

Chinese 655 Topics in Chinese Grammar

Spring 2021

Lecture Time: Tuesdays 3:00 p.m. -- 5:30 p.m.

Lecture Room: Online (Zoom Meeting)

Meeting ID: 992 4699 5734

Join Chn 655 Zoom Meeting: <https://hawaii.zoom.us/j/99246995734> Passcode: 165098

Instructor: L. Julie Jiang 蒋鲤 (lijiang@hawaii.edu)

Office Hours: Fridays 12:30 pm --1:30 pm and by appointment

Join Office Hour: <https://hawaii.zoom.us/j/96008015419> Passcode: 105783

Meeting ID: 960 0801 5419

Course Website: <https://laulima.hawaii.edu/portal/site/MAN.94419.202130>

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

1. Course Description

The objective of Chn 655 is twofold: (i) to introduce current approaches to Chinese grammar and related issues and debates, focusing on the papers published by leading Chinese linguists employing these approaches, and (ii) to consider the contributions of the study of the Chinese language to grammatical theories and language acquisition. Topics to be covered in this course include: verb phrases, tense and aspect, clausal word order and movement, and nominal phrases. The specifics of the course may be modified during the semester in response to class needs.

2. Student Learning Outcomes

By the end of the course, students are expected to be able to

- [1] provide an accurate description of major syntactic and semantic patterns covered in this course;
- [2] demonstrate sufficient knowledge of current approaches to each of the patterns;
- [3] discuss specific issues that have been raised for each of the patterns.

3. Course Requirements

- [1] Participation in class (including attendance) (10%)
- [2] Readings and questions/comments based on the reading material (20%)
- [3] A presentation in the journal club (see below) (20%)
- [4] A term paper addressing the themes of the course, or some specific instantiation thereof (30%)
(about 15 double-spaced pages) (due **May 14, Friday**)
- [5] A one-page abstract of [4] (due **April 1, Thursday**) (10%)
- [6] A oral presentation of [4] in the end of the semester (10%)

- 1) Journal club: We will be devoting part of our time to a journal club. Journal club days are a forum for the discussion of recent, relevant, peer-reviewed work of your choice. The direction of the class on these days will be up to you.

Here are some ground rules:

- a. *Discussion*. When it's your turn to lead the journal club, you must lead a discussion. It is not enough to simply present the material. You must get others involved. I am happy to provide suggestions, but ultimately, you will have to figure out what works for you.
- b. *Recent*. The article you choose must be from the last 7 years.
- c. *Relevant*. The article you choose must be relevant to the topics of our seminar. Part of your task is to help us understand in exactly what ways a connection can be made.
- d. *Peer-reviewed*. The article you choose must appear in a peer-reviewed journal. No conference papers, please.
- e. *Of your choice*. I encourage you to consult with me in making your choice of articles. Please send me an email at least one week in advance to let me know what article you are planning to choose.

The journal club dates are **2/9, 3/9, 4/13**.

2) Readings and questions/comments based on the reading material

- a. Reading assignments must be completed by the dates each lesson is introduced according to the class schedule provided on the course syllabus.
- b. Questions and comments: post to the Forum on Lulima your questions/comments based the required reading(s) **by 10 pm on Sundays, before we cover that topic**.

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 grammatical theories and language acquisition)? 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?

- 3) Final term paper: Enrolled students should make appointments to meet with me every 2-3 weeks to discuss potential term paper topics and assess progress.

4. Course Materials

- There is no required textbook for this course. However, most of our readings will be excerpts from the following books.
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.
Huang, Chu-Ren & Dingxu Shi. 2016. *A Reference Grammar of Chinese*. Cambridge University Press.
Wang, S-Y. William and Sun, Chaofen. 2014. *The Oxford Handbook of Chinese linguistics*. New York: Oxford University Press.
- Course materials will be mainly distributed through Lulima (in the "Resources" folder).

