

# Chinese 4383

## The Chinese Language and Its Script



**SPRING SEMESTER 2022**

**CHINESE 4383**

**The Chinese Language and Its Script**

Professor Marjorie K.M. Chan  
Dept. of E. Asian Langs. & Lits.  
The Ohio State University  
Columbus, OH 43210  
U.S.A.

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<b>COURSE:</b>	Chinese 4383. The Chinese Language and Its Script Class No. & Credit Hours: 33116 UG 3 credits Prerequisites: Chinese 1102 (or equivalent), or permission of instructor.
<b>DAYS &amp; TIMES:</b>	T R 2:20 - 3:40 p.m.
<b>T R:</b>	Hagerty Hall, Room 056 (1775 College Road) * <i>* Note: Class will be held via CarmenZoom in Week 1, 11 &amp; 13 January 2022. Other adjustments later in the semester may be made if needed.</i>
<b>OFFICE HOURS:</b>	F 2:00 - 3:30 p.m., or by appointment – via CarmenZoom
<b>CONTACT INFO:</b>	Office: 362 Hagerty Hall (1775 College Road) Tel: 624.292.3619 (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/c4383/">http://u.osu.edu/chan.9/c4383/</a>

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### TEXTBOOKS & READINGS

There are no textbooks assigned to this course. Readings are book chapters and (e-)journal articles. E-journal articles and chapters from web e-books housed in the [Ohio State University Libraries](http://library.osu.edu) <library.osu.edu> and OhioLINK can be retrieved directly from OSU Libraries' online catalog. Additional readings will be made available during the semester.

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### HEALTH & SAFETY REQUIREMENTS

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which may include wearing a face mask in indoor spaces, maintaining safe physical distances, as per instructions from the University. (If mandates are in

place, non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.)

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## **COURSE DESCRIPTION**

The Chinese writing system has been in continuous use for over three millennia, serving the longest, uninterrupted literary tradition in the world today. Moreover, up to about the end of the eighteenth century, over half of all the books published in the world were written in the Chinese script, a logographic, morpho-syllabic writing system. Against this backdrop, this course provides a survey of the Chinese script, covering its origin, development, classification, and composition, as well as such topics as standardization, script reform, romanization, dialect-writing, internet language, cultural and gender-linked aspects of the script, reading and literacy, etc.

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## **COURSE OBJECTIVES & EXPECTED OUTCOMES**

The course aims to give students an overview of important topics pertaining to the study of the Chinese writing system. Students are expected at the end of the course to have acquired a basic knowledge of the origin, development, and structure of the Chinese writing system, along with related topics. Students should be able to write and discuss critically the various issues that are introduced in the course. Students are encouraged to explore and research further on topics covered in the course.

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## **COURSE CONTENT**

The course will be conducted through lectures combined with class discussions of assigned readings, individual and small-group assignments (in class or in breakout rooms in CarmenZoom, if and when classes are held virtually), and students' presentation of homework assignments and their individual research project. Course work includes students' selection of a research topic, their bibliographic search in the library system and online for relevant materials, and a term paper (about 10-12 pages, typed and double-spaced) demonstrating ability to analyze critically the selected research topic.

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## **MODE OF DELIVERY: IN PERSON**

The mode of delivery for this course is in-person, with some flexibility for classes to be held via **CarmenZoom**. That is, a certain percentage of the classes may be offered online this semester. In addition, a virtual class meeting via CarmenZoom may replace a regular, in-person class meeting if Ohio State cancels classes due to weather conditions or due to safety concerns announced via Buckeye Alert.

