Chinese 5383: The Chinese Writing System

AUTUMN SEMESTER 2021

CHINESE 5383

The Chinese Writing System

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The Ohio State University
Columbus, OH 43210
U.S.A.

COURSE:	Chinese 5383. The Chinese Writing System
	Class No. & Credit Hours: 36918 G 3 credits
	Class No. & Credit Hours: 36919 U 3 credits
DAY & TIME	M 2:15 - 5:00 PM
PLACE:	062 Hagerty Hall (1775 College Road)
OFFICE HOURS:	F 2:00 - 3:30 p.m., or by appointment – via CarmenZoom
CONTACT INFO:	Office: 362 Hagerty Hall (1775 College Road)
	Tel: 624.292.3619 (Dept.: 292.5816)
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HOME PAGE:	http://u.osu.edu/chan.9/
COURSE PAGE:	http://u.osu.edu/chan.9/c5383/

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
<library.osu.edu> and OhioLINK can be retrieved directly from OSU Libraries' online catalog.
Additional readings will be made available during the semester.

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.)

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** (e.g., Weeks 14 through 16, the week of Thanksgiving break and the two 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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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 is a linguistic study of the Chinese writing system, covering the origin, classification, composition, and development of the Chinese script. Also covered are such related topics as language reform, dialect-writing, internet language, cultural and gender-linked aspects of the script, cognitive processing of Chinese characters, etc.

COURSE OJECTIVES & EXPECTED OUTCOMES

This course aims to provide students with an overview of the history and development of the Chinese writing system. The course forms the foundation for further pedagogical and/or linguistic research.

Students are expected at the end of the course to have acquired a basic understanding of the history and development of the Chinese script, together with knowledge of related topics, and be challenged to explore and research further on some of the topics that were covered in the course.

COURSE CONTENT

The course surveys topics of relevance to the Chinese writing system. It covers the origin, classification, and development of the Chinese script. The course also studies the history of language reform in China, including simplification and phoneticization. Other topics covered may include gender-linked issues, dialect-writing, hybridized Chinese-alphabetic loanwords, psycholinguistic studies on reading and the processing of Chinese characters, etc.

The course will be conducted through lectures combined with class discussions of assigned readings, individual and small-group assignments in class, and students' presentation of homework assignments and their individual final project.

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 MS Word (.docx) format in CarmenCanvas. Each homework assignment is about 9-10 pages double-spaced for grad students (and about 7-8 double-spaced pages for undergrads), not including examples, figures, references, etc.[1]. There is no penalty for longer essays. Be prepared to present your homework results—your findings and analyses—to the class during the semester. You will have the opportunity to revise your first homework assignment after receiving feedback from your instructor. (The revised homework is due any time before the deadline

for submitting the term paper.) If you have concerns about your homework (and other assignments, etc.), you are encouraged to make an appointment to discuss them with the instructor.

4. For the term paper project:
   o Turn in a one-page, double-spaced, term paper proposal with select references in Week 11. Submit a digital copy to the Assignment folder in CarmenCanvas.
   o Present an oral version of the term paper project at the end of the semester.[2]
   o Submit the term paper as an MS Word (doc(x) file (about 15 pages for graduate students, and about 12 pages for undergraduate students), double-spaced, not including examples, tables, figures, and references. There is no penalty for longer papers.[3]

5. Upload all assignments in digital format in CarmenCanvas under Chinese 5383.

[1] These may be a combination of research-supported reactions papers and corpus-based, or experimental-design-based, written responses to specific questions from the instructor based on the readings. The assignments should be submitted in in MS Word (.docx) format) in CarmenCanvas.

[2] Prepare a digital file in PowerPoint format for submission in CarmenCanvas, and for use in the class presentation. (Be sure to have a backup copy of the file handy, 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 MS Word (.docx) format in CarmenCanvas. (If some other digital format is used, be sure to discuss it in advance with the instructor.)

