on the typology of sound symbolism and the Chinese language. *Proceedings of the 8th North American Conference on Chinese Linguistics (NACCL-8)*. Two volumes, edited by Chin-chuan Cheng, Jerome Packard, James Yoon, and Yu-ling You. Los Angeles, CA: GSIL Publications, University of Southern California. Volume 2, pp. 1-15.
12. Chan, Marjorie K.M. and Hongmo Ren. 1987. Post-stopped nasals: An acoustic investigation. *UCLA Working Papers in Phonetics* 68: 120-131.
13. Chao, Yuen Ren (趙元任). 1931. Fanqie yu ba zhong (反切語八種). *Bulletin of the Institute of History and Philology* (中央研究院歷史語言研究所集刊) 2.3: 312-354.
14. Chao, Yuen-Ren. 1948. The voiced velar fricative as an initial in Mandarin. *Le Maitre Phonétique* 89: 2-3.
15. Chao, Yuen Ren. 1968. *A Grammar of Spoken Chinese*. Berkeley: University of California Press.
16. Chen, Gwang-tsai. 1972. The pitch range of English and Chinese speakers. *Journal of Chinese Linguistics* 2.2: 159-171.
17. Chen, Gwang Tsai. 1972. *A Comparative Study of Pitch Range of Native Speakers of Midwestern English and Mandarin Chinese: An Acoustic Study*. Ph.D. dissertation, University of Wisconsin.
18. Chen, Jenn-Yeu. 1999. The representation and processing of tone in Mandarin Chinese: Evidence from slips of the tongue. *Applied Psycholinguistics* 20: 289-301.
19. Chen, Marilyn Y. 2000. Acoustic analysis of simple vowels preceding a nasal in Standard Chinese. *Journal of Phonetics* 28: 43-67.
20. Chen, Matthew Y. 2000. *Tone Sandhi: Patterns Across Chinese Dialects*. Cambridge, UK: Cambridge University Press.
21. Chen, Xi, Hua Shu, Ningning Wu, and Richard C. Anderson. 2003. Stages in learning to pronounce Chinese characters. *Psychology in the Schools* 40.1: 115-124. [OSU e-journal article]
22. Chen, Xi, Richard C. Anderson, Wenling Li, Meiling Hao, Xinchun Wu, and Hua Shu. 2004. Phonological awareness of bilingual and monolingual Chinese children. *Journal of Educational Psychology* 96.1: 142-151. [OSU e-journal article]