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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 participate actively in class discussions and individual/group activities.
3. Submit three homework assignments in digital format to CarmenCanvas ([Carmen.osu.edu](https://carmen.osu.edu)). Each assignment is about 7-8 pages double-spaced, not including tables, figures, and references[1]. Be prepared to present your homework results to the class during the semester.
4. For the term paper project:
  - Turn in a one-page, double-spaced, term paper proposal with select references in Week 9. Submit a digital copy to the Assignment folder in CarmenCanvas.
  - Present an oral version of the term paper project at the end of the semester.[2]

- Submit a term paper in MS Word (.docx) format (about 12 pages), double-spaced, not including tables, figures, and references.[3]
5. Upload all assignments in digital format in CarmenCanvas under Chinese 4383. Keep the filename simple, using only the regular letters and numbers (i.e., ASCII), without Chinese characters or diacritics, to avoid potential problems of re-zipping to re-upload after grading.
- [1] These may be a combination of research-supported short papers and corpus-based, or experimental-design-based, written responses to specific questions from the instructor based on the readings. One of the homework assignments is a small group project. Submit the assignments on the due date as a digital copy in MS Word (.docx) format in CarmenCanvas.
- [2] Prepare a digital file in PowerPoint format for submission in CarmenCanvas. The file will be used in the class presentation. (Note: Be sure to bring a backup copy of the file with you to class and upload a copy accessible in class. That is, be prepared and have Plan B and Plan C ready just in case.)
- [3] Submit the term paper in digital format, as MS Word (.docx) format in CarmenCanvas.
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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 of Student Life's Disability Services (SLDS) is located in 098 Baker Hall (113 W. 12th Ave.); Tel: 614-292-3307, Fax: 614-292-4190, VRS: 614-429-1334; URL: <http://slds.osu.edu/>.

The following, language from Autumn 2020, may or may not apply to Autumn 2021. If it does, be sure to read the instructions:

“The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request **COVID-related accommodations** may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let your instructor know immediately so that we can privately discuss options. To establish reasonable accommodations, you may be requested to register with Student Life Disability Services. After registration, make arrangements with your instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: <slds@osu.edu>; 614-292-3307; <slds.osu.edu>; 098 Baker Hall, 113 W. 12th Avenue.”

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## CODE OF STUDENT CONDUCT & ACADEMIC INTEGRITY

Students are expected to conduct themselves in accordance with The Ohio State University's [Code of Student Conduct](#) (revised 2 September 2016), which was established to foster and protect the core missions of the university. These are: to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

**ACADEMIC INTEGRITY.** 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](#) (revised 2 September 2016) 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 or similar work for credit in two (or more) courses. Plagiarism, for example, is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. 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 misconduct 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.

[Note: OSU Libraries provides information on [plagiarism](#), as does The Writing Center on [plagiarism](#), along with examples for citing of sources. Also, OSU Libraries’ Knowledge Bank has a set of 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	15%
Homework assignments (3)	45%
Research project (all phases)	40%
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	100%

Final grades are not placed on the bell curve, but will be calculated based on the individual student’s earned percentage for the course: A (93%), A- (90%), B+ (88%), B (83%), B- (80%), C+ (78%), etc.

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# SCHEDULE

Classes are held on Tuesdays and Thursdays.  
*This is a preliminary schedule. Activities and reading selections  
may be modified before and when the semester begins.*

## WEEK 1

### 1/11 Orientation (via CarmenZoom)

- CarmenCanvas course management system; library facilities, etc.

### 1/13 Writing Systems of the World (via CarmenZoom)

- *Lecture*

## WEEK 2

### 1/18 Origins of Writing

- Reading:  
- Keightley (1996)

### 1/20 Early Chinese Writing

- Reading:  
- Boltz (1986, 1996)
- Suppl. Rdg.:  
- Zhao & Baldauf (2008), Prologue

## WEEK 3

### 1/25 The Chinese Writing System

- Reading:  
- DeFrancis (1989)

### 1/27 The Ideographic Myth

- Reading:  
- DeFrancis (2002)

## WEEK 4

### 2/01 Chinese New Year (*Year of the Tiger*)

- Class Activities:  
- Legends, customs  
and couplets



### 2/03 Script and Semantic Components

- Reading:  
- T'sou (1981)

