

Course information & policies (Syllabus)

<i>Instructor</i>	Jennifer Smith (jlsmith@email.unc.edu), 309 Smith Bldg, <i>she/her</i> <ul style="list-style-type: none">• You are welcome to call me Jen, Dr. Smith, or Prof. Smith. <p><i>Office hours:</i> W 12:15-1:15 [Zoom link] and by appointment</p>
<i>Class meets</i>	TuTh 12:30-1:45, Venable G311
<i>Course format</i>	This course is structured as a combination of (a) lecture and discussion and (b) problem solving in semester-long ‘work groups’ that include both linguistics students and Japanese-language students. Preparation for class may include problem solving, data collecting, and/or readings. The course has a final project and presentation in place of a final exam.
<i>Course web site (no textbook)</i>	https://users.castle.unc.edu/~jlsmith/ling563.html <ul style="list-style-type: none">• Required readings and assignments are posted to the course web site.• Also see the web site for announcements, relevant links, and a detailed course syllabus (updated after every class).

I. Overview *LING 563. Structure of Japanese: Introductory linguistic description of modern Japanese. For students of linguistics with no knowledge of Japanese and students of Japanese with no knowledge of linguistics.*

This course has two main goals:

1. To examine the Japanese language from the perspective of linguistic analysis

- What patterns can we find in Japanese language data?
- How are those patterns similar to, or different from, those of English and other languages?

2. To consider the influence of Japanese on the development of linguistic theory

This course will enable students to:

- Identify systematic patterns and state insightful generalizations about Japanese data
- Apply tools and methods of linguistic theory to develop analyses of Japanese
- Use the results of linguistic analysis to critically evaluate claims and proposals
- Identify real-life contexts and situations (language teaching/learning, cross-cultural communication, etc.) in which the application of linguistic analysis to Japanese makes predictions or provides insights
- Develop and strengthen general skills for critical thinking, model building, hypothesis testing, data literacy, and argumentation

Coursework includes introductory readings, readings from the primary linguistics research literature, and hands-on problem solving and analysis of Japanese data.

Who is this course for?

This course is **designed for** linguistics students who want to learn about Japanese, and Japanese-language students who want to apply linguistic methods to better understand Japanese grammar and usage. Both undergraduate and graduate students are welcome if they satisfy **at least one** of these **prerequisites**: completion of at least **LING 101**/Introduction to Language, **or** Japanese ability equivalent to at least **JAPN 102**/Elementary Japanese II, **or** permission of instructor.

This course satisfies the Focus Capacity “Ways of Knowing” or the SS GenEd.

II. Course requirements and grading information

Final course grades are calculated as follows:

A. Participation	10%
B. Homework assignments (about 5)	30%
C. Midterm exam	20%
D. Article summary	10%
E. Final project	30%

**No A+ course grades at UNC-CH*

Grading scale (points for letter grade)

A+*	97–100 (98)	C+	77–79 (78)
A	93–96 (95)	C	73–76 (75)
A-	90–92 (91)	C-	70–72 (71)
B+	87–89 (88)	D+	67–69 (68)
B	83–86 (85)	D	60–66 (65)
B-	80–82 (81)	F	0–59

Some assignments and preparation activities will require you to access the **internet** as you work on them. You are strongly encouraged to use **headphones** when there are sound files to listen to. *Please let me know in advance if accessing sound files or other online activities will pose a problem.*

A. Participation

Linguistics is best learned by doing. Plan to **attend** class, **complete** the assigned readings and exercises on time, and **participate** in class activities and discussion.

A reading and/or a data set may be assigned as **preparation** for class discussion.

- For a reading, make notes on the important points and work to understand the examples. Sometimes you will be given a reading-guide handout or discussion questions to help you find the key points in a reading.
- For a data set, work through the data on your own before class and make notes about the patterns that you find.

Participation grading: On some class days, there will be **preparation questions** (submitted online before class) and/or **participation activities** (completed during class, often as part of a discussion or problem-solving activity). These will all be graded pass/fail.

