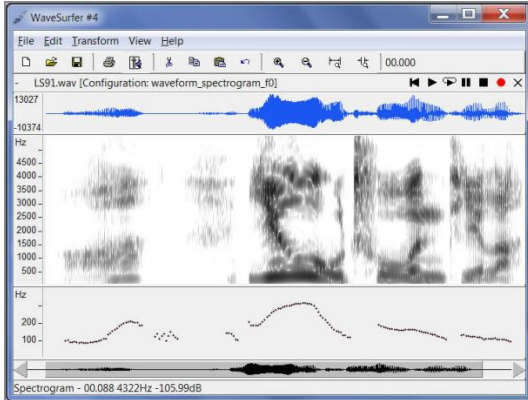


## Chinese 7382: Chinese Phonology



**AUTUMN SEMESTER 2022**

**Chinese 7382**

**CHINESE PHONOLOGY**

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<b>COURSE:</b>	Chinese 7382. Chinese Phonology Class No. & Credit Hours: 34721 (3 credits, G) Prerequisites: Chinese 5380, or permission of instructor
<b>DAY &amp; TIME</b>	M 2:15 – 5:00 PM
<b>PLACE:</b>	Hagerty Hall, Room 071 (1775 College Road)* <i>* Note: Classes will be held via CarmenZoom on Weeks 14 to 16. Other adjustments may be made if needed.</i>
<b>OFFICE HOURS:</b>	F 2:00 - 3:30 p.m., or by appointment – via CarmenZoom
<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] Copies of the textbook, including the CD-ROM, are available from Thompson (Main) Library. (Used copies are available starting at under \$20 from amazon.com.)
2. **Additional Readings:**  
Additional readings are typically e-journal articles that can be retrieved from OSU Libraries' online catalog. These will be made available during the semester.

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

Some reference books will be placed in Closed Reserve at Thompson (Main) Library (loan periods may vary) during the semester as needed.

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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 perspectives 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 9-10 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 11. Upload a digital copy to [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, not including references — in digital format at the end of the semester. Include textual data, sound files, and/or multimedia materials as needed. [3]

[1] These are hands-on, data-driven analyses and written responses to specific questions from the instructor based on the readings.

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

[3] If some other digital format is used, be sure to discuss it with the instructor first.

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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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## 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** (viz., Weeks 14 through 16, the week of Thanksgiving break and the one and a half weeks post-Thanksgiving, before winter break).

In addition, a virtual class meeting via CarmenZoom may replace a regular, in-person class meeting if needed; for example, if Ohio State cancels classes due to weather conditions or to safety concerns announced via Buckeye Alert.

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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 2022. 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 31 May 2019), 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.

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**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 31 May 2019) 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 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. 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](#). 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 Libraries provides information on [plagiarism](#), as does The Writing Center on [plagiarism](#), along with citation examples for citing of sources, including the 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

Chinese 7382, held on Mondays only, begins in Week 2.

*This is a revised course syllabus. Small adjustments in reading selections may still be made during the semester if needed.*

## WEEK 2. Orientation & Introduction (8/29)

### A. Orientation and Introduction

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

### B. In-Class Readings and Discussion

Selections from:

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

## WEEK 3. Labor Day (9/05)

- *No class*

- Make selection of reading for class presentation
- Read ahead for Week 4

**Happy Mid-Autumn Festival (中秋節)**  
**(八月十五 · 9.10.2022)**

## WEEK 4. Modern Standard Chinese (9/12)

### A. Phonetics and Phonology

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

### B. Readings and Discussion

- Lin (2007), Ch. 6
- Yang (2021)
- Chan (forthcoming)
- Lin (2007), Ch. 1 – background reading
- Lee & Zee (2003) – suppl. reading
- Chan (2003) – suppl. reading

## WEEK 5. Consonants (9/19)

### A. Phonetics and Phonology

- Articulatory and acoustic properties
- Study of x-ray tracings (from Zhou & Wu, 1963)
- Phonetics and phonology of onsets and codas
- Speech analysis using *Praat*: analyzing waveforms and reading spectrograms

