

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Arts and Sciences	Today's Date:	8/9/2011	
b.	Department/Division: Modern and Classical Languages and Literatures/ Russian & Eastern Studies Division			
c.	Contact person name: Takako Egi	Email: takako.egi@uky.edu	Phone:	(859) 257-6035
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: JPN 520			
b.	Full Title: Japanese Linguistics and Society			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	_____ Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	3 Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: 3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours: _____		
	If YES:	Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/> NO <input type="checkbox"/>
i.	Course Description for Bulletin:	This course will introduce a wide range of topics in Japanese linguistics, including phonetics, phonology, morphology, syntax, semantics, and sociolinguistics. In this course, you will (1) learn the basic notions and terminology used in linguistics, (2) study major issues in Japanese linguistics, and (3) apply theoretical knowledge to the hands-on analysis of Japanese data.		
j.	Prerequisites, if any: JPN102			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both			
3.	Will this course be taught off campus?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>4. Frequency of Course Offering.</b>				

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	20-30		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: _____			
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program: _____			
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs: _____			
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</b> . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
<b>b.</b>	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

### General Information:

Course Prefix and Number: JPN 520 (new course)

Proposal Contact Person Name: Takako Egi      Phone: (859) 257-6035      Email: takako.egi@uky.edu

### INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

### Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Japan Studies Interdisciplinary Program	8/23/2011	Masamichi (Marro) Inoue, Director / 7-7024 / msinoue@uky.edu	
Division of Russian and Eastern Studies, MCL	8/23/2011	Masamichi (Marro) Inoue, Director / 7-7024 / msinoue@uky.edu	
MCL	8/23/11	Jeanmarie Rouhier-Willoughby, Chair / 7-1756 / j.rouhier@uky.edu	
		/ /	
College of Arts & Sciences	10/11/11	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

### External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	1/19/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# NEW COURSE FORM

# JPN520: Japanese Linguistics and Society

## BULLETIN DESCRIPTION

This course will introduce a wide range of topics in Japanese linguistics, including phonetics, phonology, morphology, syntax, semantics, and sociolinguistics. In this course, you will (1) learn the basic notions and terminology used in linguistics, (2) study major issues in Japanese linguistics, and (3) apply theoretical knowledge to the hands-on analysis of Japanese data.

### What is Japanese Linguistics?

All languages are built from systematic structures, the basic building blocks of which are sounds. How sounds combine to form words constitutes the first system. At the next level, sequences of sounds combine to form words. Words then combine to form sentences in a systematic way that involves word order and certain relationships among words. Japanese is no exception, and in this course we will learn how these systems are structured and function within the Japanese language.

Formal structure in itself is abstract and can be studied apart from the context of the language used. Meaning, however, cannot be studied apart from the context of language use. The formal structures of Japanese are in fact affected by various contextual factors, such as the formality of the setting, social status of conversational participants, gender, and modality (written vs. speaking). We will study how the language is used in communication by examining authentic texts.

## COURSE PREREQUISITES

In order to take this course, successful completion of JPN102, or its equivalent is required. This course was designed for Japanese majors and minors with little background knowledge of linguistics. We will work closely with Japanese data, and some knowledge of Japanese is required.

## STUDENT LEARNING OUTCOMES

Upon completion of this course, a student should be able to:

- **Define** various linguistic terms and concepts.
- **Comprehend** linguistic reasoning behind pedagogical grammar and language use in Japanese society.
- **Apply** linguistic concepts to the analysis of Japanese data.
- **Analyze** linguistic patterns in a given data set.
- **Develop** pedagogical accounts of linguistic phenomena for lower-level learners.
- **Critique** linguistic analyses by fellow students.

**TIME/ROOM:** XX

**INSTRUCTOR:** Takako Egi, Ph.D.

**Office:**

901 Patterson Office Tower

**Phone:**

859-257-6035

**E-mail:**

[takako.egi@uky.edu](mailto:takako.egi@uky.edu) (e-mail is the best way to reach me)

**Office Hours:**

XX

**Department:**

Modern and Classical Languages  
1055 Patterson Office Tower  
Phone: 859-257-3761

## TEXTBOOKS/MATERIALS

### Required:

1. **Course Packet:** Available at Johnny Print (547 South Limestone Street, 859-254-6139)
2. **Readings marked with BB on the schedule:** can be downloaded from Blackboard.

## REQUIREMENTS AND POLICIES

### 1. Preparation for the class

The schedule is designed for you to prepare the materials indicated for a given date BEFORE the class meets. You are expected to come to class prepared to participate in class discussions. You should bring any questions about the readings and assignments since they may benefit your classmates as well! This course will involve some language production to help you understand certain concepts, however, this is not a language class, and you will be evaluated based on your understanding of the concept not on your Japanese language proficiency.

### 2. Attendance and participation

Attendance will be recorded at each class session. Active participation is mandatory and will be graded using a 4 point scale. My lecture format is an interactive Q & A format. To receive full participation credit, you must show evidence of preparation for class by sharing your data analyses, opinions, and questions about the readings. Active participation that shows your effort will count towards the participation grade. On the contrary, no participation will seriously hurt your participation grade. In addition, there may be occasional pop quizzes on readings.

