

# Chinese 634 Chinese Syntax and Semantics

## Spring 2018

Lecture Time: Thursdays 9:30 a.m. -- 12:00 p.m.

Lecture Room: Sakamaki C101

Instructor: L. Julie Jiang 蒋鲤 ([ljjiang@hawaii.edu](mailto:ljjiang@hawaii.edu))

Office: Moore Hall 359

Office hours: Mon 1 p.m. -- 2 p.m., or by appointment

Course Website: <https://laulima.hawaii.edu/portal/site/MAN.89266.201830>

**For the updated version of this syllabus, consult the course website.**

### 1. Course Description

This course has four related goals:

- [1] To introduce selected syntactic and syntax-semantics interface phenomena in Mandarin Chinese
- [2] To introduce base concepts in generative grammar
- [3] To consider the contributions of the study of the Chinese language to generative grammar and (L1/L2) language acquisition of Mandarin Chinese
- [3] To introduce syntactic argumentation

The specifics of the course may be modified during the semester in response to class needs.

Pre-requisites: Chn 452 or consent of the instructor

### 2. Student Learning Outcomes

By successfully completing this course, students will be able to:

- [1] provide an accurate description of the syntactic and semantic phenomena in Mandarin Chinese covered in this course;
- [2] understand fundamental concepts in generative grammar;
- [3] be able to analyze uncomplicated data/facts in Chinese syntax and semantics with effective argumentation and clear organization.

### 3. Course Requirements

- [1] Participation in class (15%)
- [2] Problem Sets (4) to be completed on time (40%)
- [3] Mid-term Exam (in class, on **Mar 1, Thur**) (20%)
- [4] Final Exam (take-home, due on **May 12, Sat**) (25%)
  - o The above total discounted by 90% for PhD students
  - o PhD students' additional requirement:
- [5] A final oral presentation of your research related to Chinese syntax-semantics (10%)

- 1) **Problem Sets:** The course will be conducted in a bottom-up, problem set driven manner. The syntactic and syntax-semantics interface phenomena in Mandarin Chinese will be introduced through readings, problem sets, and related class discussions.

The analyses of some of these phenomena will be done largely by you by proposing and defending your solutions. In this way, argumentation will be an important component of the course.

- Problem sets assigned on a given week day (Thur or Sat) are generally due *in one week* (unless otherwise specified).
- No special arrangements will be made for missed deadlines without a valid, documented excuse. In special circumstances, however, you should come and see me for other options.
- While the problem sets will be graded to let both of us know how you are doing, the grades themselves on the problem sets will *not* be factored into your final grade. To receive full credit for a problem set, you must only make a *good faith* effort (i.e., at least answer all questions) to complete it and you must hand it in on time. Therefore, if you hand in all of the problem sets on time, you will have earned 100% for the homework portion of your grade, regardless of your individual scores on the problem sets.

- I encourage you to discuss your work with other students in your class. However, it is important that you write up your solutions on your own.
- Assignments must be typed, though trees and diagrams can be drawn by hand as an option.

2) **Midterm Exam**: There will be a in-class midterm exam; this will be similar to the problem sets.

3) **Final Exam**: There will a take-home final exam; this will be just like the problem sets, but a bit longer.

4) **Final Oral Presentations for PhD Students**: Enrolled PhD students should make appointments to meet with me to discuss potential research topics related to Chinese syntax and semantics. In the end of the semester, each PhD student is required to make an oral presentation on the selected topic.

5) **Grading**:

100 - 96 = A+

95.9 - 91 = A

90.9 - 89 = A-

87.9 - 86 = B+

85.9 - 81 = B

80.9 - 79 = B-

78.9 - 76 = C+

75.9 - 71 = C

70.9 - 69 = C-

*You are reminded that each student's background, interests, learning style, difficulties and goals are different. Please be patient with each other and do not hesitate to see me for extra help or explanations in certain areas.*

#### 4. Course Materials

- There is no required textbook for this course.
- Course materials will be mainly distributed through Laulima (in the "Resources" folder).
- Other courses materials will be adapted from the following books:

Li, Charles and Sandra Thompson. 1981. *Mandarin Chinese: a functional reference grammar*. University of California Press, Berkeley.

Huang, C.-T. James. 2010. *Between Syntax and Semantics*. Routledge Leading Linguists Series, volume 15. New York: Taylor and Francis.

Huang, C.-T. James, Li, Y.-H. Audrey, and Li, Yafei. 2009. *The Syntax of Chinese*. Cambridge University Press.

Huang, C.-T. James, Li, Y.-H. Audrey, and Simpson, Andrew. 2014. *The Handbook of Chinese linguistics*. Malden, MA: Wiley-Blackwell Publishers.