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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 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:

Class discussions/participation	15%
Homework assignments (3)	45%
Final project (all phases)	40%

	100%

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SCHEDULE

Classes are held on Mondays, beginning in Week 2, with each class day subdivided into two parts.
This is a preliminary schedule. Reading selections may be modified when the semester begins.

WEEK 2. BACKGROUND	
8/30 Part 1. Orientation and Introduction • Course introduction, CarmenCanvas course management system, etc. • Lecture on Writing Systems of the World	**Part 2. In-class Reading & Discussions** • In-class reading and discussion: - Chan (2003); Chen (1999), Ch. 8; selections from Gu (2009); etc. • Discussion: Chinese characters & some basics in Chinese computing - *Wenlin* & other software, traditional vs. simplified characters, Unicode (Unicode 13.0.0; Unihan database) & other encoding systems (e.g., Guobiao (国标), Big5 (大五碼), HKSCS, etc.), fonts, input methods, etc.

WEEK 3. LABOR DAY	
9/6 • *No class*	

WEEK 4. ORIGINS & DEVELOPMENT OF THE CHINESE SCRIPT	
9/13 Part 1. Reading • Norman (1988), Ch. 3	**Part 2.** *cont'd*

WEEK 5. CLASSIFICATION OF CHINESE CHARACTERS	
9/20 Part 1. Reading • Qiu (2000), Ch. 6	**Part 2.** *cont'd*

WEEK 6. PHONETIC & SEMANTIC LOANS	
9/27 Part 1. Reading • Li (2000)	**Part 2. Reading** • Handel (2019) Due: Homework Assignment 1.

WEEK 7. SCRIPT REFORM: SIMPLIFICATION	
10/4 Part 1. Reading • Chen (1999), Ch. 9	**Part 2. Reading** • Zhao & Baldauf (2008), Ch. 1

WEEK 8. SCRIPT REFORM: PHONETICIZATION & DIGRAPHIA	
10/11 Part 1. Reading • Chen (1999), Ch. 10	**Part 2. Reading** • P. Su (2001)

WEEK 9. LANGUAGE, CULTURE & THE SEMANTIC COMPONENT	
10/18 Part 1. Reading • T'sou (1981) • Chan & Lin (2019) – *read the subsection on gender & script*	**Part 2. Class Discussion & Exploration of the 214 Semantic Radicals** • Serruys (1984) – *skim for reference* Due: Homework Assignment 2.

WEEK 10. THE ART OF PUNNING	
10/25 Part 1. Reading • Li & Costa (2009)	**Part 2.** • Chan (forthcoming)

WEEK 11. DIALECT WRITING

11/1 Part 1. Readings:	Part 2. Reading
• Chen (1999), Ch. 7 Due: One-page project proposal and select references.	• Snow (1993) • Suppl. Readings: Klöter (2005), Bauer (2018), Snow et al. (2018a, 2018b), Chan (in press)

WEEK 12. DEVIANT WRITING & THE INTERNET

11/8 Part 1. Reading	Part 2. Reading
• Liu (2011)	• Li & Zhu (2019) Due: Homework Assignment 3.

WEEK 13. READING: EYE MOVEMENT & COGNTIVE PROCESSES

11/15 Part 1. Reading	Part 2. Reading
• Feng (2006)	• Packard (2021)

WEEK 14. WOMEN'S SCRIPT: Nüshu (女書/女书)

11/22 Part 1. Reading (via CarmenZoom)	Part 2. Other activities (via CarmenZoom)
• Zhao (1998) • Idema (2011), Part I	• Graduating students' presentations • Documentary clips, etc.

WEEK 15. STUDENT PRESENTATIONS

11/29 Student Presentations (via CarmenZoom	*cont'd*

<table>
<tr><td colspan="2">WEEK 16. LAST DAY OF CLASS</td></tr>
<tr>
<td>12/6 Student Presentations (via CarmenZoom)

Graduating students:
. Term Paper due today at 9:00 p.m.</td>
<td>Part 2. Other activities (via CarmenZoom)

Rest of the class:
. Term Paper due on 12/10 (F) at 9:00 p.m.</td>
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READINGS

1. Bauer, Robert S. 2018. Cantonese as written language in Hong Kong. *Global Chinese* 4.1: 103-142.

2. Chan, Marjorie K.M. (in press). Vernacular Written Cantonese in the twentieth century: The role of Cantonese opera in its growth and spread. In: *Studies in Colloquial Chinese*, edited by Richard VanNess Simmons. Hong Kong: Hong Kong University Press.

