88062. Chn 451 Structure of Chinese. Spring 2020. Syllabus.

Instructor: Hsin-I Hsieh, Professor of Chinese.
The class meets on Monday, Wednesday, Friday 1:30 pm-2:20 pm in
St. John 13
Date for the final: May 11, Monday, 2:15-4:15, pm. (take-home likely)
My office: Moore 357
email address: hhsieh@hawaiI.edu
office hours: MWF 2:30-3:00 pm, and by appointment.

1. Goal.

The goal of this course is to study the grammatical structure of Chinese on the topics of (i) the phonetics, (ii) the phonology, and (iii) the morph-syntax underpinning the phonology of Mandarin Chinese, and to practice the knowledge so gained to improve proficiency in Chinese.

2. Objectives.

We will study the IPA (International Phonetic Association) symbols, Chinese sound segments, Chinese consonants and vowels, Chinese syllable structure, Chinese tones. We will primarily employ Generative Phonology and secondarily Optimality Phonology as our theoretic frameworks. In phonetics, the student will learn the IPA symbols for representing Chinese syllables and words (technically, morphemes). For example, we will learn that the IPA sequence for the Pinyin spelling *gao* 高is [kaw], in which k is an initial consonant, a is a nuclear vowel, and w is a semi-vowel ending. In phonology, we will learn and practice phonetic sounds not as isolated units, but as elements in a sequential pattern. For example, in isolation the two words *hao3*好 and *ma3* 马both have a tone 3, but when they occur in a sequence, they undergo a tone sandhi and become < *hao2, ma3*> 好馬, with a tone 2 in *hao2*. Science morpho-syntax underpins phonology, we will learn enough of it for our phonological study.

3. Student learning outcomes.

3.1. Expected outcomes.

If this course is taught and learned with success, a student finishing this course should be able to achieve at least the following three results:

(1) The student will have acquired the basic *linguistic* knowledge of the phonetics of Mandarin Chinese and the practical *language* skills in Chinese pronunciation.

(2) The student will have acquired the basic knowledge of the phonology of Mandarin Chinese and the practical skills in producing phonological patterns in Mandarin Chinese.

(3) The student will have acquired the basics of the morpho-syntax of Mandarin Chinese needed for phonological analysis.

3.2 Methods used to achieve these outcomes.

Through class lectures and discussions, readings, homework exercises, and office-hour consultations, the instructor will guide the student to make efforts

(1) to acquire the basic knowledge of the phonetics of Mandarin Chinese and thereby to obtain practical skills in Chinese pronunciation.

(2) to acquire the basic knowledge of the phonology of Mandarin Chinese and obtain practical skills in producing phonological patterns in Mandarin Chinese.

(2) to acquire the basic knowledge of the morpho-syntax of Mandarin Chinese driving Chinese phonology and to produce phonological patterns in Mandarin Chinese.

3.3. The assessment of the expected outcomes.

(1) The student has acquired the basic knowledge of the phonetics of Mandarin Chinese and the practical skills in Chinese pronunciation.

(2) The student has acquired the basic knowledge of the phonology of Mandarin Chinese and the practical skills in producing phonological patterns in Mandarin Chinese.

(3) The student has acquired the basic knowledge of the morpho-syntax driving Mandarin Chinese phonology and the practical skills in producing phonological patterns in Mandarin Chinese.

4. **Organization of the course content:**

   4.1. Phonetics (10%).

   4.2. Generative phonology (20%).

   4.3. Mandarin generative phonology (60%).

   4.4. Optimality phonology (10%).

5. Grading.

The student's course grade will be computed as follows: Writing on syntactic/phonological concepts and patterns, divided into four home works, each counting for 10% and together counting for 40% (This portion fulfills the writing-intensive focus of this course), positive attitude and proper manner in class (10%), attendance (20%), midterm (15%), and final (15%). Employed as a technical term for this class, 'paper' denotes (i) a homework, (ii) a midterm, or (iii) a final. And 'paper format' indicates the strictly required format of a paper. We need the paper format for time saving and efficiency. Every student must follow the required paper format (see section 6 below) to avoid being penalized for errors or deviations. There will be a W0 (ungraded), to enable you to understand and follow the paper format. Please submit the W0 to benefit yourself. If a student is late to submit or fails to submit a paper *in the required paper format*, his/her grade will be 5 points in a scale ascending from 5 points to 10 points. 5 (5 points) is F, 6 is D, 7 is C, 8 is B, 9 is A, and 10 means A+. The course grade will be just A, B, C, D, or F, and no A+ will be given. I will not write any letter of recommendation for any student. The *positive attitude and proper manner* potion of your grade will be rated 5 in a scale of 10, if you attend the class but, repeatedly, in a bad manner, discourteous, bothering your neighboring classmates, disrupting the class, doing your own stuff such as checking your email, writing your other-class homework assignments, and more.