- 3: Demonstrated deep understanding of the assigned readings and/or insightful analyses/comments contributed to class discussions (extra credit).
- 2: Well prepared, demonstrated fair to good understanding of the assigned readings with some weak areas and/or active participation (expected level of preparation)
- 1: Present, but unprepared, demonstrated little understanding of the assigned readings and/or little participation
- 0: Absent without legitimate reasons (for excused absences, you will receive 1 point)

Please be punctual because you may miss important information and distract your classmates. If you are late to class, you will not be given extra time to complete the exams and quizzes. If you are more than five minutes late without your instructor's consent, your participation grade will be lowered by 1 point. If you are more than 25 minutes late, it will be considered as one absence.

It is crucial that you attend every class for successful learning. You may be excused from the class only if you provide documented evidence, which must be submitted within 1 week after returning to class. See the official university policy on excused absences (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for events that may be considered as excused absences.

If you are absent three times without documented evidence, you will lose 1% from the final grade. Your course grade will be lowered by 1% for each class you miss after the 4th absence. In addition, you will lose participation points for each absence. In the event your unexcused absences exceed 8 or more times, you will automatically receive an E grade. It is your responsibility to check with your instructor to be certain of the number of absences recorded for you. If you are late or miss class for any reason, it is also your responsibility to contact your instructor or ask your classmates to know what you have missed and what you need to do for the next class meeting.

Please refrain from the use of cell phones and personal computers during class as they may distract your

classmates.

### **3. Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **4. Homework**

All homework is to be completed and turned into the instructor on the due date appearing on the syllabus. All homework must show effort and be completed to receive credit. Minor assignments that are not on the schedule might be given from time to time.

Without written evidence of illness or emergency, no late homework will be accepted. I can still review it and give you feedback, but no credit will be given. In case you must miss class on the day that an assignment is due, turn it in ahead of time to receive full credit.

Homework is to help you prepare for class or review materials introduced in class, and it is very important that you complete it yourself. You may consult your classmates about homework; however, you must write answers in your own words.

### **5. Make-up quiz/exam policy**

Make-up quizzes or exams may be scheduled ONLY when it was pre-approved by the instructor (see Section 3 above). In case of documented illness or emergency, you must contact your instructor within two days from the day of absence and schedule make-up quizzes/exams, or no make-up will be allowed. Graded exams cannot be returned until all make-up exams are completed, and this policy allows the instructor to return exams to class in a timely manner.

### **6. Accommodations for students with disabilities**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

### **7. Academic misconduct**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

## **8. Classroom civility and decorum**

The university, college and department have a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.



## EVALUATION

3 exams	50%
1 oral presentation	10%
Homework	20%
<u>Participation/Attendance/Pop quizzes</u>	<u>20%</u>

### Summary description of course assignments:

- Exams: exams will test your understanding of the course materials and ability to apply learned principles to the analysis of new data.
- Presentation: you will present a summary of paper(s) and lead a data analysis activity.
- Homework: homework will allow you to check your understanding of the course materials.

For graduate students, there will be additional assignments, including a final project and paper (10% of the grade. Exams will account for 40% of the grade for graduate students).

If you need help, do not hesitate to communicate with your instructor.

### Grading Scale for Undergraduate Students:

A (distinguished) = 90-100

B (better than average) = 80-89.9

C (average) = 70-79.9

D (below average) = 60-69.9

E (poor) = 59.9 and below

### Grading Scale for Graduate Students:

A (distinguished) = 90-100

B (better than average) = 80-89.9

C (average) = 70-79.9

E (below average) = 69.9 and below

A grade of Incomplete will only be given to students whose work is satisfactory up until the end of the semester but who cannot complete the course due to illness or personal problems verified by their academic advisor.

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses) - Mid-term grades will be posted in myUK based on the criteria set forth in this syllabus by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Final exam - You may take the final exam only on the day specified on the schedule, unless you have written evidence of illness or emergency. However, you may request an examination date to be changed if you have more than two finals on the same day. In such case, the course with the highest number will be rescheduled. Please put your request in writing at least two weeks before the last class meeting. Without written proof of illness or emergency and/or pre-approval by the instructor, you will receive no credit.