3. Chan, Marjorie K.M. (forthcoming). *My Unfair Lady*: Gender, *sajiao* and humour in a Hong Kong TV series. In: *Humour in Asian Cultures: Tradition and Context*, edited by Jessica Milner Davis. Singapore: Routledge. [Excerpt: First portion of the article dealing with punning.]

4. Chan, Thomas A. 2003. Character sets and characters: The basis of Chinese language computing. *Journal of the Chinese Language Teachers Association* 38.2: 87-108.

5. Chen, Ping. 1999. *Modern Chinese: History and Sociolinguistics.* Cambridge, UK: Cambridge University Press.

    Excerpts:

    Chapter 7.   Dialect writing
    Chapter 8.   Basic features of the Chinese writing system
    Chapter 9.   Simplification of the traditional writing system
    Chapter 10.   Phoneticization of Chinese

6. Feng, Gary. 2006. Eye movement in Chinese reading: Basic processes and crosslinguistic differences. 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 187-194.

7. Gu, Baotong. 2009. *From Oracle Bones to Computers: The Emergence of Writing Technologies in China.* Anderson, SC: Parlor Press. [Web e-book]

    URL: https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/detail.action?docID=3440408

    Excerpts:
    Chapter 5.   Early forms of pen, ink, and paper
    Chapter 7.   Block printing and moveable type
    Chapter 8.   The Chinese typewriter

8. Handel, Zev J. 2019. *Sinography: The Borrowing and Adaptation of the Chinese Script.* Leiden & Boston: Brill. [Excerpt: Chapter 2. Chinese Writing]
    OSU web e-book: https://library.ohio-state.edu/record=b8646996

9. Idema, Wilt L. 2011. *Heroines of Jiangyong: Chinese Narrative Ballads in Women's Script.* Seattle: University of Washington Press. Project MUSE. (Excerpt: Part I: Moral Tracts. Pages 25-40.)
    URL: http://muse.jhu.edu.proxy.lib.ohio-state.edu/books/9780295800110

10. Klöter, Henning. 2005. *Written Taiwanese.* Harrassowitz Verlag: Wiesbaden. [Excerpt: Chapter 5. "Contemporary Written Taiwanese," pages 187-249.]

11. Li, David C.S. 2000. Phonetic borrowing: Key to the vitality of written Cantonese in Hong Kong. *Written Language and Literacy* 3.2: 199-233.

12. Li, C. D. S. and V. Costa. 2009. Punning in Hong Kong Chinese media: Forms and functions. *Journal of Chinese Linguistics* 37.1: 77-107.

13. Li, Wei and Hua Zhu. 2019. Tranßcripting: Playful subversion with Chinese characters. *International Journal of Multilingualism* 16.2: 145-161.

14. Liu, Jin. 2011. Deviant writing and youth identity: Representation of dialects with Chinese characters on the internet. *Chinese Language and Discourse* 2.1: 58-79.

15. Norman, Jerry. 1988. *Chinese.* Cambridge U. Press. [Excerpt: Chapter 3. The Chinese script)]

16. Packard, Jerome L. 2021. *A Social View on the Chinese Language.* New York, NY: Peter Lang Inc., International Academic Publishers. [Excerpt: Chapter 6. Chinese Language and the Brain] URL: https://library.ohio-state.edu/record=b9329921

17. Qiu, Xigui (裘錫圭). 2000. *Chinese Writing* (文字學概要). Translated by Gilbert L. Mattos and Jerry Norman. [= Early China Special Monograph Series No. 4] Berkeley: The Society for the Study of Early China and the Institute of East Asian Studies. [Excerpt: Chapter 6. The classification of Chinese characters]

18. Serruys, Paul L-M. 1984. On the system of the *pu shou* in the *Shuo-wen Chieh-tzu. Bulletin of the Institute of History and Philology* 55: 651-754.