6. Submission of a paper.
6.1. Submitting a *paper* in the required *paper format*.

6.1.1. Five Informative Lines.
In your paper, in the upper left-hand corner, below an empty row, type the following numbered lines, *with the numbers of the lines shown*, and in the sequential order:

1. Grade (   ) (I will type your grade in)

2. Washington, Chn 451, α. (This is the *file name* of your paper)

Notes:

(i) **Washington** is your last name, if you are George Washington. Likewise, Huang is your last name if you are George Huang. Look at the class list in Laulima, and see if you have the same last name as another student. If you do, type your last name suffixed by your first name initial. For example, George Washington and Mary Washington will be Washington-g and Washing-m, respectively.

(ii) **Chn** 451represents this course.

(iii) The variable **α** ranges over W0, W1, W2, W3, W4, Midterm, and Final. 'W' means Writing Intensive Homework. For example, W1 means Writing Intensive Homework 1.

(iv) When a paper is posted, it will have a *title*, a *question* (an issue for discussion), a *deadline* for submission, and a paper *length*. For example, when W0 is posted, it may appear

as:

W0 (title). Describe the University of Hawaii. (question). Due month/day/year, day of the week (deadline) one page (length)

You must quote this question, not rephrase it. If you would like to create an optional title, you may type it below the question line.

Below line 5 of the informative lines, leave an empty row, and type the question of the W0. Leave another empty row and start typing the text of your paper. (see a sample in 6.2.1 below).
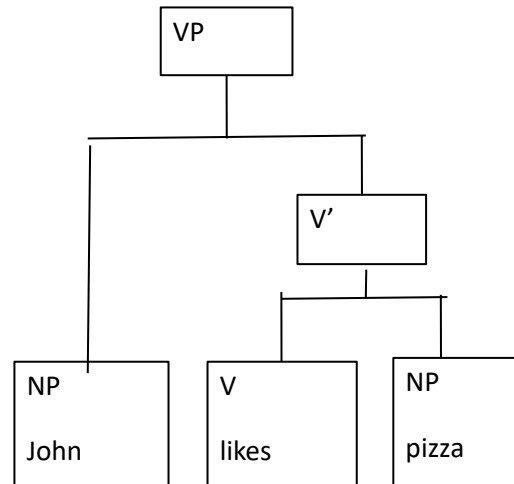
6.1.2. Typing.

Use a Word file to type your paper, from which a Pdf file will be derived. Word provides a good way for me to review and edit and comment on your submitted paper. Please just submit the Word and Pdf as two attachments to the email you send me. No fancy way of doing it otherwise, please.

Type (the text of) your paper in a 12-point Times New Roman font, not in any other font. Always paginate your paper, even if your paper is only one page long; If your paper has 5 pages, then type the numbers 1 to 5 at the *center of the bottom* of each page.
If you fail to submit both versions of your paper, your paper grade may be reduced to as low as 5 points.
Submit both versions of your paper (*simultaneously*, *in one email message*) to me hhsieh@hawaii.edu The *subject name* of your Email message will be the same as the file name of your paper. For example, if the file name of your paper is

'Washington-g, Chn 451, W0', then that file name will appear as the subject name. Don't type something like 'my W0', 'Washington-g's W0', 'My homework', etc. They are wrong.

6.1.3. You will need to draw an analysis tree in Word's Shape for a syntactic or phonological pattern. Use Shape, not other format, as below:

Analysis Tree (1) for sentence (1) *John likes pizza.*

```
                    ┌──────┐
                    │  VP  │
                    └──┬───┘
           ┌───────────┴────────┐
                           ┌─────┐
                           │ V'  │
                           └──┬──┘
                      ┌───────┴────────┐
   ┌────────┐    ┌────────┐    ┌────────┐
   │  NP    │    │  V     │    │  NP    │
   │        │    │        │    │        │
   │  John  │    │  likes │    │  pizza │
   └────────┘    └────────┘    └────────┘
```

6.2.1. Sample of the paper format.

You are given the W0 above. You respond, and you give me the paper below in Word and Pdf:

---

1. Grade (   ).
2. Washington-g, Chn 451, W0.
3. George Washington.
4. Washington@hawaii.edu (Please don't type a dot at the end)
5. A Word file and a PDF file are submitted.

<div align="center">

Describe the University of Hawaii

</div>

    My university is called the University of Hawaii. It is called UH for short. It is a very good university.