**Due: Homework Assignment 1**

## WEEK 5

### 2/08 Script Reform

- Reading:  
- Zhao & Baldauf (2008), Ch. 1

2/10 *(cont'd)*

## WEEK 6

### 2/15 Impact of Script Reform

- Reading:  
- Zhao & Baldauf (2008), Ch. 2

2/17 *(cont'd)*

## WEEK 7

### 2/22 Script Reform & Language Law of 2001

- Reading:  
- Rohsenow (2004)

2/24 *(cont'd)*

**Due: Homework Assignment 2**

## WEEK 8

### 3/01 Modern Written Chinese

- Reading:  
- Chen (1993)

### 3/03 Language Reform in Modern China

- Reading:  
- Chen (2015)

## WEEK 9

### 3/08 *Hanzi* in the Computer Age

- Reading:  
- Zhao & Baldauf (2008), Ch. 3

### 3/10 Chinese Lettered Words

- Reading:  
- Xia (2010)

**Due: Project proposal & select references**

## WEEK 10

### 3/15 Spring Break

- No classes

### 3/17 Spring Break

- No classes

## WEEK 11

### 3/22 Learning to Read Chinese

- Reading:  
- Shu & Anderson (1999)

**Due: Homework Assignment 3**

### 3/24 Chinese Dialect Writing

- Readings:  
- Snow (1993)

## WEEK 12

### 3/29 Fun with *Hanzi*: Transcribing

- Reading:  
- Li & Zhu (2019)

### 3/31 Fun with *Hanzi* Riddles (字謎/字谜)

- Class activities

## WEEK 13

### 4/05 Women's Script (女書/女书)

- Reading:  
- Zhao (1998)

### 4/07 Student Presentations

- Presentations by graduating seniors
- *Other class activities*

## WEEK 14

### 4/12 Student Presentations

### 4/14 Student Presentations

## WEEK 15

### 4/19 Last Week Class Activities

- *tba*

### 4/21 Last Class Day Activities

- *tba*

**Due: Term paper - graduating seniors only**

## WEEK 16

### 4/27 (W) Start of Examination Week

**Due: Term paper – April 26 (T), 9:00 p.m.**

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## READINGS

Most of the readings selected for the course are e-journal articles. These can be retrieved online at [Ohio State University Libraries](http://library.osu.edu) <library.osu.edu>. Under "Links" on the right-hand menu, select "Online Journals List" and find the relevant e-journal title. Additional readings will be made available during the course.

1. Boltz, William G. 1986. Early writing systems. *World Archaeology* 17.3: 420-436.
2. Boltz, William G. 1996. Early Chinese writing. In: Peter T. Daniels and William Bright (eds.), *The World's Writing Systems*. New York: Oxford University Press. Pages 191-199.
3. Chen, Ping. 1993. Modern Written Chinese in development. *Language in Society* 22.4: 505-537.
4. Chen, Ping. 2015. Language reform in modern China. In: Wang, William S-Y. Wang and Chaofen Sun (eds.), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 531-540. [OSU web e-book]
5. DeFrancis, John. 1989. *Visible Speech: The Diverse Oneness of Writing Systems*. Honolulu: University of Hawaii Press. [Excerpt from Chapter 3, "Syllabic Systems", pages 89-121.]
6. DeFrancis, John. 2002. The ideographic myth. In: Mary S. Erbaugh (ed.), *Difficult Characters: Interdisciplinary Studies of Chinese and Japanese Writing*. Columbus, OH: National East Asian Language Resource Center, Ohio State University. Pages 1-20.
7. Keightley, David N. 1996. Art, ancestors, and the origins of writing in China. *Representations* 56 (Special Issue: The New Erudition): 68-95.
8. Li, Wei and Hua Zhu. 2019. TranScripting: Playful subversion with Chinese characters. *International Journal of Multilingualism* 16.2: 145-161.
9. Rohsenow, John. 2004. Fifty years of script and written language reform in the P.R.C.: The Genesis of the Language Law of 2001. In: Minglang Zhou (ed.), *Language Policy in the People's Republic of China: Theory and Practice since 1949*. Boston: Kluwer Academic Publishers. Pages 21-43.