19. Snow, Donald. 1993. Chinese dialect as written language: The cases of Taiwanese and Cantonese. *Journal of Asian Pacific Communication* 4.1: 15-30.

20. Snow, Donald, Zhou Xiayun and Shen Senyao. 2018. A short history of written Wu, Part I. Written Suzhounese. *Global Chinese* 4.1: 143-166.

21. Snow, Donald, Zhou Xiayun and Shen Senyao. 2018. A short history of written Wu, Part II. Written Shanghainese. *Global Chinese* 4.2: 217-246.

22. Su, Peicheng. 2001. Digraphia: A strategy for Chinese characters for the twenty-first century. *International Journal of the Sociology of Language* 150: 109-124.

23. T'sou, Benjamin K.Y. 1981. A sociolinguistic analysis of the logographic writing system of Chinese. *Journal of Chinese Linguistics* 9.1: 1-19.

24. Tzeng, Ovid J.L. 2002. Current issues in learning to read Chinese. In: *Chinese Children's Reading Acquisition: Theoretical and Pedagogical Issues.* Edited by Wenling Li, Janet S. Gaffney, and Jerome L. Packard. Boston, Dordrecht, and London: Kluwer Academic Publishers. Pages 3-15.

25. Zhao, Liming. 1998. Nüshu: Chinese women's characters. *International Journal of the Sociology of Language* 129: 127-137.

26. Zhao, Shouhui and Richard B. Baldauf, Jr. 2008. *Planning Chinese Characters: Reaction, Evolution or Revolution?* Dordrecht: Springer. (Excerpt: Chapter 1. Simplification) [OSU web e-book] URL: https://library.ohio-state.edu/record=b6568482
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SOME SUPPLEMENTARY READINGS AND REFERENCES

1. Boltz, William G. 1986. Early Chinese writing. *World Archaeology* 17.3:420-436.

2. Boltz, William G. 2003. *The Origin and Early Development of the Chinese Writing System.* New Haven, Connecticut: American Oriental Society. (Note: First published in 1994 in hardcover, with the paperback edition published in 2003 containing minor corrections and a new preface.)

3. Boltz, William G. 1996. Early Chinese Writing. In: *The World's Writing Systems*. Edited by Peter T. Daniels and William Bright. New York: Oxford University Press. Pages 191-199.

4. Boltz, William G. 1999. Language and writing. In: *The Cambridge History of Ancient China: From the Origins of Civilization to 221 B.C.* Edited by Michael Loewe and Edward L. Shaughnessy. New York, NY: Cambridge University Press. Pages 74-123. [Excerpt: Section on "The Chinese Script," pages 106-123]

5. Button, Christopher. 2010. *Phonetic Ambiguity in the Chinese Script: A Palaeographical & Phonological Analysis.* München: Lincom Europa.

6. Ceccagno, Antonella. 2006. Gender in Chinese and new writing technologies. In: *Gender, Language and New Literacy.* Edited by Eva-Maria Thüne, Simona Leonardi, and Carla Bazzanella. London: Continuum. Pages 213-230.

7. Chan, Marjorie K.M. 1998. Gender differences in the Chinese language: A preliminary report. *Proceedings of the Ninth North American Conference on Chinese Linguistics* (NACCL-9) Two volumes, edited by Hua Lin. Los Angeles: GSIL Publications, University of California. Volume 2, pages 35-52.

8. 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

9. Chan, Marjorie K.M. 2005. Cantonese opera and the growth and spread of vernacular written Cantonese in the twentieth century. *Proceedings of the Seventeenth North American Conference on Chinese Linguistics* (NACCL-17), edited by Qian Gao. Los Angeles: GSIL Publications, University of Southern California. Pages 1-18

10. Chan, Marjorie K.M. and Baozhang He. 1988. A study of the one thousand most frequently used characters. *Journal of the Chinese Language Teachers Association* 23.3: 49-68.