### B. Readings and Discussion

- Lin (2007), Ch. 2
- Ladefoged & Wu (1984)
- Peng (1993)

## WEEK 6. Vowels and Glides (9/26)

### A. Phonetics and Phonology

- Articulatory and acoustic properties
- Classification of vowels
- Speech analysis using *Praat*: formant-plotting and vowel charts

### B. Readings and Discussion

- Lin (2007), Ch. 3
- Lee-Kim (2014)
- Shi et al. (2015)

## WEEK 7. Tone and Syllable Structure (10/03)

### A. Phonetics and Phonology

- Phonetic properties of tone
- Classification and transcription of tones
- Representations of the syllable
- Speech analysis using *Praat*, *Wavesurfer*

**Due: Homework 1**

### B. Readings and Discussions

- Lin (2007), Ch. 4 & 5
- Bao (1996)
- Chao (1980) – suppl. reading
- Wang (1967) – suppl. reading
- Hao (2012) – suppl. reading
- Jongman et al. (2006) – suppl. reading

## WEEK 8. Segmental Processes I (10/10)

### A. Phonetics and Phonology

- Phonological processes and rules
- Assimilation, weakening, and reduction
- Speech analysis using *Praat*

### B. Readings and Discussion

- Lin (2007), Ch. 7
- Kong & Wu (2019)
- Zhang (2008)

## WEEK 9. Segmental Processes II (10/17)

### A. Phonetics and Phonology

- Syllable-based processes
- R-suffixation
- Speech analysis using *Praat*

### B. Readings and Discussion

- Lin (2007), Ch. 8
- Tseng (2005) – on contractions
- Tseng (2005) – word merger
- Liao (1996) – suppl. reading

## WEEK 10. Tonal Processes (10/24)

### A. Phonetics and Phonology

- Tone features and tonal processes
- Tone sandhi
- Phonetics and phonology of the neutral tone
- Speech analysis using *Praat*

### B. Readings and Discussion

- Lin (2007), Ch. 9
- Xu (1997)
- Lee & Zee (2008)

**Due: Homework 2**

## WEEK 11. Stress and Intonation (10/31)

### A. Phonetics and Phonology

- Tone and stress interaction
- Tone and intonation
- Speech analysis using *Praat*

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

### B. Readings and Discussion

- Lin (2007), Ch. 10
- Xu (2015)
- Keating & Kuo (2012)
- Chen (1974)– suppl. reading
- Lee (2004) – suppl. reading
- Shen (1989, 1990) – suppl. reading
- Yuan & Liberman (2014) – suppl. reading

## WEEK 12. Accented Putonghua and Regional Varieties (11/07)

### A. Phonetics and Phonology

- Regional varieties of Standard Chinese, Putonghua: examples from Taiwan and different regions in China
- Speech analysis using *Praat*

### B. Readings and Discussion

- Lin (2007), Ch. 12
- Saillard (2004)
- Dong & Blommaert (2009)
- Fon & Chiang (1999) – suppl. reading
- Fon et al. (2004) – suppl. reading

### WEEK 13. Topics in Chinese Phonetics and Phonology I (11/14)

#### A. Phonetics and Phonology

- Topics and readings are subject to the interest of the students in the class

#### B. Readings and Discussion

- Blum (2004)
- Chen et al. (2015)
- Chun et al. (2015)

### WEEK 14. Topics in Chinese Phonetics and Phonology II (11/21)

#### A. Phonetics and Phonology

- Topics and readings are subject to the interest of the students in the class

#### B. Readings and Discussion

- Chow (2005)
- Wakefield (2012)
- Jian (2015)
- **Graduating Students: Presentations**

### WEEK 15. Student Presentations (11/28)

Student Presentations

Student Presentations

### WEEK 16. Last Day of Class Activities (12/05)

#### A. Phonetics and Phonology

- Lecture by M. Chan (topic: *tba*)
- Other class activities

#### B. Readings and Discussion

- Lin & Chan (2022)