10. Shu, Hua and Richard C. Anderson. 1999. Learning to read Chinese: The development of metalinguistic awareness. In: Jian Wang, Albrecht W. Inhoff, and Hsuan-chih Chen (eds.), *Reading Chinese Script: A Cognitive Analysis*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers. Pages 1-18.
11. Snow, Donald. 1993. Chinese dialect as written language: The cases of Taiwanese and Cantonese. *Journal of Asian Pacific Communication* 4.1: 15-30.
12. T'sou, Benjamin K.Y. 1981. A sociolinguistic analysis of the logographic writing system of Chinese. *Journal of Chinese Linguistics* 9.1: 1-19.
13. Xia, Xinrong. 2010. Application and normalization of lettered words in Chinese character system. *Asian Social Science* 6.2: 24-27.
14. Zhao, Liming. 1998. Nüshu: Chinese women's characters. *International Journal of the Sociology of Language* 129: 127-137.
15. Zhao, Shouhui and Richard B. Baldauf, Jr. 2008. *Planning Chinese Characters: Reaction, Evolution or Revolution?* Dordrecht: Springer. [OSU web e-book]

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## SOME SUPPLEMENTARY READINGS AND REFERENCES

1. Beijing Daxue (北京大学中国语言文学系语言学教研室编). 1995. *Hanyu Fangyan Cihui* (汉语方言词汇). Second edition. Beijing: Yuwen Chubanshe.
2. Chan, Marjorie K.M. 2002. Concordancers and concordances: Tools for Chinese language teaching and research. *Journal of the Chinese Language Teachers Association* 37.2: 1-58.
3. Chan, Marjorie K.M. 2005. Cantonese opera and the growth and spread of vernacular written Cantonese in the twentieth century. In: Qian Gao (editor), *Proceedings of the Seventeenth North American Conference on Chinese Linguistics (NACCL-17)*. Los Angeles: GSIL Publications, University of Southern California. Pages 1-18.
4. Chao, Yuen Ren. 1968. *A Grammar of Spoken Chinese*. Berkeley: University of California Press.
5. Chen, Ping. 1999. *Modern Chinese: History and Sociolinguistics*. Cambridge, UK: Cambridge University Press.
6. Coulmas, Florian. 1989. *The Writing Systems of the World*. Cambridge, MA: Basil Blackwell, Inc.
7. DeFrancis, John. 1984. *The Chinese Language: Fact and Fantasy*. Honolulu: U. of Hawaii Press.
8. Ettner, Charles. 2002. In Chinese, men and women are equal - or - women and men are equal? In: Marlis Hellinger and Hadumod Bussmann (eds.), *Gender Across Languages: The Linguistic Representation of Women and Men*. Volume 2. Amsterdam and Philadelphia: John Benjamins Pub. Co. Pages 29-55.
9. Fong, Mary. 2000. 'Luck talk' in celebrating the Chinese New Year. *Journal of Pragmatics* 32:219-237.
10. Gao, Liwei. 2008. Language change in progress: Evidence from Computer-Mediated Communication. In: Marjorie K.M. Chan and Hana Kang (eds.), *Proceedings of the 20th North American Conference on Chinese Linguistics (NACCL-20)*. Volume 1. Columbus, Ohio: The Ohio State University. Pages 361-377.
11. Gomes, Skylor E. and Marjorie K.M. Chan. 2022 (forthcoming). The 2019-2020 Hong Kong Protests: Dualling messages of the authorities and the protesters. In: Nakayama, Mineharu, Richard Torrance, Zhiguo Xie, John Bundschuh, Jennifer Nunes and Lindsey Stirek (eds.), *DEALL 50th*

*Anniversary Celebration Volume: Current Issues in East Asian Languages and Literatures.*  
Columbus: OSU Knowledge Bank.