11. Chan, Marjorie K.M. and Yuhan Lin. 2019. Chinese language and gender research. In: Chu-Ren Huang, Zhuo Jing-Schmidt, and Barbara Meisterernst (eds.), *Routledge Handbook of Chinese Applied Linguistics.* London & New York: Routledge. Pages 165-181.

12. Chan, Thomas. 2001. *Orthographic Change: Yue (Cantonese) Chinese Dialect Characters in the Nineteenth and Twentieth Centuries.* M.A. thesis, Ohio State University.

13. Chang, Nien-chuang T. 1981. The devising and adoption of the Chinese phonetic symbols (zhuyin fuhao). In: *Towards a History of Phonetics*. Edited by R.E. Asher and Eugenie J.A. Henderson. Edinburgh: Edinburgh University Press. Pages 141-160.

14. Chao, Yuen Ren. 1940. A note on an early logographic theory of Chinese writing. *Harvard Journal of Asiatic Studies* 5.2: 189-191.

15. Chao, Yuen Ren. 1968. *A Grammar of Spoken Chinese.* Berkeley: University of California Press.

16. Chen, Ping. 1999. *Modern Chinese: History and Sociolinguistics.* Cambridge, UK: Cambridge University Press.

17. Cheng, W. K. 2001. Enlightenment and unity: Language reformism in late Qing China. *Modern Asian Studies* 35.2:469-493.

18. Chiang, William Wei. 1995. *We Two Know the Script, We Have Become Good Friends: Linguistic and Social Aspects of the Women's Script Literacy in Southern Hunan, China.* Lanham: University Press of America.

19. Coulmas, Florian. 1989. *The Writing Systems of the World.* Oxford, UK: Basil Blackwell. (Part 1 (Chapers 1-3) provides theoretical perspectives; Part 2 deals with various writing systems, e.g., Chapter 6 is on the Chinese writing system, and Chapter 7 is on the adoption of the Chinese script for other East Asian languages.)

20. Coulmas, Florian. 1996. *The Blackwell Encyclopedia of Writing Systems.* Oxford, UK and Cambridge, MA: Blackwell Publishers. (First published in paperback, 1999.)

21. DeFrancis, John. 1984. *The Chinese Language: Fact and Fantasy.* Honolulu: University of Hawaii Press.

22. DeFrancis, John. 1989. *Visible Speech: The Diverse Oneness of Writing Systems.* Honolulu: University of Hawaii Press.

23. DeFrancis, John. 2002. The ideographic myth. In: Erbaugh (2002), Chapter 1, pages 1-20.

24. DeFrancis, John. 2006. The prospects for Chinese writing reform. *Sino-Platonic Papers* 171 (June 2006). Pages 1-26. {Note: Freely-downloadable from Sino-Platonic Papers as a PDF file.)

25. Erbaugh, Mary S., ed. 2002. *Difficult Characters: Interdisciplinary Studies of Chinese and Japanese Writing.* Columbus, OH: National East Asian Language Resource Center, Ohio State University.

26. Erbaugh, Mary S. 2002. How the ideographic myth alienates Asian Studies from Psychology and Linguistics. In: Erbaugh (2002), Chapter 2, pages 21-51.

27. Ettner, Charles. 2002. In Chinese, men and women are equal - or - women and men are equal? In: *Gender Across Languages: The Linguistic Representation of Women and Men.* Edited by Marlis Hellinger and Hadumod Bussmann. Volume 2. Amsterdam and Philadelphia: John Benjamins Pub. Co. Pages 29-55.

28. Gao, Liwei. 2008. Language change in progress: Evidence from Computer-Mediated Communication. In: *Proceedings of the 20th North American Conference on Chinese Linguistics (NACCL-20).* Edited by Marjorie K.M. Chan and Hana Kang .Volume 1. Columbus, Ohio: The Ohio State University. Pages 361-377.
URL: http://naccl.osu.edu/sites/naccl.osu.edu/files/19_gao_l.pdf

29. Gao, Liwei and Rajeshwari Pandharipande. 2006. The pragmatics of English use in bilingual advertising. *CLS 39, Volume 1: Papers from the 39th Meeting of the Chicago Linguistic Society.* Chicago: CLS Publications.