### WEEKS 16 & 17. Examination Week (12/9-12/15)

#### Graduating Students

- **Term paper due: 12/05 (M)**  
- Submit digital copy in Carmen by 9:00 pm

#### Non-Graduating Students

- **Term paper due: 12/07 (W)**  
- Submit digital copy in Carmen by 9:00 pm



## READINGS

### TEXTBOOKS (Specific chapters are assigned.)

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] Copies of the textbook, including the CD-ROM, are available from Thompson (Main) Library. (Used copies are available starting at under \$20 from amazon.com.)

### ADDITIONAL READINGS (including supplementary readings)

1. Bao, Zhiming. 1996. The syllable in Chinese. *Journal of Chinese Linguistics* 24.2: 312-354.
1. Blum, Susan D. 2004. Good to hear: Using the trope of standard to find one's way in a sea of linguistic diversity. In: Minglang Zhou (ed.), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pages 123-141.
2. 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.
3. Chan, Marjorie K.M. (forthcoming). The zero initial in Chinese: A preliminary exploration into D2 and L2 acquisition." In: Mineharu Nakayama, Marjorie Chan and Zhiguo Xie (eds.), *Buckeye East Asian Linguistics*. Volume 6. Columbus, OH: Knowledge Bank, OSU Libraries.
4. Chao, Yuen Ren. 1980. A system of "tone-letters." *Fangyan* (方言) (1980) 2:81-83.
5. 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.]
6. Chen, Gwang-tsai. 1974. The pitch range of English and Chinese speakers. *Journal of Chinese Linguistics* 2.2: 159-171.
7. 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.  
<<https://doi.org/10.1159/000371891>>
8. Chow, Ivan. 2005. Resolving temporary syntactic ambiguity by prosodic devices in Mandarin: An acoustic study. *Journal of Chinese Linguistics* 33.2: 181-232.
9. Chun, D. M., Jiang, Y., Meyr, J., & Yang, R. (2015). Acquisition of L2 Mandarin Chinese tones with learner-created tone visualizations. *Journal of Second Language Pronunciation* 1.1: 86-114.
10. Dong, Jie and Jan Blommaert. 2009. Space, scale and accents: Constructing migrant identity in Beijing. *Multilingua* 28: 1-24.
11. 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.
12. Fon, Janice, Wen-Yu Chiang and Hintat Cheung. 2004. Production and perception of two dipping tones (Tone 2 and Tone 3) in Mandarin. *Journal of Chinese Linguistics* 32.2: 249-281.
13. Hao, Yen-Chen. 2012. Second language acquisition of Mandarin Chinese tones by tonal and non-tonal language speakers. *Journal of Phonetics* 40: 269-279.
14. Harrington, Jonathan. 2010. *Phonetic Analysis of Speech Corpora*. Malden, MA: Wiley-Blackwell. [Excerpt: Chapter 1. "Using speech corpora in phonetic research," pages 1-19.]
15. Jian, Hua-Li. On English speakers' ability to communicate emotion in Mandarin. *The Canadian Modern Language Review* 71.2: 78-106.