12. Moser, David. 2016. *A Billion Voices: China's Search for a Common Language*. Penguin Books.
13. Norman, Jerry. 1988. *Chinese*. Cambridge University Press. [[OSU Web E-book](#)]
14. Packard, Jerome L. 2021. *A Social View on the Chinese Language*. New York, NY: Peter Lang Inc., International Academic Publishers. [Excerpt: Chapter 4. Chinese Writing and Reading]  
Web E-book: <https://library.ohio-state.edu/record=b9329921>
15. Ramsey, S. Robert. 1987. *The Languages of China*. Princeton: Princeton U. Press.
16. Rohsenow, John S. 2004. Fifty years of script and written language reform in the PRC: The genesis of the Language Law of 2001. In: Minglang Zhou (ed.), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pages 21-43.  
[For an online copy of the original Chinese version of the language law, see the GB-encoded webpage, 中华人民共和国国家通用语言文字法 (教育部, moe.gov.cn) (Other online copies: URL 2 at 新华网, news.xinhuanet.com, URL 3 at 人民日报, people.com.cn) English translation (at gov.cn)]
17. 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.
18. Snow, Donald B. 1993. Chinese dialect as written language: The cases of Taiwanese and Cantonese. *Journal of Asian Pacific Communication* 4.1: 15-30.
19. Su, Hsi-Yao. 2004. Mock Taiwanese-Accented Mandarin in the internet community in Taiwan: The interaction between technology, linguistic practice, and language ideologies. In: *Discourse and Technology: Multimodal Discourse Analysis*. Edited by Philip LeVine and Ron Scollon. Washington, DC: Georgetown University Press. Pages 59-70.
20. Sung, Margaret. 1979. Chinese language and culture: A study of homonyms, lucky words and taboos. *Journal of Chinese Linguistics* 7.1:15-28. Zhang, Qingfang and Brendan Stuart Weekes. 2009. Orthographic facilitation effects on spoken word production: Evidence from Chinese. *Language and Cognitive Processes* 24.7/8: 1082-1096.
19. Tan, Li Hai and Wai Ting Siok. 2006. How the brain reads the Chinese language: Recent neuroimaging findings. In: *The Handbook of East Asian Psycholinguistics. Volume 1: Chinese*. Edited by Ping Li, Li Hai Tan, Elizabeth Bates and Ovid. J. L. Tzeng. Cambridge: Cambridge University Press. Pages 358-371.
20. Tan, Li Hai, John A. Spinks, Jia-Hong Gao, Ho-Ling Liu, Charles A. Perfetti, Jinhu Xiong, Kathryn A. Stofer, Yonglin Pu, Yijun Liu, and Peter T. Fox. 2000. Brain activation in the processing of Chinese characters and words: A functional MRI study. *Human Brain Mapping* 10: 16-27.
21. Tan, Li Hai, Ho-Ling Liu, Charles A. Perfetti, John A. Spinks, Peter T. Fox, and Jia-Hong Gao. 2001. The neural system underlying Chinese logograph reading. *NeuroImage* 13: 836-846.
22. Tang, Jian. 1996. *Prototypes in Lesser Seal Scripts (China, ca. 221 BC - AD 220)*. Ph.D. dissertation, Ohio State University.
23. Taylor, Insup, and M. Martin Taylor. 1995. *Writing and Literacy in Chinese, Korean and Japanese*. Amsterdam/Philadelphia: John Benjamins Pub. Co.  
(Part I on Chinese includes chapters on text writing in Chinese, Korean, and Japanese; reforming of spoken and written Chinese; learning Pinyin and Chinese characters; and history of education and literacy in China.)
24. Taylor, Insup, and David R. Olson. 1995. *Scripts and Literacy: Reading and Learning to Read Alphabets, Syllabaries and Characters*. Dordrecht, Boston, and London: Kluwer Academic

Publishers. (The volume includes In-Mao Liu's article on "Script factors that affect literacy: alphabetic vs. logographic languages," Che Kan Leong's article on "Orthographic and psycholinguistic considerations in developing literacy in Chinese," and Insup Taylor and Kwonsaeng Park's article on "Differential processing of content words and function words: Chinese characters vs. phonetic scripts.")

