Japanese 350  

Introduction to Japanese Linguistics  

Fall 2015

Section 1, MWF 9:30–10:20AM, Kuykendall 310

Stewart Curry—scurry@hawaii.edu—956-2080—Moore 368—office hours MWF 10:30–11 and T 12:30–1

Course Description

Japanese 350 is an introduction to Japanese linguistics. Linguistics is the scientific study of human language. The goal of the course is to introduce some of the basic concepts and tools used in the linguistic description and analysis of the Japanese language. As such, this class may be of interest to students of Japanese language, second language studies, anthropology, (general) linguistics, and Asian studies. Potential students are invited to review the list of daily SLOs to get an idea of course content. In addition to phonetics (sounds of language), phonology (sound systems), morphology (word structure), syntax (sentence grammar), and semantics (meaning), brief consideration will also be given to the Japanese writing system and to historical linguistics (the eight vowel system of Old Japanese). This course is not a language skills course—it will not serve to improve your Japanese speaking/listening/reading/writing (although it may enlighten you regarding certain nuances of grammar). It is an introductory course in the science of linguistics with the Japanese language as the object of study.

Prerequisites

Japanese 302 (or instructor approval) is required. Japanese 350 is a class about Japanese linguistics and will be conducted in English. Students with prior language experience (native speakers) may be able to use JPN 350 credits to apply for 16 units of “back credit”. A semester grade of C (not C–) or better is required. Consult with the EALL undergraduate advisor (Todd Ashida, Moore 378) about back credit, major, minor, or certificate programs. If you are a first-language speaker of Japanese, contact the instructor for a prerequisite override that will allow you to register for the course.

Text


Page numbers cited in homework and lectures are from the 2007 and 2010 editions. Used copies of these two editions are available at amazon.com, ebay.com, and half.com (starting at $0.74 for the 8th edition, as of 12 August 2015). There is no need to purchase the latest (10th) edition from the UHM Bookstore. Editions earlier than the 8th will provide in general the same information as the specified editions, but the page numbers will not line up well with references in homework and lectures.

Assessment

Regular assessment provides timely feedback to students and to the instructor about student learning, student needs, and instructional effectiveness. Various evaluative formats will be used, including multiple choice, matching, identification and definition, as well as short responses. In addition, there will also be sets of language data for analysis.

Assessment will be based on the set of SLOs (Student Learning Outcomes) for each class meeting. There will be three forms of graded assessment: 1) around 40 daily quizzes (25% of the semester grade), 2) three session exams (50% of the semester grade), and 3) a comprehensive final exam (25% of semester grade). At the end of each class meeting, there will be a daily quiz based on the homework, reading, and class discussion. The purpose of the daily homework assignment is to prepare you for the class lecture and discussion, but the homework itself is not collected or graded. Groups of three or four students will be asked to present their responses for each homework question. The class discussion will consist of this homework review, your questions, and additional examples. Study guides will be available two class sessions before exams. The use of electronic dictionaries is not permitted during written testing (quizzes and exams).

Grading

Current university policy allows the reporting of plus (+) and minus (−) letter grades. However, the university has not adopted a uniform method for converting percentage grades to plus and minus letter grades. Therefore, to avoid confusion, no plus or minus grades will be given for this section of JPN350. Quiz and exam scores will be determined and recorded on a percentage basis (10-point quizzes and 100-point exams). There is no “class curve” and no fixed number of As, Bs, Cs, Ds, and Fs. At the end of the term, grades will be assigned as shown below. The final average will be rounded off to the nearest whole point: e.g., 79.4 is rounded to 79 (a C) and 79.5 to 80 (a B).

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<thead>
<tr>
<th>Proportion</th>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>50%</td>
<td>3</td>
<td>semester exams based on homework, lectures, and readings</td>
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<tr>
<td>25%</td>
<td>around 40</td>
<td>daily quizzes based on homework, lecture, and reading</td>
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<tr>
<td>25%</td>
<td>1</td>
<td>final exam (in-class, comprehensive)</td>
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<table>
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<th>Semester Grade</th>
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<tr>
<td>90–100% = A</td>
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<tr>
<td>80–89 = B</td>
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<td>70–79 = C</td>
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<td>60–69 = D</td>
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<td>0–59 = F</td>
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Attendance
As a general policy, an excused absence requires a documented excuse. Consideration is also given for family emergency. A valid document could be from a medical doctor, a commanding officer, a work supervisor, a faculty supervisor, or a police or court official. Except in the case of an emergency, an excused absence must be accompanied by personal communication, telephone, or email notification no later than the day of the class absence. (Email is strongly preferred.) In the case of an excused absence, no make-up will be given for a missed quiz. When the quiz average is calculated, the total number of quizzes counted will be the number of quizzes where a score has been recorded. In other words, a missed quiz on the day of an excused absence does not affect the quiz average. In the case of an excused absence on the day of an exam, arrangement for makeup should be made promptly.

