

85324. Chn 456 Chinese Semantics and Communication. Fall 2019.

Syllabus

Instructor: Hsin-I Hsieh

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Days and times for class meeting: MWF 11:30-12:20 pm in Sakamaki A103.

Date for the final: Dec. 20, Friday, 12:00-2:00 pm. (take-home is possible)

Office Location: Moore 357. Office hours: 2:40-3:10, pm, and by appointment.

EALL office: Moore 382, phone: 808-956-8940.

Make sure you show up on the first day of class to prevent your seat from being removed together with your scholarship by the UH Registrar. If you are sick or not in Hawaii, send me a note well ahead for me to hold your seat.

1. The goal. The goal of this course is divided into three parts: (i) to study Chinese semantics, emphasizing the prominent patterns of meaning expression in Chinese, (ii) to practice Chinese, using these and other patterns of semantic expression, and (iii) to develop writing skills in English, through four Writing Intensive (WI) home works (W1-W4). Essentially, we study Chinese semantics, learn the Chinese language, and develop good writing in English.

2. Writing Intensive focus. The submitted WI homework papers will be checked for grammar, logic, organization, and style extensively by the instructor, and returned to the students for them to improve writing skills and for their consultation with the instructor for further learning and training.

3. Learning Outcomes.

3.1. Institutional Learning Objectives.

3.1.1. Know -- Breadth and Depth of Knowledge. Students develop their understanding of the world with emphasis on Hawai'i, Asia, and the Pacific by integrating

a. General education • Arts and humanities • Biological sciences • Languages • Physical sciences • Social sciences • Technology, i.e., Foundations, Diversification, Focus, and Hawaiian/Second Language.

b. Specialized study in an academic field, i.e., the major.

c. Understand Hawaiian culture and history, i.e., course work and co-curricular experiences related to Hawaiian culture and history.

3.1.2. Do -- Intellectual and Practical Skills. Students improve their abilities to

- a. Think critically and creatively,
- b. Conduct research,
- c. Communicate and report.

3.1.3. Value -- Personal and Social Responsibility. Students demonstrate excellence, integrity, and engagement through

- a. Continuous learning and personal growth • life-long learning • self-assessment/reflection/discipline • ethical behaviors and judgments • intellectual curiosity • habits of scholarly inquiry • personal health,
- b. Respect for people and cultures, in particular Hawaiian culture • respect for differences in cultural and personal identity • social justice • cultural awareness • international engagement • culture/language immersion,
- c. Stewardship of the natural environment • respect for natural resources • sustainability,
- d. Civic participation in their communities i.e. Foundations, Diversification, Focus, and Hawaiian/Second Language.

3.2. On the Departmental level.

Student Learning Outcome Assessment tools to measure the outcomes.

Required courses in Chinese Section 25 credits, Elective courses in the Department 9 credits.

[ORAL] Engage in oral communication in Chinese in various appropriate ways.

[READING] Read and comprehend texts written in Chinese from a variety of genres and contexts.

[WRITING] Apply critical thinking and rhetorical skills to produce Chinese texts.

[RESEARCH in linguistics] Conduct independent research on topics in Chinese linguistics.

[RESEARCH in literature] Conduct independent research on topics In Chinese literature.

3.3. On the course level.

3.3.1. Anticipated outcomes.

3.3.1.1. The student understands Chinese semantics in a linguistic perspective.

3.3.1.2. The student uses Chinese semantic patterns of expression in his/her speaking, comprehension, and writing.

3.3.1.3. The student, after learning linguistic semantics, significantly develops her skills for effective communication in Chinese conversation or writing.

3.3.2. *Methods for achieving the outcomes*

3.3.2.1. The instructor explains Chinese semantics to the student.

3.3.2.2. The instructor asks the student to practice Chinese in and outside the classroom, using prominent cognitive semantic patterns in Chinese.

3.3.2.3. The instructor explains linguistic semantics for the student to observe and imitate and to apply to Chinese conversation and writing.

3.3.3. *Assessment of the outcomes.*

3.3.3.1. The student shows significant progress in understanding Chinese semantics in a linguistic perspective.

3.3.3.2. The student shows that she can use Chinese semantic patterns of expression in her speaking, comprehension, and writing in Chinese.

3.3.3.3. The student shows that she has enlarged her repertory of Chinese semantic expressions and can effectively use them in conversation and writing.

4. Major concerns and issues.

4.1. Semantics as rooted in cognition.

4.2. Semantics as revealed in syntax.

4.3. Semantics as inducing pragmatics

4.4. Interplay of syntax, semantics, and pragmatics.

4.5. Effective use of semantic patterns in Chinese.

4.6. How you can use semantics to achieve effective communication.

5. Grading.

The student's course grade will be computed in five parts as follows: (i) Writing on grammatical topics and sentence patterns (40%) (which fulfills the writing-intensive purpose of this course), (ii) positive attitude and proper manner in class (10%), (iii) attendance (20%), (iv) midterm (15%), and (v) final (15%). Employed as a technical term, 'paper' denotes (i) a homework, (ii) a midterm, (iii) a final, or (iv) a piece of assigned writing. 'paper format' indicates the strictly required format of a paper. We need the paper format for time saving and efficiency. Everyone 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. If a student is late to submit or fails to submit a paper *in the required paper format*, 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* portion of your course 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-classes 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 space/row, type the following numbered lines, *with the numbers of the lines shown*, and in the exact order.