<div align="center">1</div>

Below is a sample screen shot. When you submit your paper, it will have a similar screen page.
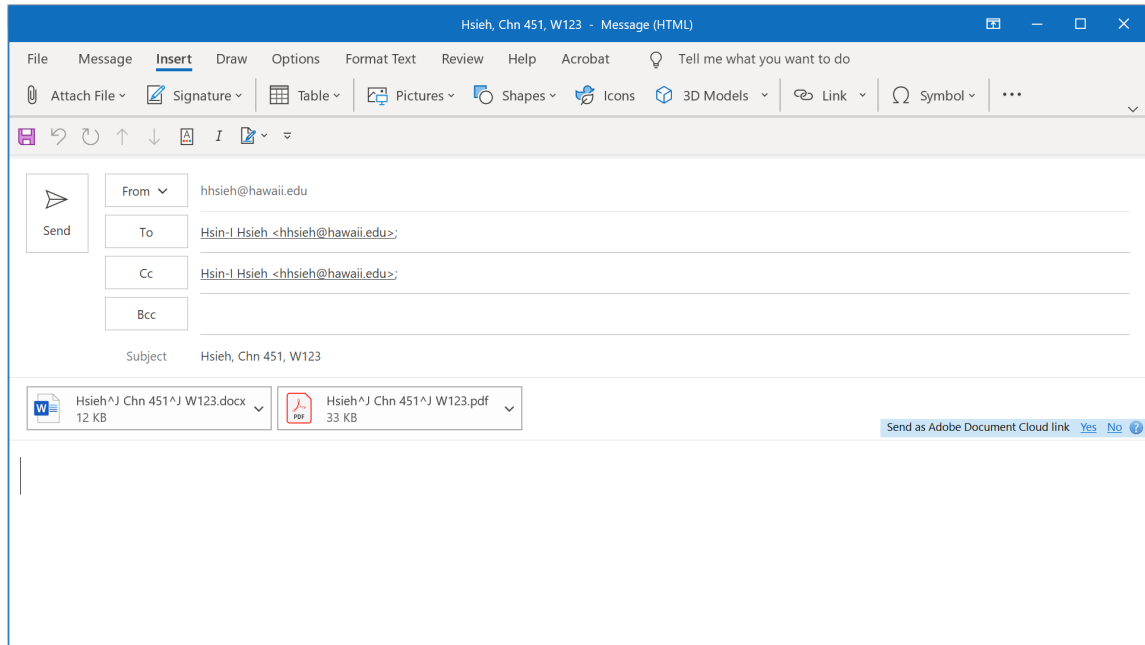
6.2.2. Submit your paper and question to my email account hhsieh@hawaii.edu

7. Textbooks:

Lin, Yen-Hwei. 2007. *The Sounds of Chinese*. Cambridge University Press. Additional reading materials might be provided as the course progresses.

It is very important that the student buys the textbook and brings it to class to follow the lectures. Saving money is only a lower level concern of your study at UH. Gaining knowledge is a much higher concern. You should learn to prioritize. Only knowledge and skill will make you survive and succeed in a merciless and unforgiving Globalization world.

8. Course plan (by the week):

Table 1. CHN 451, Spring 2020. Weekly Course Plan.
This plan is subject to change without prior notice.

I	II	III	IV
Week **n.** Monday to Friday:	**Topics** for study	**Readings** in chapters n, in the textbook edited by Yen-Hwei Lin	**Home-works :** W0, W1, W2, W3, and W4
1.1-13 to 1-17	We go over the syllabus.	We do Self-introduction	W0 will be posted.
2.1-20 to 1-24	Generative Grammar	Self-introduction	
3.1-27 to 1-31	Phonetics as distinct from phonology	2. Consonants	
4.2-03 to 2-07	Phonetics as distinct from phonology	3. Vowels and glides.	
5.2-10 to 2-14	Tonal languages	4. Tones	
6.2-24 to 2-28	Traditional view and modern view of Chinese syllable structure	5. Syllable structure	
7.3-02 to 3-06	Why pinyin is not an ideal system for linguistic analysis	6. Phonetic transcription and pinyin	W1. What is generative phonology?
8.3-09 to 3-13	Generative Phonology	7. Segmental processes I	W1. What is generative phonology?

9.3-16 to 3-20 Spring Recess	(no classes)		
10.3-23 to 3-27	Generative Phonology <mark>(Projected Midterm)</mark>	7. Segmental processes I	<mark>W2. How generative rules operate on Chinese segmental phonology.</mark>
11.3-30 to 4-03	Rule ordering in Generative Phonology <mark>(Projected Midterm)</mark>	8. Segmental processes II	<mark>W2. How generative rules operate on Chinese segmental phonology.</mark>
12.4-06 to 4-10	Morpho-syntax underpinning phonology	9. Tonal processes	<mark>W3. How generative rules operate on Chinese tone sequences.</mark>
13. 4-13 to 4-17	Morpho-syntax underpinning phonology	9. Tonal processes	<mark>W3. How generative rules operate on Chinese tone sequences.</mark>
14. 4-20 to 4-24	Optimality Theory (search online for relevant links)		<mark>W4. Optimality Theory applied to Chinese phonology.</mark>
15. 4-27 to 5-01	Optimality Phonology (as an alternative to generative phonology)		<mark>W4. Optimality Theory applied to Chinese phonology.</mark>

16.5-04 to 5-08	Optimality Phonology (as an alternative to generative phonology)		W4. Optimality Theory applied to Chinese phonology.