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. In-Class Rules

1. The course will require pair/group activities via Zoom; students are required to **turn on** their video and audio during the class. Students may mute themselves if their background is noisy.
2. Students are **not** allowed to record the online class unless they receive everyone's written consensus.
3. If there are concerns with the above requirements, please discuss them with the instructor.
4. Be respectable of others; treat others the way you want to be treated.

Students will be held to the highest standards of conduct. Go to the link below for details:

http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/proscribed_conduct.php

7. 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.

8. 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.

9. Course Schedule

The following is a preliminary schedule of topics. We may diverge from this schedule, and I will notify you if we do.

WK	DATE	CONTENT	READINGS <i>required readings are marked with *</i>
1	1/12	Class Overview	
2	1/19	Topic 1 The Verb Phrases	*Li (2016) Huang, Li and Li (2009): Ch 2 Aldridge (2015)
3	1/26	Topic 2 Tense and Aspect	*Soh (2014) M. Liu (2015)
4	2/2	Topic 3 Modals	*Kratzer 1991: 639-640; *von Stechow 2006: 1-3 *Hsieh 2005
5	2/9	Journal club (1)	<i>TBA</i>
6	2/16	Topic 4 Nominal Phrases	<i>TBA</i>
7	2/23	Topic 5 Definiteness	*Jenks 2018 Dayal and Jiang forthcoming
8	3/2	Topic 6 Anaphora & Final term paper abstract requirements	*Huang, Li and Li (2009): Ch.9
9	3/9	Journal club (2)	<i>TBA</i>
10	3/16	<i>No Class: Spring Break</i>	
11	3/23	Topic 7 Clausal Word Order and Movement: Passives	*Huang, Li and Li (2009): Ch 4
12	3/30	Topic 8 Clausal Word Order and Movement: Relative Clauses <i>One-page abstract of final term paper due (Apr 1, Thur)</i>	*Huang, Li and Li (2009): Ch 6 Yoshimoto (2001)
13	4/6	Topic 9 Clausal Word Order and Movement: Topicalizations	*Huang and Yang (2015) Zhang (2009)

14	4/13	Journal club (3)	<i>TBA</i>
15	4/20	Topic 10 Quantification and Scope	*Li (2014)
16	4/27	Final term paper writing	
17	5/4	Final research paper presentation and course summary	
		Final exam week <i>Final term paper due (May 14, Fri)</i>	

10. Reading Suggestions for Journal Club

- Crosthwaite, Peter. 2014. Definite discourse-new reference in L1 and L2: A study of bridging in Mandarin, Korean, and English. *Language Learning*, 64(3), 456-492.
- 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.
- Feng, Shuo. 2018. The acquisition of English definite noun phrases by Mandarin Chinese speakers. *Studies in Second Language Acquisition*, 41(4), 881–896
- Guo, Yanyu. 2020. From a simple to a complex aspectual system: Feature reassembly in L2 acquisition of Chinese imperfective markers by English speakers. *Second Language Research*, 026765832091143. doi:10.1177/0267658320911433
- Liu, Feng-His. 2015. Acquiring topic structures in Mandarin Chinese. *Chinese as a Second Language Research* 4(1): 1-21
- Su, Yi-Ching. 2019. Backward/forward anaphora in child and adult Mandarin Chinese, *Language Acquisition*, 27:2, 187-216, DOI: [10.1080/10489223.2019.1659795](https://doi.org/10.1080/10489223.2019.1659795)
- Li, Jen-I and Hsieh, Miao-Ling. 2016. L2 acquisition of the Mandarin Modal Verb *Yao* by L1 English by L1 English Speakers
- Mifka-Profozic, Nadia. 2017. Processing epistemic modality in a second language: A self-paced reading study. *IRAL International Review of Applied Linguistics in Language Teaching*, 55(3), 245–264. <https://doi.org/10.1515/iral-2017-0107>
- Mifka-Profozic, Nadia, O'Reilly, David, and Guo, Juan. 2020. Sensitivity to syntactic violation and semantic ambiguity in English modal verbs: A self-paced reading study. *Applied Psycholinguistics*, 1–27.