

CHN 480/ 580 Chinese Linguistics
11569/11575

Fall 2014

Time: M/W 10:00-11:20 AM
Location: 132 GSH
Professor: Zhuo Jing-Schmidt
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Office Hours: T/R 10-11:30 AM and by appointment
Office: Friendly 318

Course Description

This course is designed for undergraduate and graduate students who wish to gain a deeper understanding of the Chinese language(s) from a linguistic perspective. Set in an explanatory framework based on functional cognitive linguistics, this course is intended to benefit literature oriented student, students interested in Chinese language pedagogy, and general linguistics students. It will also help learners of Mandarin Chinese as a foreign language to better understand why the language is the way it is, and to develop metalinguistic awareness that is valuable for language acquisition.

The primary goal of this general introductory course is to introduce students to various linguistic levels of Chinese, primarily the modern standard variety – Mandarin, but also its numerous regional varieties, and to provide a brief description of its history, as well as a large picture of its sociolinguistic status. Specific topics include phonetics, phonology and tones, morphology and word formation, word order and information structure, grammatical constructions, semantics, and pragmatics of Modern Mandarin; the Chinese script; dialectology and sociolinguistics. The relationship between language structure, culture, and cognition will also be a salient theme. Students will learn basic concepts and methodologies of linguistics analysis for the purpose of describing and analyzing linguistic data. By the end of the course, students are expected to (1) understand the basic linguistic categories and properties of Mandarin Chinese, (2) be able to use linguistic concepts to describe language phenomena in Mandarin Chinese (3) have basic knowledge of the history, regional varieties of Chinese, and sociolinguistic issues. Graduate students are subject to additional requirements, and will be given additional readings and assignments and extra questions in homework and exams. The working language in this class is English and fluency in Chinese is not required.

Course Materials

Books

- Sun, Chao-Fen. 2006. *Chinese: A Linguistic Introduction*. Cambridge University Press. (available on amazon.com)
- Li, Charles N. & Sandra Thompson. 1981. *Mandarin Chinese: A Functional Reference Grammar*. University of California Press. (available at Duckstore & amazon.com)

Additional readings (*for graduate students) are available on Blackboard as PDF files.

- Ahrens, Kathleen. 1994. "Classifier production in normals and aphasics," *Journal of Chinese Linguistics* 22, 203-247.
- Blum, Susan. 1997. "Naming practices and the power of words in China." *Language in Society* 26(3), 357-379.
- Boroditsky, L. 2001. "Does language shape thought?: Mandarin and English speakers' conceptions of time." *Cognitive Psychology*, 43, 1-22.
- Chen, S. & C. Wiltshire. 2013. Tone realization in younger versus older speakers of Nanjing dialect. In Z. Jing-Schmidt (ed.) *Increased Empiricism: Recent Advances in Chinese Linguistics*. Amsterdam/Philadelphia: John Benjamins.
- DeLancey, S. 2013. The Origins of Sinitic. In Z. Jing-Schmidt (ed.) *Increased Empiricism: Recent Advances in Chinese Linguistics*. Amsterdam/Philadelphia: John Benjamins.
- Erbaugh, Mary. 2013. Classifier choices in discourse. In Z. Jing-Schmidt (ed.) *Increased Empiricism: Recent Advances in Chinese Linguistics*. Amsterdam/Philadelphia: John Benjamins.
- Hu, Minglang. 1991. Feminine accent in the Beijing vernacular: A sociolinguistic study. *JCLTA* 26(1), 49-54.
- Jing-Schmidt, Z. 2012. Maternal affect input in mother-child interaction: A cross-cultural perspective. *Chinese Language and Discourse* 3(1), 57-89.
- Jing-Schmidt, Z. (Forthcoming). Mapping from the mechanical and the familial to the sociopolitical: Metaphor in Chinese. In Chan Sin-Wai & James Minnett (eds), *The Routledge Encyclopedia of the Chinese Language*. London: Routledge.
- Lee, J-Y. et al. 2006. The temporal signature of semantic and phonological activations for Chinese sublexical processing. *Brain Research* 1121, 150-159.
- *Liu, L.G. 1985. "Reasoning counterfactually in Chinese: Are there any obstacles?" *Cognition* 21, 239-270.
- Packard, J. 2000. *The Morphology of Chinese*. Cambridge University Press.
- 2.2 The Chinese concept of "word".
- 2.3 How we will define "word" in Chinese.
- *Ross, M., Xun, W-Q. E., & Wilson, A. E. 2002. Language and the bicultural self. *Personality and Social Psychology Bulletin*, 28, 1040-1050.
- *Tao, L., & Healy, A. F. 2005. Zero Anaphora: transfer of reference tracking strategies from Chinese into English. *Journal of Psycholinguistic Research* 34, 2, 99-131.
- *Tardif, T., Gelman, S. A., & Xu, F. 1999. Putting the "noun bias" in context: A comparison of English and Mandarin. *Child Development*, 70, 620-635.
- *Wiener, S. & Yating Shih. 2013. Evaluating the emergence of [v] in modern spoken Mandarin. In Z. Jing-Schmidt (ed.) *Increased Empiricism: Recent Advances in Chinese Linguistics*. Amsterdam/Philadelphia: John Benjamins.
- Zhang, Qing. 2005. "A Chinese yuppie in Beijing: Phonological variation and the construction of a new professional identity." *Language in Society* 34, 431-466.