- *Preparation questions* earn a pass if they (a) are complete and (b) show some application of course concepts, even if they are only partly correct.
- *Participation activities* earn a pass if there is evidence that you participated (this will depend on the type of activity).
- Participation grades are determined by the percentage of preparation questions and participation activities passed after the **lowest 15%** of scores are **dropped**. This allows you to miss or skip several with no consequence. For this reason, there are no make-ups for missed questions/activities except in cases of University Approved Absence.
- There is no grade for attendance specifically. If you need to miss class for health or other reasons, you do not need to ask permission or explain your absence. However, please be aware that you may miss participation activities when you miss class, and please remember that it is your responsibility to check the "[Daily syllabus](#)" web page for upcoming preparation or assignments.

B. Homework assignments

- There will be approximately 5 **homework assignments**, which usually involve a combination of data collection or interpretation and linguistic analysis. They are to be submitted on paper at the beginning of class unless otherwise specified.
- For some homework assignments, there is an **alternative** available, usually a theoretical linguistics paper to read and a set of discussion questions to answer. The alternative

assignments will be mandatory for linguistics graduate students, and optionally available to other students who have completed the appropriate coursework in linguistics.

- Homework assignments are **evaluated** on a letter-grade scale, according to the following criteria. Intermediate (+/-) grades are also possible. If the assignment is messy, hard to read, or poorly organized, up to one full grade may be deducted.
 - A The assignment has no or few errors and demonstrates insightful thinking and clear understanding of the material.
 - B The assignment indicates a good-faith effort, but it has more than a few incorrect answers or shows an incomplete understanding of the material.
 - C The assignment is done superficially and/or is more incorrect than correct.
 - D or F Significantly incorrect, incomplete, or not turned in.
- As a general rule, **no late assignments are accepted for credit**. However, to allow for some flexibility, the **lowest homework grade will be dropped**. (In the case of a University Approved Absence or other special circumstances, it may be possible to make other accommodations; please talk to me about your situation.)

C. Midterm exam

There will be one **midterm exam** given in class, on **Thursday, October 12**. This date should be considered firm; the exam will be rescheduled only if significant class cancellations cause major changes to the schedule. (For linguistics graduate students, a take-home alternative to the in-class midterm exam may be available; this will depend on the background and interests of the graduate students in the course.)

D. Article summary

This assignment involves writing a critical summary of a linguistics research article focusing on some aspect of Japanese or linguistics related to your final-project topic. Details will be provided when the article summary is assigned.

E. Final project

Detailed information and due dates will be provided later in the semester. The project includes:

- **Topic proposal**, with specific research question and preliminary references
- **Methodology plan**: explanation of how the project will be carried out
- **Slides** presenting research question, project design, and results, representing intellectual work equivalent to a paper at least 10 pages in length
- **Class presentation** of project:
 - *Linguistics graduate students* will present on one of the last two days of class and will incorporate feedback from their presentation into a revised slide deck or a conference abstract, to be due approximately one week later. (Other students may choose this option as well; please discuss this with me if you are interested.)
 - *Other students* will present during the officially scheduled final-exam period, which is **F Dec 8, 12:00-3:00 pm**. Depending on the number of students enrolled in the course, an additional presentation period may be scheduled and/or some presentations may be given asynchronously.

III. Course policies

Devices in class: Please use laptops or other devices only for class-related activities. Studies show that students who use devices for non-class activities impair their own learning—and their neighbors' learning too (Fried 2006; Sana, Weston, & Cepeda 2013).

Class absences: If you need to miss class for health or other reasons, be sure to keep up with course material and assignment deadlines posted on the course web site. Lecture outlines and other items will be posted there shortly before or after class.

Collaboration/citation for assignments:

- (i) *Assignments*: You are encouraged to **discuss** assignments, analyses, and projects with other members of our class. However, any **written work** you submit must be written by yourself alone unless otherwise specified.
- (ii) *Exams*: **No collaboration** of any kind is allowed during exams, but you will be able to ask clarification questions.
- (iii) *Consulting outside materials* (materials other than course readings, handouts, course web pages, or in-class notes) for an assignment is **discouraged** unless otherwise stated, and may negatively impact your grade—but if any outside materials are consulted, you are required to **cite such outside references**.