1. Grade () (I will type your grade in)
2. Washington, Chn 456, 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.

(ii) **Chn 456** represents this course.

(iii) The variable α ranges over W0, W1, W2, W3, W4, Midterm, Final, and possibly more. ‘W’ means Writing Intensive Homework. For example, W1 means Writing Intensive Homework 1. W0 is for you to make sure you can use this paper format correctly.

(iv) If you are George Washington, and you find that someone called Mary Washington is also in your class, then you type ‘Washington-G’ as you last name, and leave Mary Washington to type her last name as ‘Washington-M’.

(v) When a paper is posted, it will have a title, a deadline for submission, an issue or question for discussion, and a paper length. For example, when W0 is posted, it may appear as : //W0. Describe the University of Hawaii. (This is the title of W0) Due 8/28/19, Wed (deadline) one page (length of paper)//

Below line 5 of the informative lines, leave an empty space/row, and type the title of the W0. Leave another empty space/row and start typing the text of your paper. (see a sample in 6.2 below)

6.1.2. Typing.

Use a Word file to type your paper, from which a Pdf file may be derived. Word provides a good way for a reviewer to edit and comment on a submitted paper.

Type (the text of) your paper double-spaced, in a 12-point Times New Roman font.

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 a page.

(The Word file is for me to write comment on your paper and to communicate with you, and the PDF file is to prevent distortion in file transmission. *If you fail to submit both, your paper grade may be reduced to as low as 5 points.*

Submit both the Word and Pdf versions of your paper (*simultaneously, in one message*) to me hhsieh@hawaii.edu The *subject name* of your message to me will be the same as the file name of your paper. For example, if the file name of your paper is 'Washington, Chn 456, W0', then that file name will appear as the subject name in your message to me.

6.2. Sample of the paper format.

You are given the W0 above. You should respond, and give me a paper like below:

1. Grade ().
2. Washington, Chn 456, 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.

Discribe the University of Hawaii

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

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You should follow this paper format strictly, to avoid being penalized in your paper grade.

Table 1. Weekly Course Plan for Chn 456. Fall 2019.**This plan is subject to change without prior notice.**

I	II	III	IV
<p>Week n</p> <p>A week, i.e. week n, is indicated as N-m/d. N means week number n, m means month, d means day, while Monday is not expressed. For example, 1-8/26 indicates 'The first week starting on Monday 8/26/2019.</p> <p>1-8/26</p>	<p>Topics for study:</p>	<p>Readings:</p> <p>Readings are selected from chapters n or n.m in the required textbook, <i>Toward a Cognitive Semantics</i>. Leonard Talmy, Vol.2. The UH bookstore said that there was no printed version available. But there is a Kindle version and maybe also a printed version available. Check on-line for your purchase.</p>	<p>Home Works:</p> <p>These are tied to textbook chapters and to class lectures. There is a W0 for you to learn the paper format. There are four Writing Intensive home works: W1, W2, W3, and W4 (each for 5 pages).</p> <p>W0</p>
2-9/02	Lexicalization Patterns	<p>Chapter 1, shortened as 1</p> <p>This chapter is rather long and rather innovative, and it requires close reading and extensive discussion.</p>	
3-9/09	Lexicalization Patterns	1	
4-9/16	Lexicalization Patterns	1	

5-9/23	Lexicalization Patterns	1	
6-9/30	Lexicalization Patterns	1	W1. Explain a Framing Event and its associated Co-event.
7-10/07	Lexicalization Patterns	1	W1.
8-10/14	Lexicalization Patterns	1	W2. Analyze sentence (1a) 瓶子漂进洞裡 as a motion event and its co-event. Parallel to Chinese (1a) is English (1b) <i>The bottle floated into the cave</i> . In addition, <i>cave</i> in (1b) corresponds to 洞裡, but not 洞. Explain this small difference, too.
9-10/21	Lexicalization Patterns	1	W2.
10-10/28	A typology of event integration	Chapter 3, section 1, shown as 3.1	W3. A sentence is assumed to reflect a Macro-event. It has two parts: Framing Event and Co-event. A language can be Verb-Framed (such as Spanish) or Satellite-Framed (such as Chinese). You are to explain these three related

			concepts: <i>Macro-Event, Frame Event, and Co-event.</i>
11-11/04	A typology of event integration	3.1	W3.
12-11/11	A typology of event integration	3.1	W4. Analyze (4) 瓶子慢慢漂进洞里 as one framing event combined with two co-events, and show how the three events become arranged as a sequence of motions, whose source or semantic order is 慢慢, 进, 漂, but whose surface or syntactic order is 慢慢, 漂, 进。
13-11/18	A typology of event integration	3.1	W4.
14-11/25	A typology of event integration Thanks Giving Week	3.1	W4.
15-12/02	Chinese communication	Possible lecture notes	
16-12/09	Chinese communication	Possible lecture notes	

