

Chinese 642: Contrastive Analysis of Mandarin & English

Meeting time: Tuesday 1:30am-12:00pm; Moore 251

Instructor: Song Jiang, sjiang@hawaii.edu

Office Hour: Wednesday 12:30-1:30 or by appointment

Course Description

This course covers contrastive analysis of many aspects of Chinese and English, including: typological, phonological, morphological, syntactic, discourse, pragmatic and cognitive perspectives. It introduces the theories and methodologies of contrastive linguistics and examines contrastive studies of Chinese and English. The course will also cover error analysis of Chinese produced by English speaking learners of Chinese and provide pedagogical suggestion on how to effectively teaching Chinese vocabulary and grammar to English speakers. The purpose of this course is to provide a general orientation in contrastive analysis on Chinese and English, an understanding of the central differences between the two languages, and exposure to its research methods. The semester will culminate in student research projects – contrastive analyses that address outstanding differences between Chinese and English.

Student Learning Outcomes

By the end of this course, students should:

- develop an informed and personally relevant understanding of contrastive analysis of Chinese and English, that allows one to make connections between practical issues in one's own current and future teaching and studying of Chinese or English;
- become familiar with the major theories, methods, and findings in the field of contrastive analysis of Chinese and English;
- develop one's ability to read scholarly or research papers written in both Chinese and English meaningfully;
- develop an ability to describe and analyze Chinese and English in a contrastive way;
- successfully conduct and report on a research project that explores a relevant topic of one's choice.

Prerequisites

CHN 451 and/or 452, an undergrad introduction to linguistics and upper division or graduate status, or instructor consent.

Requirements

Students enrolled for full credit will be expected to complete assignments including a research project, presentations of readings to the class, and to participate in class meetings and discussions.

- Reading presentations: students will select readings and published research papers at the beginning of the term to present. The reading presentation should be about 30 minutes, and include these followings:
 - Summary of the research
 - Outline of the structure and organization
 - Comments and/or critiques
 - Class discussion questions
 - Additional resources and related research

- Participation: All students are expected to attend and participate in every class meeting, and complete assigned readings for that meeting. For each reading, students should write down one or two questions or points of confusion that they would like addressed in class.
- Research project: a novel piece of independent research on any topic related to the course, negotiated beforehand with me. A term paper proposal will be submitted about halfway through the semester.

Grading policy

Grades are assigned according to the following distribution:

Term paper proposal	10%
Term paper	40%
Reading presentations	30%
Class discussion and participation	20%

Main topics

- Introduction to contrastive analysis
- A brief survey on the development of the field
- Typological contrast
- Phonetic and phonological contrast
- Lexical studies: words and phrases
- Grammatical studies: sentences and structures
- Discourse and pragmatics studies
- Psychological and cognitive studies
- Contrastive analysis and second language teaching
- Cultural studies