16. 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.
17. Keating, Patricia and Grace Kuo. 2012. Comparison of speaking fundamental frequency in English and Mandarin. *Journal of the Acoustical Society of America* 132.2: 1050-1060.
18. Kong, Huifang and Shengyi Wu. 2019. Frequency effect and neutralization of tones in Mandarin Chinese. *Journal of Quantitative Linguistics* 26.2: 95-115.
19. Ladefoged, Peter. (no date). Preserving the sounds of disappearing languages. [URL: <<http://www.linguistics.ucla.edu/people/ladefoge/Preserving%20sounds.pdf>>]
20. 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]
21. Ladefoged, Peter and Zongji Wu. 1984. Places of articulation: an investigation of Pekingese fricatives and affricates. *Journal of Phonetics* 12: 267-278.
22. 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]
23. Lee, Wai-Sum and Eric Zee. 2008. Prosodic characteristics of the neutral tone in Beijing Mandarin. *Journal of Chinese Linguistics* 36.1: 1-29.
24. Lee-Kim, Sang-Im. 2014. Revisiting Mandarin ‘apical vowels’: An articulatory and acoustic study. *Journal of the International Phonetic Association* 44.3: 261-282.
25. Liao, Rongrong. 1996. Coarticulatory effects of vowels on syllable initial consonant /r/ in standard Chinese. *Journal of Chinese Linguistics* 24.2: 212-248.
26. Lin, Yuhan and Marjorie K.M. Chan. 2022. Linguistic constraint, social meaning, and multi-modal stylistic construction: Case studies from Mandarin pop songs. *Language in Society* 51, 603–626. (doi:10.1017=S0047404521000609)
27. 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.
28. 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.
29. 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.
30. Shen, Xiao-nan. 1989. Interplay of the four citation tones and intonation in Mandarin Chinese. *Journal of Chinese Linguistics* 17.1: 61-74.
31. Shen, Xiao-nan. 1990. *The Prosody of Mandarin Chinese*. Berkeley: U. of California Pr. [P25 .C15 v.118] [Excerpts: Ch. 1 (Introduction) and Ch. 2 (Basic intonation patterns of Mandarin Chinese).]
32. 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.
33. 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.

34. Tseng, Shu-Chuan. 2005. Syllable contractions in a Mandarin conversational dialogue corpus. *International Journal of Corpus Linguistics* 10.1: 63-83.
35. Tseng, Shu-Chuan. 2005. Monosyllabic word merger in Mandarin. *Language Variation and Change* 17: 231–256.
36. Tsui, Tsz-Him and Marjorie K.M. Chan. 2015. Cantonese hip-hop songs and their linguistic devices for identity formation. In: Hong-yin Tao et al. (editors), *Proceedings of the 27<sup>th</sup> North American Conference on Chinese Linguistics (NACCL-27)*. Pages 166-176.
37. Wakefield, John. 2012. A floating tone discourse morpheme: The English equivalent of Cantonese *lo1*. *Lingua* 122.14: 1739-1762.
38. Wang, William S-Y. 1967. Phonological features of tone. *International Journal of American Linguistics* 33.2: 93-105.
39. 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.
40. Yang, Jing. 2021. Comparison of VOTs in Mandarin–English bilingual children and corresponding monolingual children and adults. *Second Language Research* 37.1.3–26.
41. Yuan, Jiahong and Mark Liberman. 2014. F0 declination in English and Mandarin Broadcast News Speech. *Speech Communication* 65: 67-74.
42. Zhang, Qing (2008). Rhotacization and the ‘Beijing Smooth Operator’: The social meaning of a linguistic variable. *Journal of Sociolinguistics* 12.2: 201-222.
43. Zhou, Dianfu (周殿福) and Zhongji Wu (吳宗濟), 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.
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. Brennan, Christine, Fan Cao, Nicole Pedroarena-Leal, Chris McNorgan, and James R. Booth. 2013. Reading acquisition reorganizes the phonological awareness network only in alphabetic writing systems. *Human Brain Mapping* 34: 3354-3368.
6. 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.)
7. Chan, Marjorie K.M. 1987. Tone and melody in Cantonese. *Proceedings of the Thirteenth Annual Meeting of the Berkeley Linguistics Society* 13: 26-37.