30. Gunn, Eward M. 2006. *Rendering the Regional: Local Language in Contemporary Chinese Media.* Honolulu: University of Hawai'i Press.

31. Hanley, J. Richard, Ovid Tzeng, and H.-S. Huang. 1999. Learning to read Chinese. In: *Learning to Read and Write: A Cross-Linguistic Perspective.* Edited by Margaret Harris and Giyoo Hatano. Cambridge, U.K./New York: Cambridge University Press. Pages. 173-195.

32. Hannas, William C. 1997. *Asia's Orthographic Dilemma.* (With a foreword by John DeFrancis.) Honolulu: University of Hawaii Press.

33. Hansell, Mark. 2002. Functional answers to structural problems in thinking about writing. In: Erbaugh (2002), Chapter 7, pages 124-176.

34. 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.

35. Karlgren, Bernhard. 1923. *Analytic Dictionary of Chinese and Sino-Japanese.* by Bernhard Karlgren Paris: P. Geuthner. (Reprints include: Chengwen Pub. Co., Taiwan in 1966; Dover Publications, New York, in 1974; and Asea Munhwasa, Soul T'ukpy'olsi (with Korean introduction), in 1975.)

36. Karlgren, Bernhard. 1940. *Grammata Serica: Script and Phonetics in Chinese and Sino-Japanese.* Taipei: Ch'eng-Wen Pub. Co. (Reprinted from the Bulletin of the Museum of Far Eastern Antiquities, Stockholm, no. 12, 1940.)

37. Karlgren, Bernhard. 1957. *Grammata Serica Recensa.* Stockholm: Museum of Far Eastern Antiquities. (Reprinted from The Museum of Far Eastern Antiquities, Stockholm. Bulletin Number 29, 1957.)

38. Keightley, David N. 1989. The origins of writing in China: Scripts and cultural contexts. In: *The Origins of Writing.* Edited by Wayne M. Senner. Lincoln and London: University of Nebraska Press. Pages 171-202.

39. Logan, Robert K. 1986. *The Alphabet Effect: The Impact of the Phonetic Alphabet on the Development of Western Civilization.* New York: William Morrow & Co., Inc.
(Passages from the book include: "Chinese writing has evolved so little from its pictographic origins that contemporary Chinese are able to read texts 3,500 years old." (p.43).)

40. Mair, Victor H. 1996. Modern Chinese Writing. In: *The World's Writing Systems*. Edited by Peter T. Daniels and William Bright. New York: Oxford University Press. Pages 200-208.

41. Mair, Victor H. 2002. Sound and meaning in the history of characters: Views of China's earliest script reformers. In: Erbaugh (2002), Chapter 6, pages 105-123.

42. McCawley, James D. 1984. *The Eater's Guide to Chinese Characters.* Chicago and London: U. of Chicago Press.

43. Mullaney, Thomas S. 2017. *The Chinese Typewriter: A History.* Cambridge, MA: The MIT Press.

44. Nakanishi, Akira. 1980. *Writing Systems of the World: Alphabets, Syllabaries, Pictograms.* Rutland; Tokyo: C.E. Tuttle.

45. Packard, Jerome L., Wenling Li, and Janet S. Gaffney (eds.) 2002. *Chinese Children's Reading Acquisition: Theoretical and Pedagogical Issues.* Boston: Kluwer Academic Publishers.

46. Perfetti, Charles A. and Ying Liu. 2006. Reading Chinese characters: Orthography, phonology, meaning, and the Lexical Constituency Model. 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 225-236.

47. Qian, Gaoyin, David Reinking, and Ronglan Yang. 1994. The effects of character complexity on recognizing Chinese characters. *Contemporary Educational Psychology* 19:155-166.

48. Ramsey, S. Robert. 1987. *The Languages of China.* Princeton: Princeton U. Press. (Chapters 1 and 8 concern writing and language reform.)