Make-up exams: If you must miss the midterm exam, contact me *in advance* to determine whether you are eligible for a make-up exam. Without prior permission, a missed exam may only be made up if you can provide documentation from Health Services, your dean, or another appropriate authority to demonstrate that your absence was unexpected and unavoidable. (The *final* exam may only be made up with an official Final Exam Excuse.)

Weather cancellations: Unless University classes are officially canceled, you should assume that our class will be held, but if there is bad weather, use your own judgment about whether it is safe for you to travel to campus. If classes are canceled, check the course web site for announcements and schedule changes.

Other policies and resources: See “Information for Undergraduate Classes” at [this link](#) for UNC policies on: syllabus changes, attendance (incl. University Approved Absences), Honor Code, acceptable use of technology resources, Accessibility Resources and Service (ARS), Counseling and Psychological Services (CAPS), Title IX, non-discrimination, the Undergraduate Testing Center, the Learning Center, and the Writing Center.

IV. Schedule of course topics

The schedule of course topics is available on the course web site, at:
<https://users.castle.unc.edu/~jlsmith/ling563/schedule.html>

V. Readings on reserve for this course

For more about Japanese linguistics:

The following books are on reserve for this course; **bolded** items are e-books available through [Course Reserves](#) on Canvas. (Some of the assigned readings also come from these books.)

- Tsujimura, N. 2007. *An introduction to Japanese linguistics*, 2ed. Blackwell.
- **Tsujimura, N. (ed.). 1999. *The handbook of Japanese linguistics*, 2ed. Blackwell.**
- **Miyagawa, S., and M. Saito (eds.). 2008. *The Oxford handbook of Japanese linguistics*. Oxford.**
- Yamaguchi, T. 2007. *Japanese linguistics: An introduction*. Continuum.
- Vance, T. 2008. *The sounds of Japanese*. Cambridge.

- Kubozono, H (ed.). 2015. *Handbook of Japanese phonetics and phonology*. Mouton.
- Shibatani, M., S. Miyagawa, & H. Noda (eds.). 2017. *Handbook of Japanese syntax*. Mouton.
- Pardeshi, P., & T. Kageyama. 2018. *Handbook of Japanese contrastive linguistics*. Mouton.
- Okamoto, S., & J. Shibamoto-Smith (eds.). 2004. *Japanese language, gender, and ideology*. Oxford.
- Okamoto, S., & J. Shibamoto-Smith. 2016. *The social life of the Japanese language: Cultural discourse and situated practice*. Cambridge.
- McClure, W. 2000. *Using Japanese: A guide to contemporary usage*. Cambridge.

For more about linguistics in general:

If this is your first linguistics course, you may want to buy or borrow an introductory linguistics book that you can consult for more information about terminology or concepts. One useful choice is *Contemporary Linguistics*, which is used in LING 101. Another good choice is *Language Files*; multiple editions are available as ebooks, and one is on reserve for our course:

- Bergmann, A., K. Currie Hall, & S. Ross (eds.). 2007. *Language files*, 10ed. Ohio State U.

VI. Focus Capacity: Ways of Knowing

Learning Outcomes

These are the learning outcomes that are expected of students after completing a course.

- Recognize and use one or more approach(es) to developing and validating knowledge of the unfamiliar world.
- Evaluate ways that temporal, spatial, scientific, and philosophical categories structure knowledge.
- Interrogate assumptions that underlie our own perceptions of the world.
- Employ strategies to mitigate or adjust for preconceptions and biases.
- Apply critical insights to understand patterns of experience and belief.

Questions for Students

These are the types of questions you should be able to answer after completing a course.

- What norms and expectations do I take for granted?
- What categories and concepts frame my assumptions, experiences, and beliefs?
- What practices of investigation or inquiry best challenge those assumptions and expectations?
- How can I consider whether my beliefs might be wrong?