Lu, Jianming and Ma, Zhen. 2016. *Hanyu jiaoshi yingyou de suzhi yu jibengong* (汉语教师应有的素质和基本功) [The qualities and basic skills that Chinese language teachers should have]. Beijing: Foreign Language Teaching and Research Press.

Lu, Jianming and Shen, Yang. 2016. *Hanyu he hanyu yanjiu shiwu jiang* (2nd Ed.) (汉语和汉语研究十五讲) [Chinese and fifteen lectures]. Beijing: Peking University Press.

Lü, Shuxiang. 1942/2002. *Lü Shuxiang Quanji Diyijuan: Zhongguo wenfa yaolie* (吕叔湘全集第一卷: 中国文发要略) [The complete works of Lü Shuxiang, vol. 1 Essentials of Chinese grammar]. Shenyang: Liaoning Education Press.

Wang, S-Y. William and Sun, Chaofen. 2014. *The Oxford Handbook of Chinese linguistics*. New York: Oxford University Press.

As always there is more to be read than is possible, so one can only do as much as one can. Regardless of how much you are able to read, the most important thing is to read *carefully* and *critically*. Assuming that

the facts observed are correct, why are they interesting (i.e., do they raise interesting questions for current theories)? If you know the language well enough, are the observations even correct? Do they lead to the generalizations as stated or implied by the author(s)? Most importantly, why are the facts the way they are? What would count as a good analysis, i.e. one that can derive and predict, hence explaining, the facts?

## 5. Statement on Course Materials

Please note that the course packet and other course materials are copyrighted and you do **not** have permission to distribute them to third parties for reproduction. In particular, private companies that request to purchase course materials from students have not been authorized by the instructor or the University.

## 6. Collaboration Policy

Discussion and the exchange of ideas are essential to academic work. You are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance.

## 7. Disability Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

## 8. Course Schedule (subject to tweaking)

WK	DATE	CONTENT	READINGS <i>recommended readings are marked with *</i>	PROBLEM SETS
1	1/11	Class Overview		
2	1/18	Typological characteristics of Mandarin Chinese syntax	*Wu and He (2015)	
3	1/25	Categories in Mandarin Chinese --lexical categories and functional categories	* Huang, Li and Li (2009, Ch 1) Lu and Ma (2016: 107-123)	Problem Set #1 to be assigned
4	2/1	Argument structure in Mandarin Chinese (Theta-roles; Types of predicates; The Unaccusative Hypothesis)	*Aldridge (2015) *Carnie (2002: 166-173) Poole (2002: 77-83)	<b>Problem Set #1 due</b>
5	2/8	Generative approach to Mandarin Chinese phrase structures (I) (Constituency Tests, Generalizing Phrase Structure Rules, X-bar Theory)	*O'Grady et al (2010: 160-182) Lu and Shen (2016: 36-53) Poole (2002: 29-36) 'Constituency'	Problem Set #2 to be assigned
6	2/15	Generative approach to Mandarin Chinese phrase structures (II)	Recommended readings <i>TBA</i> Huang, Li and Li (2009, Ch 2)	<b>Problem Set #2 due</b>
7	2/22	Interim summary and Homework 1& 2 Review		
8	3/1	Midterm Exam		
9	3/8	Student Topic #1: <i>TBA</i>		

10	3/15	Student Topic #2: <i>TBA</i>		Problem Set #3 to be assigned
11	3/22	Student Topic #3: <i>TBA</i>		<b>Problem Set #3 due</b>
12	3/29	No class		
13	4/5	Student Topic #4: <i>TBA</i>		
14	4/12	Student Topic #5: <i>TBA</i>		Problem Set #4 to be assigned
15	4/19	Student Topic #6: <i>TBA</i>		<b>Problem Set #4 due</b>
16	4/26	Presentations		
	5/3-5/11	Study Days & Final exam week <i>Final term paper due (May 12, Sat)</i>		