23. Chen, Yiya. 2006. Durational adjustment under corrective focus in Standard Chinese. *Journal of Phonetics* 34: 176-201.
24. Chen, Yiya. 2010. Post-focus F0 compression -- Now you see it, now you don't. *Journal of Phonetics* 38: 517-525.
25. Chen, Ying, Yi Xu, and Susan Guion-Anderson. 2014. Prosodic realization of focus in bilingual production of Southern Min and Mandarin. *Phonetica* 71: 249-270.
26. Cheng, Chin-Chuan. 1968. English stresses and Chinese tones in Chinese sentences. *Phonetica* 18:77-88.
27. Cheng, Chin-chuan. 1973. *A Synchronic Phonology of Mandarin Chinese*. The Hague: Mouton.
28. Chow, Ivan. 2005. Resolving temporary syntactic ambiguity by prosodic devices in Mandarin: An acoustic study. *Journal of Chinese Linguistics* 33.2: 181-232.
29. Davis, Junko. 2004. *A Prosodic Study of the "Inverted Sentence" in Beijing Mandarin*. M.A. thesis, The Ohio State University.
30. Deutsch, Diana, Trevor Henthorn, Elizabeth Marvin, Hong Shuai Xu. 2006. Absolute pitch among American and Chinese conservatory students: Prevalence differences, and evidence for a speech-related critical period (L). *Journal of the Acoustical Society of America* 119.2: 719-722. [OSU e-journal article]
31. Delogu, Franco, Giulia Lampis, and Marta Olivetti Belardinelli. 2006. Music-to-language transfer effect: May melodic ability improve learning of tonal languages by native nontonal speakers? *Cognitive Process* 7: 203-207. [OSU e-journal publication (Letter to the Editor)]
32. Deutsch, Diana. 2002. The puzzle of absolute pitch. *Current Directions in Psychological Science* 11.6: 200-204.
33. Dong, Jie and Jan Blommaert. 2009. Space, scale and accents: Constructing migrant identity in Beijing. *Multilingua* 28: 1-24.
34. Duanmu San. 1995. Metrical and tonal phonology of compounds in two Chinese dialects. *Language* 71.2: 225-259.
35. Duanmu, San. 2007. *The Phonology of Standard Chinese*. Second edition. Oxford, UK: Oxford University Press.
36. Duanmu, San. 2010. *Syllable Structure: The Limits of Variation*. Oxford, UK: Oxford U. Press.
37. Farris, Catherine S. 1995. A semeiotic analysis of sajjiao as a gender marked communication style in Chinese. In: Marshall Johnson and Fred Y.L. Chiu (editors), *Unbound Taiwan: Closeups from a Distance*. (Select Papers Volume No. 8.) Chicago: Center for East Asian Studies, University of Chicago. Pages 1-29.
38. Fon, Janice and Wen-Yu Chiang. 1999. What does Chao have to say about tones? -- A case study of Taiwan Mandarin. *Journal of Chinese Linguistics* 27.1: 13-37.
39. Fu, Qian-Jie, Fan-Gang Zeng, Robert V. Shannon and Sigfrid D. Soli. 1998. Importance of tonal envelope cues in Chinese speech recognition. *Journal of the Acoustical Society of America* 104.1: 505-510.
40. Gandour, Jack, Mario Dzemidzic, Donald Wong, Mark Lowe, Yunxia Tong, Li Hsieh, Nakarin Saththamnuwong, and Joseph Luritob. 2003. Temporal integration of speech prosody is shaped by language experience: An fMRI study. *Brain and Language* 84: 318-336.
41. Gandour, Jackson, Yunxia Tong, Donald Wong, Thomas Talavage, Mario Dzemidzic, Yisheng Xu, Xiaojian Li and Mark Lowe. 2004. Hemispheric roles in the perception of speech prosody. *NeuroImage* 23: 344-357.

42. Gandour, Jackson, Yunxia Tong, Thomas Talavage, Donald Wong, Mario Dzemidzic, Yisheng Xu, Xiaojian Li, and Mark Lowe. 2007. Neural basis of first and second language processing of sentence-level linguistic prosody. *Human Brain Mapping* 28: 94-108.
43. Goh, Yeng-Seng. 1997. *The Segmental Phonology of Beijing Mandarin*. Taipei: Crane Publishing Co., Ltd.
44. Gottfried, T.L. and T.L. Suiter, T. L. 1997. Effect of linguistic experience on the identification of Mandarin Chinese vowels and tones. *Journal of Phonetics* 25.2: 207-231.
45. Hallé, Pierre A., Yueh-Chin Chang, Catherine T. Best. 2004. Identification and discrimination of Mandarin Chinese tones by Mandarin Chinese vs. French listeners. *Journal of Phonetics* 32.3: 395-421.
46. Ho, Aichen T. 1976. The acoustic variation of Mandarin tones. *Phonetica* 33: 353-367.
47. Howie, John Marshall. 1976. *Acoustical Studies of Mandarin Vowels and Tones*. Cambridge: Cambridge U. Press.
48. Hsiao, Janet Hui-wen and Richard Shillcock. 2005. Foveal splitting causes differential processing of Chinese orthography in the male and female brain. *Cognitive Brain Research* 25.2: 531-536.
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The image used as the logo is from a display in Wavesurfer of a Mandarin Chinese utterance, 啊?! 又出问题啦! "Huh?! **More** problems?!"

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