## Tentative Course Schedule

Date		Class Content	Readings & Assignments
<b>Week 1</b>			
8/26	R		
		Orientation	
		Background questionnaire	
		Characteristics of Japanese	
		Pre-reading activity	
<b>Week 2</b>			
8/31	T		
		Phonetics	Tsujimura (2006) (p. 5-18, Phonetics) HW: Exercise: Phonetics - Sound Inventory
9/2	R		
		Phonetics	
		Pre-reading activity	
		Presentation guideline & sign-up	
<b>Week 3</b>			
9/7	T		
		Phonological rules	Tsujimura (2006) (p. 22-23, Phonology) HW: Exercise: Phonology 1
		Pre-reading activity	
9/9	R		
		Phonological rules	Yamaguchi 1 (p. 20-22, Sequential Voicing)
		Pre-reading activity	
<b>Week 4</b>			
9/14	T		
		Phonological rules	
		Mora vs. Syllable, Accentuation	Tsujimura (2006) (p. 58-61, Mora vs. Syllabus; 66-73, Accentuation in Japanese)
9/16	R		
		Mora vs. Syllable, Accentuation	<b>HW: Exercise: Mora (BB)</b>
		<b>Presentation 1</b>	Tsujimura (2006) (p. 92-94, Casual Speech & Fast Speech); Backhouse (1993) (p. 33-37, Connected Speech) (BB)
		Japanese lexicon	Shibatani (1990) (p. 140-147, Lexicon)
<b>Week 5</b>			
9/21	T		
		<b>Presentation 2</b>	Yamaguchi 2 (p. 50-57, Foreign Loanwords) (BB)
		<b>Presentation 3</b>	Seaton (2001) (BB)

		Pre-reading activity	
9/23	R		
		Sound changes in loanwords	Tsujimura (2006) (p. 89-91, Loan Words) Backhouse (1993) (p. 31-33, Loanwords) (BB)
<b>Week 6</b>			
9/28	T		
		<b>Exam 1</b>	
9/30	R		
		Parts of speech categories	Tsujimura (2006) (p. 114-129, Morphology)
<b>Week 7</b>			
10/5	T		
		Morpheme types, word formation	Tsujimura (2006) (p. 129-143, Morpheme Types) HW: Exercise: Sound changes in loanwords (BB)
		Pre-reading activity	
10/7	R		
		Onomatopoeia	Shibatani (1990) (p. 153-157, Onomatopoeia) HW: Exercise: Mimetics
<b>Week 8</b>			
10/12	T		
		Writing system	Yamaguchi 1 (p. 72-95, Writing System) HW: Exercise: Writing System
10/14	R		
		Tense and aspect	Tsujimura (2006) (p. 364-371, Tense & Aspect; 375-381, Lexical Aspect); Yamaguchi 1 (180-183, てある)
		Pre-reading activity	
<b>Week 9</b>			
10/19	T		
		Tense and the speaker's view	Obana (2000) (p. 124-136, Describing Time and the Speaker's View in Japanese)
		Syntactic structures, scrambling	
10/21	R		
		Syntactic structures, scrambling	Tsujimura (2006) (p. 206-220, Syntax; 229-231, Word Order and Scrambling; 248-253, Some Restrictions on Scrambling)
<b>Week 10</b>			
10/26	T		
		Passive and causative 1	Tsujimura (2006) (p. 273-301, Passives) (BB)

10/28	R		
		<b>Exam 2</b>	
<b>Week 11</b>			
11/2	T		
		Particles	
		<b>Presentation 4</b>	Tsujimura (2006) (p.122-125, Case Particles) & Lammers (2005) (Lesson 10, p. 68-73, Particle O) (BB)
		<b>Presentation 5</b>	Lammers (2005) (Lesson 13, p. 92-101, Some High-Traffic Particles) (BB)
		Pre-reading activity	
11/4	R		
		WA and GA 1	Tsujimura (2006) (p. 406-408, The Nature of Information); Yamaguchi 1 (p. 157-162, Sentence Structure); Yamaguchi 2. (p. 93-105, は and が)
<b>Week 12</b>			
11/9	T		
		Ellipsis, unagi sentence	Obana (2000) (p. 271-288, Chapter 4; 295-323, Non-complete Sentences and Implicature) HW: Exercise: Ellipsis
11/11	R		
		Uchi & soto, speech levels, giving & receiving	Tsujimura (2006) (p. 428-432, Styles and Levels of Speech); Tsujimura (1996) (p. 334-344, Verbs of Giving and Receiving)
<b>Week 13</b>			
11/16	T		
		Uchi & soto, speech levels, giving & receiving	<b>HW: Exercise: Giving &amp; Receiving (BB)</b>
		<b>Presentation 6</b>	Ide & Yoshida (1999) (p. 444-462) (BB)
11/18	R	Conference	No Class
<b>Week 14</b>			
11/23	T	TBA	
11/25	R	Thanksgiving Holiday	No Class
<b>Week 15</b>			
11/30	T		
		Gender differences, sentence final particles	
		<b>Presentation 7</b>	Lammers (2005) (Lesson 2, p. 10-17, Sentence Particles) (BB)
12/2	R		

<b>Exam 3</b>			
<b>Week 16</b>			
12/7	T		
		Gender differences, young generation's language	Tsujimura (2006) (p. 433-442, Gender Differences)
		<b>Presentation 8</b>	Yamaguchi 2 (p. 159-167, Young People) (BB)
12/9	R		
		Pragmatics	Gass & Selikner (2001) (p. 243-249, Interlanguage Pragmatics) (BB)

Final Exam Date & Place: TBA