Grading

- Attendance and participation 10%
- Daily quiz 20%
- Midterm 20%
- 4 Homework sets 20%
- Comprehensive final exam 30% **Or**
- Term paper 30% (an option in lieu of the final exam)
 - Outline and bibliography (due week 4) 5%
 - Introduction and Data and Methods (due week 6) 5%
 - Analysis (due week 8) 10%

- Full paper (due Dec. 6) 10%

Blackboard (BB)

Blackboard is an important part of this course, as it provides homework assignments, grades, additional reading materials (for graduate students), and important announcements about the course etc. Make sure you have access to the page for this course at <https://blackboard.uoregon.edu/>.

Attendance and participation (10%)

Students are expected to attend all class meetings, and to actively participate in discussions.

Reading assignments

Prepare the reading assignments and write questions for discussion before each lecture.

Homework (20%)

There will be 4 homework assignments to be downloaded under Blackboard. Please pay attention to the due dates listed in the weekly schedule table. Late assignments will be marked down 10% for each day of delay. Graduate students will be assigned additional questions to their additional readings. All homework assignments are to be turned in in class as hard copies on the due date.

Daily review quizzes (20%)

There will be a quiz at the beginning of each class except for the 1st week. The purpose of the quiz is to briefly review the materials covered in the previous class and to reward careful reading of the materials. Students will be graded for each quiz. The average of all quizzes (save the two lowest scores) counts for 20% of your course grade. No missed quiz can be made up.

Midterm (20%)

The midterm will be scheduled in the sixth week. Review daily quizzes and homework assignments for preparation of the exam. No early or late exam will be scheduled.

Final exam (30%)

The final exam will cover the materials taught throughout the whole term. Review all quizzes, homework assignments and the midterm for preparation. No early or late exam will be scheduled.

Term paper (30%)

In lieu of the final exam, students may write a term paper on a topic of your own choice (talk to the professor about your choice no later than week 3-Monday). The paper should focus on a specific linguistic phenomenon in Chinese, standard Mandarin or a regional variety. Alternatively, you can compare and contrast Mandarin Chinese with a regional variety (e.g. Min/Cantonese/Hakka etc.) or with another language (e.g. Japanese/Korean/English etc.) with respect to a particular linguistic phenomenon. The paper should (1) include a comprehensive and critical literature review (2) be based on authentic language data (3) provide a fine-grained analysis of data using quantitative or qualitative methods and (4) state how the results contribute to the understanding of the phenomenon and what implications they have. The paper should be 4000-5000 words in length including bibliography for graduate students, and 2500-3500 words for undergraduates. Consult MLA or APA standards for citation and formatting.

- Submit your topic, outline of paper, and bibliography by the end of week 4. (5%)
- Submit a draft of (1) Introduction and (2) Data and methods by the end of week 6. (5%)
- Submit a draft of (1) Hypothesis and (2) Analysis and (3) Results by the end of week 8. (10%)
- Submit the full paper by 5PM, Tuesday 12/06. (10%)
- All submissions should be made online through Blackboard "SafeAssign".

Students with disabilities

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu.

Academic honesty

Academic honesty is crucial. All work submitted in this class must be your own. All material (text, images, and ideas) that is not your own creation should be cited appropriately. Failing to cite your sources is considered plagiarism.

For more information, consult

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>.

Tentative weekly schedule

Time		Content	Readings	Homework
Week 1	9/29	Course overview Introduction	Sun: Introduction	
	10/1	Historical background	Sun: CH1 DeLancey 2013	
Week 2	10/6	The Chinese word	Packard 2000, 2.2-2.3 Sun: CH3	
	10/8	The Chinese word:	Sun: CH4	
Week 3	10/13	The sounds of Chinese: Phonetics and phonology	Sun: CH2 Li & Thompson 1.2	Homework 1 due
	10/15	The Chinese script	Sun: CH 5 Lee et al. 2006	
Week 4	10/20	Syntax I	Li & Thompson: 4/17	
	10/22	Syntax II	Li & Thompson: 15/16	TP: Outline/biblio. due
Week 5	10/27	Syntax III	Li & Thompson: 6/*7/12	Homework 2 due
	10/29	Syntax IV	Li & Thompson: 18/24	
Week 6	11/3	Syntax V	Li & Thompson: 19/20	TP: Intro-data due
	11/5	Midterm		
Week 7	11/10	The study of language use: Chinese pragmatics	Erbaugh (2013) Jing-Schmidt (Ms.)	
	11/12	Typology and implications for TCFL	Li & Thompson 21 *Tao & Healy 2005	Homework 3 due
Week 8	11/17	Language & culture	Sun: Ch 6 *Ross 2002	
	11/19	Language and socialization	Jing-Schmidt 2012 Blum 1997	TP: Analysis due
Week 9	11/24	Language and cognition	Ahrens 1994 Borodytsky 2001 *Liu 1985	
	11/26	Sociolinguistics	Hu 1991 *Wiener & Shi 2013	
Week 10	12/1	Sociolinguistics	Zhang 2005 *Chen & Wiltshire 2013	Homework 4 due
	12/3	Review		
Finals	12/9	TUES. 10:15 AM Final exam		*Full paper due

Readings marked with * are required of graduate students, although undergraduate students are encouraged to read them.

Have a successful term!