8. Chan, Marjorie K.M. 1987. Tone and melody interaction in Cantonese and Mandarin songs. *UCLA Working Papers in Phonetics* 68: 132-169.
9. Chan, Marjorie K.M. 1989. On the status of 'basic' tones. *Acta Linguistica Hafniensia* 21.2: 5-34.
10. 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.
11. 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.
12. 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.
13. Chan, Marjorie K.M. and Yuhan Lin. 2019. Chinese language and gender research. In: Chu-Ren Huang, Zhuo Jing-Schmidt, and Barbara Meisterernst (editors), *Routledge Handbook of Chinese Applied Linguistics*. Pages 165-181.
14. Chan, Marjorie K.M. and Hongmo Ren. 1987. Post-stopped nasals: An acoustic investigation. *UCLA Working Papers in Phonetics* 68: 120-131.
15. 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.
16. Chao, Yuen-Ren. 1948. The voiced velar fricative as an initial in Mandarin. *Le Maitre Phonétique* 89: 2-3.
17. Chao, Yuen Ren. 1968. *A Grammar of Spoken Chinese*. Berkeley: University of California Press.
18. 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.
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    - [Zhongguo Yuwen 《中国语文》](#) (info and searchable index at the Chinese Academy of Social Sciences' website)
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  - [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. The Center also provides a web page on plagiarism, giving a definition of plagiarism, together with a set of [Basic Citation Rules and Examples](#), including use of direct quotes versus paraphrasing, etc. 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](#), available online from OSU Libraries.
- [Student Resources for Compositions](#) and [Sources: Their Use and Acknowledgement](#) (Composition Center, Dartmouth College)

- [On-line Resources for Documenting Electronic Sources](#) (Online Writing Lab, Purdue University)
- [Journals available from Multilingual Matters](#). Online issues of e-journals that may or may not be subscribed by OSU/OhioLINK; e-journals include: *International Journal of Bilingual Education and Bilingualism*, *Current Issues in Language Planning*, *Current Issues in Language & Society*, *International Journal of Multilingualism*, *Journal of Multicultural Discourses*, *Journal of Multilingual and Multicultural Development*, *Language Awareness*, *Language and Intercultural Communication*, *Language Culture and Curriculum*, and *Language and Education*.
- [Journal Abstracts and Full-Text](#) (Blackwell Synergy Search Engine) Online search of articles from 873 leading journals published by Blackwell, including those in social and behavioral sciences, of which a subgroup is "language and linguistics". Access to abstracts and full-text (PDF files) also if OSU Libraries subscribes to a given e-journal.
- [Linguist List: Journal Index](#) (for some linguistic journals)
- [Phonological Representation Database for Mandarin Chinese Characters](#) (online searchable database with a large-scale phonological representation system for Mandarin Chinese monosyllables)
- Google:
  - [Google Scholar](#). Search Google Scholar for books and online articles.
  - [Google Book Search](#). Search for books by entering a keyword or phrase. Clicking on a book title provides some basic information about the book, and potentially a few snippets (i.e., a few sentences containing your keyword or phrase in context) or full pages, or the entire book, if it is out of copyright. A search can also be conducted within the original search to further refine the search. Explore the website for further features.
  - [Google Video](#). Search for videos and video excerpts.
- [OSU Office of Responsible Research Practices \(ORRP\)](#). The Institutional Review Board (IRB), administered under the ORRP, oversees research activities at OSU, including research involving [Human Subjects](#). "All research activities involving human subjects must be reviewed and approved by an IRB unless the Office of Responsible Research Practices prospectively determines that the research falls into a category of exemption established by federal regulation." The ORRP holds regular Workshops for faculty and graduate students, including those aimed specifically at students, such as workshops on "IRB Training for OSU Students." The website also has a page on News & Announcements, which has links to the online *Buck-IRB Newsletter*.
- [OSU Institute of Chinese Studies \(ICS\)](#). The ICS is "a center for scholarly research, student training, and public programming about the Chinese-speaking world for OSU faculty, students, the P-12 community, business and government, and members of the general public."
- [OSU East Asian Studies Center \(EASC\)](#). The Title VI NRC/FLAS East Asian Studies Center (EASC) at The Ohio State University's mission is "the broad dissemination of basic knowledge and advanced research on the cultures, languages, history, politics, and economies of East Asia."



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The image used as the course 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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