Homework, PowerPoint slides
Homework and a summary of PowerPoint slides from each class meeting will available at the JPN350.1 course homepage in the Resources fork.

UHM Student Conduct Code
As a student of the University of Hawai‘i, you will be held to the highest standards of conduct throughout the semester. This includes issues such as cheating and plagiarism as well as breaches of civility in dealings with fellow students and with faculty and staff. Please consult the Student Conduct Code (studentaffairs.manoa.hawaii.edu/policies/conduct_code) for further information and details.

Final Exam Date
The JPN350 final exam is scheduled for Friday, 18 December 2015, 9:45 to 11:45 AM. The exam location is Kuykendall 310. The exam time will be strictly observed in accordance with university exam policy. Changing exam day or time is generally not permitted.

Student Learning Outcomes (SLOs)
SLOs for the semester are a cumulative result of SLOs for each lecture and consistent with the stated EALL goal of providing both introductory and advanced coverage of the “analysis and description” of the Japanese language. At the end of each class lecture students will be able to:

Class 1
1. List the three methods of assessment for JPN350 and give the weight that each counts toward the semester grade.
2. Briefly explain the role of daily homework in JPN350.
3. Briefly summarize the JPN350 policy on class absences and the make-up policy for daily quizzes and exams.

Class 2
1. Briefly define Universal Grammar, descriptive grammar, prescriptive grammar, and distinguish linguistic competence and performance. Apply these definitions to Japanese and English examples.

Class 3
1. Use an IPA chart to find and write symbols for Japanese vowels, stops, fricatives, and nasals.

Class 4
1. Match descriptions of Japanese vowels, stops, fricatives, affricates, tap (or flap), and nasals with IPA symbols.

Class 5
1. Write IPA symbols for selected consonants and vowels found in Japanese words. Symbols from the following list may appear [u i u e o p b t d k g ʔ m n ɸ s z ç h ts]. You will also be able to write diacritic marks for devoicing [ ʰ ], length [ː], and nasalization [ ø ].

Class 6
1. Match IPA symbols and descriptions of Japanese sounds and read Japanese sentences written in IPA symbols.

Class 7
1. Use class notes and IPA chart to write IPA symbols for seven common realizations of the Japanese mora nasal Disallow, and give examples of words where each realization occurs.
2. Match definitions and examples of basic terms from the following list: phonetics, phonology, morpheme, allomorph, conditioning factor.
3. Use the American Structuralist analysis to identify roots in examples of Japanese verbs and use appropriate linguistic terminology to describe different verb types.
Class 8
1. Match definitions and examples: phonetics, phonology, morpheme, allomorph, Japanese past and negative
2. Identify roots of Japanese verbs and use appropriate linguistic terms to describe vowel-final roots and consonant-final roots.

Class 9
1. Identify definitions and examples illustrating the following terms: phoneme, allomphone, phonetic and phonemic transcription, minimal pairs, complementary distribution, and what it means when two sounds are contrastive.

Class 10
1. Explain the notation / / - > [] / __ / .
2. Define complementary distribution and give Japanese examples.
3. Do a phonemic analysis of consonants found in the Japanese sâyoo「さしすせそ」.

Class 12
1. Define basic phonetic features (consonantal, voice, stop, nasal, labial, alveolar, palatal, velar, back, mid, low, high, and vibration).
2. Use phonetic features to group sets of Japanese phones (sounds) represented by IPA symbols.

Class 13
1. Describe three different types of language accentuation and give examples of each.
2. Tell which types of pitch patterns are possible for Tokyo Japanese words.
3. Assign pitch patterns to examples of made-up Japanese words. The accent for each word will be provided.

Class 14
1. Based on the Tsujimura (2007) reading, give examples that show how English speakers tend to divide words into syllables, but Japanese speakers tend to divide words into moras.
2. Give a definition of the term mora and divide Japanese words into moras and syllables.

Class 15
1. Briefly explain what the term rendaku refers to in Japanese, and provide examples.
2. Account for two different types of examples where rendaku might be expected to occur, but does not.

Class 16
1. Account for different examples where rendaku does not occur by making use of Lyman’s Law, the Right Branch Condition (RBC), and compounding with words of non-native origin.

