

Course information and policies

<i>Contact information</i>	Jennifer Smith (jlsmith@email.unc.edu) <i>Office hours:</i> Tu 2:00-3:00 [Zoom link] and by appointment
<i>Class meets</i>	TuTh 11:00-12:15 [Zoom link] remote, mostly synchronous
<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. A video of each synchronous class will be posted as an emergency backup, so if you must miss class, please watch the video later. But—group work will not be recorded, and linguistics is best learned by doing, so you are strongly encouraged to attend class in real time whenever possible.
<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 and goals

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.

II. 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.

III. Course requirements and grading information

Final course grades are calculated as follows:

- | | |
|-----------------------------------|---------------------|
| A. Attendance and participation | <i>recommended!</i> |
| B. Homework assignments (about 5) | 35% |
| C. Midterm exam (open-book) | 20% |
| D. Article summary | 10% |
| E. Final project | 35% |

Grading scale (or convert letter→ number)

A	93–100 (95)	C+	77–79 (78)
A–	90–92 (91)	C	73–76 (75)
B+	87–89 (88)	C –	70–72 (71)
B	83–86 (85)	D+	67–69 (68)
B–	80–82 (81)	D	60–66 (65)
		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. Attendance and 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.
- However—remote learning poses challenges for everyone, and sometimes issues with physical or mental health, family, technology, etc., will come up. Therefore, attendance and participation will not be an official part of the course grade for Spring 2021.
- If you have to miss a synchronous class meeting:
 - Check the “[Daily syllabus](#)” page on the course web site to collect any lecture outlines, handouts, or data sets from class, and to see what work has been assigned.
 - An emergency backup **video** of each synchronous class will be posted for those who need to watch it later (or for those who would like to review the material).
 - Be aware that group work (problem-solving and discussion) will **not** be recorded, so you are strongly **encouraged to attend class in real time** whenever possible.

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

- For a reading, make notes on the important points and understand the examples.
- For a data set, work through the data on your own before class and make notes about the patterns that you find.

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 in the “Assignments” tool on Sakai.
- 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.

C. Midterm exam

There will be one take-home, open-book **midterm exam** administered over Sakai. The exam **date** is given on the “[Schedule of topics](#)” page on the course web site, and should be considered firm unless significant class cancellations cause major changes to the schedule. If you have a **conflict**, please let me know *in advance* so that we can schedule a make-up exam; if you miss the exam with no advance warning, I cannot guarantee that you will be allowed to make it up.

D. Article summary

This assignment involves writing a critical summary of a linguistics research article focusing on some aspect of Japanese or linguistic theory 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 be expected to incorporate feedback from their presentation into a final written version of their paper, which is 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 May 7, 12:00-3:00 pm**. Depending on the number of students enrolled in the course, an additional presentation period may be scheduled (which may be the last day of class) and/or some presentations may be given asynchronously.

IV. Course policies

Zoom, class recording, and other remote-learning policies: Please see the “[Resources and policies for remote learning](#)” page on the course web site.

Submitting assignments:

- Assignments are due **on Sakai** by the stated deadline.
- **Typed** assignments submitted as **PDF** files are preferred, but JPG, PNG, and BMP image files are also acceptable if you prefer to photograph or scan a **handwritten paper** (this might be easier for some types of assignments).
 - Please do not submit raw MS Word files; use the “Export to PDF” option in MS Word.
 - If you are submitting an image file, please make sure the assignment is clearly legible.
- As a general rule, **no late assignments are accepted for credit**. However, this is an unusual semester, and some exceptions may be made in the following circumstances:

- (i) If you make a request *in advance* (before the day that the assignment is due), a short extension will probably be granted.
- (ii) If illness or another emergency makes you unable to complete an assignment by the deadline, please be in touch by email as soon as possible to request an emergency extension. I do not need details, but a broad category of explanation would be helpful: “health situation,” “family situation,” “technology problem,” “car accident,” etc. Depending how much extra time is needed, a late penalty may be assessed.

Collaboration/citation policy for work outside the classroom: You are encouraged to discuss assignments with other students in the class, but you must write up your solution **independently** unless otherwise stated. Please **list any collaborators** you have discussed an assignment with. In addition, please note that consulting outside materials (materials other than course readings, handouts/data sets, 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 exam policy: If you must miss the midterm exam, contact me *in advance* to determine whether you are eligible for a make-up exam. Without such prior permission, a missed exam may not be made up unless you can provide documentation from Health Services, your dean, or another appropriate authority to demonstrate that your absence was unexpected and unavoidable. (Note that the *final* exam may only be made up or rescheduled with written permission from the office of the Dean of Students.)

Honor Code statement:

- All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. More information is available here: <https://studentconduct.unc.edu/>.
- If you have any questions about what constitutes acceptable collaboration or acceptable use of reference material on assignments, please feel free to talk with me at any time.

Class cancellation policy: If the University cancels classes, or I am unable to teach, on a scheduled class day, I will make every effort to keep you informed of the situation and of any changes to plans or deadlines. I will post updates using the “[Daily syllabus](#)” page on the course web site and/or an Announcement in Sakai.

Changes to the syllabus: As your instructor, I reserve the right to make changes to the syllabus, including exam dates (excluding the officially scheduled final examination), if unforeseen circumstances occur. Any changes will be announced as early as possible so that you can adjust your schedules.

Respect and diversity: I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, native language variety, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this class an inclusive space for all students. Please let me know if there is anything I can do to improve.

V. 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>

VI. Readings on reserve for this course

For more about Japanese linguistics:

The following are available as **ebooks** on reserve for this course. Access them through the Course Reserves tool on Sakai. Some assigned course readings also come from these books.

- Tsujimura, N. 2014. *An introduction to Japanese linguistics*, 3ed. Blackwell.
- Yamaguchi, T. 2007. *Japanese linguistics: An introduction*. Continuum.
- 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.
- 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 & Shibamoto-Smith (eds.). 2004. *Japanese language, gender, and ideology*. Oxford.

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.

VII. UNC-CH resources for learning, wellness, and safety

Learning resources:

- The Learning Center (<https://learningcenter.unc.edu>) offers consultations, peer tutoring, academic coaching, study-skills workshops, and peer study groups.
- The Writing Center (<https://writingcenter.unc.edu>) provides one-on-one assistance to students and offers many online resources to support all stages of writing.

Accessibility resources: UNC Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS website (<https://ars.unc.edu>) for contact information.

Title IX resources: Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance ([Adrienne Allison](#)), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), [Counseling and Psychological Services](#) (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Counseling and Psychological Services: CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website (<https://caps.unc.edu/>) or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.