## 9. Topic Suggestions for Week 9-15

TOPICS	READINGS
1. Anaphora and Binding in Mandarin Chinese (e.g. <i>ziji</i> 'self', <i>ta</i> 'he/she/him/her', <i>taziji</i> 'himself/herself')	Huang, Li, Li (2009, Ch. 9) 'Anaphora' Lu and Shen (2016, Ch. 8) 'Binding Theory and Semantic References'
2. <i>Ba</i> -construction/ <i>Bei</i> -construction	Huang, Li, and Li (2009, Ch 5) ' <i>Ba</i> -construction'
3. Ellipsis in Mandarin Chinese	Li and Tang (2014)
4. Modals (e.g. <i>neng</i> 'can, be able to', <i>hui</i> 'can, will, might', <i>keyi</i> 'man, may')	Hsieh (2005); Li and Hsieh (2016); Lu and Ma (2016: 258-259)
5. Plurality in Mandarin (e.g. <i>-men</i> , <i>xie</i> )	Iljic (1994); Li (1999); Lardiere (2009); Jiang (2017)
6. Relative Clauses in Mandarin Chinese	Huang, Li, and Li (2009: 212-233) 'Relatives'
7. Scope and ambiguity	Li (2014: 228-242); Su (2008); Zhou and Crain (2009)
8. Sentence-final particles (e.g. <i>-le</i> , <i>ma</i> , <i>ne</i> , <i>ba</i> )	Simpson (2014); Lu and Ma (2016: 244-246)
9. Tense and Aspects in Mandarin Chinese (e.g. <i>-le</i> , <i>-zhe</i> , <i>-guo</i> )	Liu 2015; Li and Thompson 1981: Ch 4 'Aspect' Soh 2014; Guo 2017
10. Topicalization and Focus in Mandarin Chinese	Shyu (2014); Xu (2015); Huang Li and Li (2009: 197-211) 'Topics'; Li and Thompson (1981: 85-103) 'Topic and Subject'
11. Other topics that you are interested in	

## 10. References (to be updated periodically)

- Aldridge, Edith. 2015. Ergativity and unaccusativity. In *Encyclopedia of Chinese language and linguistics*. R. Sybesma, general editor. Brill Online.
- Carnie, Andrew. 2002. *Syntax: a generative introduction*. 1st edition. Malden: Wiley-Blackwell.
- Chao, Yuen-Ren. 1968. *A Grammar of Spoken Chinese*. University of California Press, Berkeley.

- Guo, Yanyu. 2017. L2 acquisition of aspect markers by English-speaking learners of Chinese. Doctoral Dissertation, University of Cambridge. Hsieh (2005); Li and Hsieh (2016)
- Huang, C.-T. James. 2010. *Between Syntax and Semantics*. Routledge Leading Linguists Series, volume 15. New York: Taylor and Francis.
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- Iljic, Robert. 1994. Quantification in Mandarin Chinese: Two Markers of Plurality. *Linguistics* 32: 91–116.
- Jiang, L. Julie. 2017. Mandarin associative plural *-men* and NPs with *-men*. *International Journal of Chinese Linguistics* 4.2: 191-256.
- Lardiere, Donna. 2009. Some thoughts on the contrastive analysis of features in second language acquisition. *Second Language Research* 25: 173-227.
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- Li, Y.-H. Audrey and Wei, Ting-Chi. Ellipsis. In *The handbook of Chinese linguistics*, C.-T. J. Huang, Y.-H. A. Li, and A. Simpson (eds), 275-310. Malden, MA: Wiley-Blackwell Publishers.
- Li, Y.-H. Audrey, Simpson, Andrew, and Tsai, W.-T. Dylan. 2015. *Chinese syntax in a cross-linguistic perspectives*. New York: Oxford University Press.
- Li, Charles and Sandra Thompson. 1981. *Mandarin Chinese: a functional reference grammar*. University of California Press, Berkeley.
- Li, Jen-I and Hsieh, Miao-Ling. 2016. L2 acquisition of the Mandarin modal verb *yao* by L1 English speakers. *Taiwan Journal of Chinese as a Second Language* 12: 99-132.
- Liu, Meichun. 2015. Tense and aspect in Mandarin Chinese. In *The Oxford Handbook of Chinese linguistics*, W. S-Y. Wang and C. Sun (eds.), 274-289. New York: Oxford University Press.
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- Poole, Geoffrey. 2002. *Syntactic theory*. New York: Palgrave.
- Shyu, Shu-Ing. Topic and Focus. In *The handbook of Chinese linguistics*, C.-T. J. Huang, Y.-H. A. Li, and A. Simpson (eds), 100-125. Malden, MA: Wiley-Blackwell Publishers.
- Simpson, Andrew. 2014. Sentence-final particles. . In *The handbook of Chinese linguistics*, C.-T. J. Huang, Y.-H. A. Li, and A. Simpson (eds), 156-179. Malden, MA: Wiley-Blackwell Publishers.
- Soh, Hooi Ling. 2014. Aspect. In *The handbook of Chinese linguistics*, C.-T. J. Huang, Y.-H. A. Li, and A. Simpson (eds), 126-155. Malden, MA: Wiley-Blackwell Publishers.
- Su, Yi-ching. 2008. Structure and context effects in scope ambiguity resolution. *Language and Linguistics* 9: 585-627
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- Xu, Liejiong. 2015. Topic prominence. In *The Oxford Handbook of Chinese linguistics*, W. S-Y. Wang and C. Sun (eds.), 393-403. New York: Oxford University Press.
- Zhou, Peng and Crain, Stephen. 2009. Scope assignment in child language: evidence from the acquisition of Chinese. *Lingua* 119: 973-988.
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