49. Sampson, Geoffrey. 1985. *Writing Systems: A Linguistic Introduction.* Stanford: Stanford U. Press. (Chapter 8 is on "A logographic system: Chinese writing.")

50. Sergent, Wallace. 1990. *A Study of the Oral Reading Strategies of Advanced and Highly Advanced Second Language Readers of Chinese.* Ph.D. dissertation, Ohio State University.

51. Snow, Donald. 2010. Hong Kong and modern diglossia. *International Journal of the Sociology of Language* 206: 155-179.

52. 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.

53. 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.

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(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.)

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(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."

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   .... more to be added ...

   Also see OSU Libraries' collection of works on Xu Shen's *Shuowen Jiezi*, and OSU Libraries' online catalogue subject searches for Chinese characters -- History and Chinese language -- Writing, etc., for publications in Chinese, English, French, Japanese, and other languages.

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 chararcters 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* in 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>*. 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 ...

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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 of Some Chinese Linguistics Journals:

    a. [Fangyan 方言](#) (Dialect) -- Online Index (1979-1998, arranged by author, following Pinyin romanization) — DOC file (1979 - 2003.3, arranged chronologically – no longer available online) (Also see CNKI.COM's online database for 方言, for browsing the table of contents for each separate issue of the journal. Also check out CAOD below, for online access through OhioLINK to many digital versions of journals, including *Fangyan 方言*.)

    b. *Journal of Chinese Linguistics* -- [JCL Index of Articles](#) (1973-).

    c. *Journal of the Chinese Language Teachers Association* -- [JCLTA Index Online](#) (1966- ; searchable index). Note: The journal has in recent years been renamed *Chinese as a Second Language* (漢語教學研究—美國中文教師學會學報)

    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. Also check out CAOD below, for online access through OhioLINK to many digital versions of journals, including *Zhongguo Yuwen* 中国语文.

  - [Chinese Studies Resources at OSU Libraries](#). Ohio State has an extensive Chinese-language collection of books and periodicals to support teaching and research, as well as multimedia materials.

  - Hardcopy Chinese-language linguistics journal titles subscribed by OSU Libraries include:

    a. Fangyan 方言. PL1501 .F33 (quarterly)
    b. Han zi wen hua 漢字文化. PL1281 .H365 (quarterly)
    c. Hanyu xuexi 汉语学习. PL1004 .H35 (bimonthly)
    d. Yuwen jiaoxue tongxun 语文教学通讯. PL1004 .Y74 (monthly)
    e. Yu wen jian she tong xun 語文建設通訊 (Hong Kong). PL1175 .A1 H35Y8 (quarterly)
    f. Yuwen xuexi 语文学习 (Renmin Jiaoyu Chubanshe). PL1004 .Y8 (monthly; 1954-1959,2004)
    g. Yuwen xuexi 语文学习 (Shanghai Shifan Daxue) PL1004 Y824 (monthly)
    h. Yuwenyuekan 语文月刊. PL1004 .Y8267 (monthly)
    i. Zhongguo yu wen 中国语文 (Renmin Jiaoyu Chubanshe) PL1004 .C44 (bimonthly)
    j. Zhongguo yu wen 中國語文 (Taipei, Taiwan) PL1004 .C5 (monthly)
    k. Zhongguo yu wen tong xun 中國語文通訊. PL1004 .C57 (bimonthly)

  - [ISTOR](#) – Depository for back issues of various 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.

- [Linguist List: Master Index of LINGUIST Issues](). Browse by year and month, or by topic for some linguistic journals, as well as book reviews, etc. The site also has a Google search engine.

- 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." In addition, all investigators and key personnel who participate in the design, conduct, or reporting of human subjects research (including exempt research) must be appropriately trained in the protection of human subjects. The ORRP holds regular workshops for faculty and graduate students, including those aimed specifically at students.

- [OSU College of Arts and Sciences](). Information on undergraduate / graduate student funding opportunities, faculty, departments and units in the College, etc.

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