25. Tzeng, Ovid J.L. and Daisy L. Hung. 2002. A phantom of linguistic relativity: Script, speech, and thought. In: Erbaugh (2002), Chapter 3, pages 52-74.
  26. Wang, Jian, Albrecht Inhoff, and Hsuan-chih Chen (eds.) 1999. *Reading Chinese Script: A Cognitive Analysis*. Mahwah, N.J. : Lawrence Erlbaum Associates.
  27. Wang, Min, Charles A. Perfetti, and Ying Liu. 2005. Chinese-English biliteracy acquisition: Cross-language and writing system transfer. *Cognition* 97: 67-88.
  28. Wieger, Léon. 1927. *Chinese Characters; Their Origin, Etymology, History, Classification and Signification: A Thorough Study from Chinese Documents*. Second edition. Translated into English by L. Davrout. (Reprinted in 1965 by Paragon Book Reprint Corp. (This is enlarged and revised according to the 4th French edition.)
  29. Wilder, George Durand and J. H. Ingram. 1972. *Analysis of Chinese Characters*. Taipei: Ch'eng Wen Pub. Co.
  30. Woon, Wee Lee. 1987. *Chinese Writing: Its Origin and Evolution*. Macau: University of East Asia.
  31. Zhao, Shouhui. 2005. Chinese character modernisation in the digital era: A historical perspective. *Current Issues in Language Planning* 6.3: 315-378.
  32. Zhou, Minglang. 2001. Language policy and reforms of writing systems for minority languages in China. *Written Language & Literacy* 4.1: 31-65.
  33. Zhou, Youguang (周有光). 2003. *The Historical Evolution of Chinese Languages and Scripts* (中国语文的代演进). Translated by Liqing Zhang (张立青). Columbus, OH: National East Asian Languages Resource Center ([NEALRC](#)), Ohio State University.
  34. Ziegler, Johannes C., Li Hai Tan, Conrad Perry, and Marie Montant. 2000. Phonology matters: The phonological frequency effect in written Chinese. *Psychological Science* 11.3: 234-238.
- ... more to be added later ...

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### **Books/Software/Apps for Chinese Dictionaries and Learning to Read and Write Chinese:**

1. Bishop, Tom. 2002. *Wenlin Software for Learning Chinese. Version 3.0. User's Guide*. Third edition. (First edition (1995) and second edition (1998) were co-authored by Peter Tannenbaum and Tom Bishop.) Portland, OR: [Wenlin Institute, Inc.](#)
2. *Wenlin*. <[wenlin.com](#)>. Software for MS-Windows and Mac OS X, *Wenlin 4.2* has the complete Unicode 6.2 CJK (Unihan) character set support, with approximately 85,000 CDL descriptions, including over 75,000 Chinese characters, which include Chinese characters in Big5+ (Taiwan), Cantonese dialect characters used in Hong Kong, etc., etc. In addition to containing an electronic version of new *ABC English-Chinese/Chinese-English Dictionary* (2010), edited by John DeFrancis and Zhang Yanyin, it also includes a new electronic edition of the Han dynasty dictionary, the *Shuowen Jiezi* (说文解字). Users now have direct access to Wenlin's CDL technology, including the ability to edit/create an unlimited number of custom Chinese characters. The *User's Guide* is online at Wenlin Software for Learning Chinese, [Version 4.2 - User's Guide](#). Wenlin has a freely downloadable edition containing three dictionaries with a total of 1,367 dictionary entries, etc.