Class 17
1. Give brief definitions and identify Japanese examples (if there are any) illustrating the following terms: morphology, morpheme (bound and free), allomorph, root, stem, inflectional and derivational morphemes, affix (prefix, suffix, infix, circumfix), compound, clipping, and suppletion.

Class 18
1. Give brief definitions and identify examples of Japanese clipping, acronyms, abbreviations, content words, function words, reduplication, Dvandva compounds, rendaku compounds, irregular and suppletive verb forms.

Class 19
1. Briefly explain the difference between ‘ru verbs’ and ‘u verbs’ and how you can tell a ‘ru verb’ from a ‘u verb’.

Class 20
1. Use a Japanese verb chart to identify five verb types and the forms of six stem-forming suffixes used in the Japanese School Grammar (JSG) analysis of verbs.
2. Contrast and compare the American Structuralist (AS) and the Japanese School Grammar (JSG) analysis of verbs.

Class 21
1. Identify nouns (meishi) by occurrence with demonstratives (kono), noun modifiers (A no B), conjunction (A to B), and predication with da.
2. Distinguish transitive (taidooshi) and intransitive (jiidooshi) verbs.
3. Distinguish keiyoodooshi (-adjectives) and keiyoodooshi (na adjectives).
4. Identify adverbs as a functional class that can modify verbs, adjectives, adverbs, and complete sentences.
5. Distinguish four case particles (ga, a, no, ni) from postpositionals.
Class 22
1. Identify and explain examples of ungrammatical sentences, lexical and structural ambiguity, and grammatical sentences with strange meaning.

Class 24
1. Give English paraphrases of Japanese sentences that demonstrate lexical and structural ambiguity.

Class 25
1. Give Japanese examples showing verbs with one, two, and three arguments.
2. Give examples of Japanese intransitive, transitive and ditransitive verbs.
3. Give an English example to show how s-structure is derived from d-structure.

Class 26
1. Explain notation in phrase structure rules. S -> NP VP
   NP -> (NP) (AP) N
   VP -> (PP) (NP) (PP) (NP) V
   PP -> NP P
2. Use the rule NP -> (NP) (AP) N to draw two different trees for the ambiguous phrase akai hon no hyooshi.

Class 27
1. Use the following set of phrase structure rules to draw phrase structure markers (trees) for two Japanese sentences:
   S -> NP VP
   NP -> (det) (NP) (AdjP) N
   VP -> (PP) (NP) (PP) (NP) V
   PP -> NP P
   AdjP -> (Adv) AdjP

Class 28
1. Use a set of phrase structure rules to draw a phrase marker (tree).
2. Use appropriate notation to distinguish four basic types of Japanese verb subcategorization: neru ‘sleep’ [VP _], taberu ‘eat’ [VP NP _], ageru ‘give’ [VP NPNP _], and oku ‘put’ [VP PPPN _].
3. Use pro to satisfy the subject condition and subcategorization.

Class 29
1. Account for scrambled Japanese sentences and explain why they cannot be generated by PS rules.
2. Give examples of languages with basic orders SOV, SVO, VSO, OSV.

Class 30
1. Give examples of a Japanese noun modified by an adjective, an adjectival noun, another noun, and a sentence.
2. Give subcategorization for verbs tsukuru ‘make’ and kusaru ‘spoil’.
3. Draw trees for Japanese sentence modification, assuming that any apparent gaps are filled by a coindexed pro.

Class 31
1. Describe the verbal allomorphy of the Japanese causative construction.
2. Explain the meaning difference that distinguishes the o-causative and the ni-causative and give examples.
3. Give sentence examples that illustrate the double-o constraint.
4. Explain why some ni-causative sentences are ambiguous (either “let” or “make”).

Class 32
1. Outline differences between English (-self) and Japanese (zibun) reflexives.
2. State the double-o constraint and give examples of good and bad sentences.
3. Explain how the double-o constraint is consistent with a mono-clausal account of causatives.
4. Explain how ambiguous zibun and ambiguous adverb (kynnii, damatte) sentences are consistent with bi-clausal account of causatives.

Class 33
1. Give an example of a Japanese direct passive and a Japanese indirect passive.
2. Describe three changes that occur when a direct passive is derived from an active sentence. What type of verb is used?
3. What other name is given to indirect passives? Describe three characteristics of indirect passives that distinguish them from direct passives.
Class 35
1. Identify examples of thematic roles in Japanese sentences by using one of the following terms: agent, theme, location, goal, source, instrument, possessor, and experiencer.

Class 36
1. Identify examples of thematic roles in Japanese sentences by using one of the following terms: agent, theme, location, goal, source, instrument, possessor, and experiencer.
2. Explain why the sentence 鍵がドアを開けた is unacceptable.