3. *Pleco* <[pleco.com](http://pleco.com)>. App for Android and iOS handheld devices with many dictionaries to purchase (plus several free dictionaries) to add to the app. The app also has utilities (some free, some for purchasing) for learning Chinese. *Pleco* has a freely downloadable basic version.
  4. Björkstén, Johan. 1994. *Learn to Write Chinese Characters*. New Haven and London: Yale University Press.
  5. Fenn, Henry C. (ed.). 1953. *Chinese Characters Easily Confused*. New Haven, CT: Far Eastern Publications. (Reprinted in 1984 by Lucky Book Co., Ltd., Taiwan.)
  6. Naughton, William, and Ying Li. 1999. *Reading & Writing Chinese*. Revised edition. Boston and Tokyo: Tuttle Publishing.
- .... more to be added ...

## SOME ONLINE RESOURCES

- Ohio State University:
  - [Ohio State University Libraries](#). Ohio State's online catalogues, as well as links to OhioLINK Catalog, WorldCat, etc. Search the Online catalogue for books, journals, e-journals, books and other materials reserved for a course, etc.
  - Online Indices for some of the Chinese Linguistics Journals below:
    - a. *Fangyan* 方言 (Dialect) -- CNKI.COM's online database for [方言](#), for browsing the table of contents for each separate issue of the journal.
    - b. [Journal of Chinese Linguistics](#) -- [JCL Index of Articles](#) (1973- ).
    - c. Chinese as a Second Language (CSL, formerly, *Journal of the Chinese Language Teachers Association*; [searchable online index](#), 1966 - ).
    - d. *Journal of East Asian Linguistics* (online journal) (E-journal and hardcopy; no online index — Main (EAS): PL492J68)
    - e. *Yuyan Jiaoxue Yu Yanjiu* 语言教学与研究 [English title: Language Teaching and Linguistic Studies] (No online indices — Main (EAS): PL1004 .Y827)
    - f. *Yuyan Yanjiu* 语言研究: Table of Contents Index. (Eng./GB) (1981- ); (No online indices — Main: PL1004 .Y84)
    - g. *Zhongguo Yuwen* 中国语文
  - [Chinese Studies Collections at OSU Libraries](#). This is part of the East Asian Collection that is housed in Thompson (Main) Library. Ohio State has an extensive Chinese-language collection of books and periodicals to support teaching and research. Chinese-language audio-visual materials, including video and audiotapes and non-data CD-ROMs and DVDs, are one part of the Chinese collection that is kept on the main campus at the Sullivant Library.
  - [ISTOR](#) – Depository for back issues of many (e-)journals available for OSU users.
  - [ProQuest Dissertations & Theses](#). Proquest's database contains citations for dissertations and theses done at U.S., Canadian and some foreign institutions. Free PDFs of all dissertations published since 1997. (Licensed for OSU academic use only.)

- [Center for the Study and Teaching of Writing](#) (CSTW). Excellent resources, "handouts", tutorials, etc., to assist undergraduate students — and those for whom English is a second (or third) foreign language — in their research and writing. To cite books for this course, one recommendation is to use the sciences style for bibliography and in-text citations in the [Chicago Manual of Style Citation Guide](#) (pdf), available online from OSU Libraries.
  - Google:
    - [Google Scholar](#). Search Google Scholar for books and online articles.
    - [Google Book Search](#). Search for books by entering a keyword or phrase.
    - [Google Video](#). Search for videos and video excerpts.
  - [Office of Undergraduate Research and Creative Inquiry](#) (OSU). Information on opportunities for undergraduate students to engage in research, regularly scheduled IRB Staff Assistance for Student Researchers, etc.
- 



**To cite this syllabus:**

Marjorie Chan's Chinese 4383: The Chinese Language and Its Script. (Spring Semester 2022)  
<<http://u.osu.edu/chan.9/c4383/>> [Accessed <DATE> ]

This is the first time that this instructor is offering Chinese 4383. This syllabus was created on 9 December 2021 for Spring Semester 2022. Last update: 5 February 2022.

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