Class 37
1. Give Japanese examples that illustrate the semantic concepts synonyms, antonyms (complementary, gradable, and relational), polysemy, paraphrases, entailment, contradiction, and marked and unmarked forms.

Class 38–39
1. Give a definition for the term metaphor. Provide a Japanese example. Distinguish literal and metaphoric meaning.
2. Briefly state the Principle of Compositionality and the prediction it makes about meaning.
3. Give examples of Japanese idioms and explain how they violate the Principle of Compositionality.
4. Explain how idioms are like morphemes.

Class 40
1. Give brief definitions and examples of deictic and anaphoric reference.
2. Describe the deictic and anaphoric use of the ko/so/a/do series.

Class 41
1. Explain the difference between a pictogram, an ideogram, and a logogram.
2. Explain the Rebus Principle.
3. Explain why the same kanji is used in Japanese for abi ‘foot’ and tariru ‘be enough’
4. Distinguish alphabetic and syllabic writing and give examples that show how kana are not purely syllabic.

Class 42
1. Describe and contrast the vowel system of Modern Japanese (MJ) with the vowel system of Old Japanese (OJ).
2. Explain the Japanese terms koo and otsu with regard to OJ vowels.
3. Describe the neutralization of vowel contrast after OJ bilabials
4. Give and explain an example of vowel alternation in MJ that supports the hypothesis of more vowels in OJ.
Schedule

One class session (not shown below) may be used to meet with a consultant from the Center for Teaching Excellence (CTE) for a mid-semester class evaluation. In general, class will follow the schedule below. Any changes will be announced in class and email notification will be given.

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<tr>
<th>Wk</th>
<th>Date</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1</td>
<td>8/24–8/28</td>
<td>Syllabus, Orientation Quiz on Syllabus</td>
<td>FRH Ch. 1, Introduction Quiz on HMWK 1</td>
<td>FRH Ch. 6, Phonetics Quiz on HMWK 2</td>
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<td>8/31–9/4</td>
<td><strong>FRH Ch. 6, Phonetics Quiz</strong></td>
<td><strong>FRH Ch. 6, Phonetics Quiz</strong></td>
<td>FRH Ch. 6, Phonetics Quiz**</td>
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<td>3</td>
<td>9/7–9/11</td>
<td>HOLIDAY Labor Day</td>
<td>FRH Ch. 6, Phonetics Quiz</td>
<td>FRH Ch. 7 Phonology Quiz</td>
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<td>4</td>
<td>9/14–9/18</td>
<td>FRH Ch. 7 Phonology Exam 1 Study Guide, Quiz</td>
<td>FRH Ch. 7 Phonology Quiz</td>
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<td>5</td>
<td>9/21–9/25</td>
<td>FRH Ch. 7, Phonology Quiz</td>
<td>FRH Ch. 7, Phonology Quiz</td>
<td>FRH Ch. 3, Morphology Quiz</td>
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<td>6</td>
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<td>FRH Ch. 3, Morphology Quiz</td>
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<td>FRH Ch. 3, Morphology Quiz</td>
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<td>8</td>
<td>10/12–10/16</td>
<td>FRH Ch. 4, Syntax Exam 2 Study Guide, Quiz</td>
<td>FRH Ch. 4, Syntax Quiz</td>
<td>Exam 2 (Nippon Culture Day)</td>
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<td>10/19–10/23</td>
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<td>10/26–10/30</td>
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<td>12</td>
<td>11/9–11/13</td>
<td>FRH Ch. 4, Syntax Exam 3 Study Guide, Quiz</td>
<td>HOLIDAY Veterans’ Day</td>
<td>Exam 3</td>
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<td>13</td>
<td>11/16–11/20</td>
<td>FRH Ch. 5, Semantics Quiz</td>
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<td>11/23–11/27</td>
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<td>Instructional HOLIDAY</td>
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<td>16</td>
<td>12/7–12/11</td>
<td>FRH Ch. 12, Writing Final Study Guide, Quiz</td>
<td>Vowels of Old Japanese Quiz</td>
<td>STUDY PERIOD</td>
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12/14–12/18 Final Examination Friday, 18 December 2015, 9:45–11:45AM Kuykendall 310

* Monday 31 August, last day to change sections and drop courses without a W on your record. After 31 August, all withdrawals require written consent of instructor and College Student Academic Services Dean.
** Wednesday 2 September, last day to register, add classes, or change grading option.
*** After 23 October, no withdrawals are permitted, except under unusual circumstances beyond your control.