

REQUEST FOR NEW COURSE

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 10/07
- b. Department/Division: Modern and Classical languages/Division of Russian and Eastern Studies
- c. Contact person name: Mingzhen Bao Email: mingzhenbao@uky.edu Phone: 257-6814
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CHI 520
- b. Full Title: Introduction to Chinese Linguistics
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

3 hours per week Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: This course investigates the phonology (sound system), morphology (word formation), syntax (grammar), and orthography (writing system) of the Chinese language. Also covered are topics, such as dialectology and sociolinguistics, relating language to cognition, culture, and society.
- j. Prerequisites, if any: CHI 202
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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4. Frequency of Course Offering.

- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
- If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO
- If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
- If YES, explain: _____

8. Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES NO
- If YES, name the proposed new program: Chinese Language and Literature
- b. Will this course be a new requirement⁵ for ANY program? YES NO
- If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES NO
- If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:



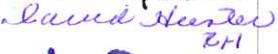

Course Prefix and Number: CHI 520

Proposal Contact Person Name: Mingzhen Bao Phone: 257-6814 Email: mingzhenbao@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Division Director RABZ	11/1/09	Doug Szymanski 77-7557 dszymans@uky.edu	
MCH-Chair	11/1/09	Theodore Fiedler 7-4642 tfiedler@uky.edu	
EPC	2/9/10	David Hunter 717016 david.hunter@uky.edu	
A&S Administration	2/9/10	Anna R. K. Bosch / bosche@uky.edu 7-6689	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	4/13/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

COURSE: CHI 520-001 Introduction to Chinese Linguistics

INSTRUCTOR: Professor Mingzhen Bao

TIME & PLACE: MWF 11:00-11:50
POT 145

OFFICE HOURS: M/W 1-2:30p.m.
Tel: 257-6814
E-mail: mingzhenbao@uky.edu

TEXTBOOKS

1. Jerry Norman. 1988. *Chinese*. Cambridge U. Press. [ISBN: 0-521-29653-6 (pbk)]
Required.
2. Charles N. Li and Sandra A. Thompson. 1981. *Mandarin Chinese: A Functional Reference Grammar*. Berkeley: U. of California Press. [ISBN: 0-520-04286-7 (pbk)]
3. Chen, Ping. 1999. *Modern Chinese: History and Sociolinguistics*. Cambridge: Cambridge University Press. [ISBN: 0-521-64572-7 (pbk)]

COURSE DESCRIPTION

This course investigates the phonology (sound system), morphology (word formation), syntax (grammar), and orthography (writing system) of the Chinese language. Also covered are topics, such as dialectology and sociolinguistics, relating language to cognition, culture, and society.

COURSE OBJECTIVES & EXPECTED OUTCOMES

1. To gain an advanced understanding of the structure of Modern Chinese
2. To examine variation in the Chinese language and its implications in high level communication contexts
3. To gain a basic understanding of the dialects of Chinese
4. Be able to put the Chinese language into its broader historical and geographic context
5. Be prepared for more advanced courses in Chinese language, literature and culture from theoretical as well as pedagogical perspectives

COURSE CONTENT

The course will be conducted through lectures combined with class discussions of assigned readings, individual and small-group assignments in class, and students' presentation of homework assignments.

STUDENT RESPONSIBILITIES

1. **Readings:** Read and reflect on all assigned readings prior to class lectures and discussion.
2. **Attendance & Participation:** Attend class regularly, and participate actively in class discussions and individual/group activities. I will check attendance ten times this semester. Attendance checks will NOT be announced in advance. Students in attendance for the check will receive one point each time (class participation counts as ten percent of your course grade).
3. **Assignments:** Submit three homework assignments (each counts as ten percent of your course grade). These are due in class on the specified due-date on the course schedule. **For graduate students, you must finish the additional graduate section listed in each of your assignments.**
4. **Exams:** Midterm and final exams are scheduled on the specified dates on the course schedule (each counts as 30 percent of your course grade).

STUDENT COLLABORATION

Students sometimes ask whether it is permissible to work together on written homework assignments. Here is the answer: it is fine--in fact it is desirable--for two or more students to discuss an assignment BEFORE they have begun formulating their answers in writing; but once a student has begun putting an answer down in writing, no consultation with other students is permitted.

EXCUSED ABSENCES

The official university policy on excused absences is given in section 5.2.4.2 of Student Rights and Responsibilities (<http://www.uky.edu/StudentAffairs/Code/part2.html>); in order to request that an absence be excused, you must submit your request on the attached form (or a photocopy of it).

DISABILITY SERVICES

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with Letter of Accommodation

from the Disability Resource Centre (Room 2, Alumni Gym, 257-2754) for coordination of campus disability services available to students with disabilities.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website:
http://www.uky.edu/USC/New/rules_regulations/index.htm.

GRADING

The grading scale to which I will adhere in this course is the following:

- 10% - Attendance & Participation
- 30% - Homework assignments
- 30% - Midterm exam
- 30% - Final exam

90-100 percent:	A	80-89 percent:	B
70-79 percent:	C	60-69 percent:	D
0 -59 percent:	E		

- Notes: 1. Graduate students cannot receive a "D" grade, and will receive an "E" grade below 70.
2. You will be provided with a Midterm Evaluation of course performance.

SCHEDULE

This is a preliminary schedule. Activities and reading selections may be modified when the semester begins.

WEEK 1

Orientation and Introduction

- Blackboard system; library facilities; software for linguistic research.
- Read ahead for next week's classes
- Norman, Ch. 1. Introduction

WEEK 2

Articulatory Phonetics: Place and Manner of Articulation

Explore the links below before class:

- [International Phonetic Alphabet \(IPA\)](#)
[International Phonetic Association](#) and downloadable audio files (wav files) accompanying the languages illustrated in the *Handbook of the IPA*
- SIL's Unicode-based IPA font: [Doulos SIL font -- IPA Help](#)
- *The Sounds of the IPA* (CD-ROM)
- *Vowels and Consonants (CD ROM Supplement)*, P. Ladefoged 2005
- U. of Victoria's *Phonetic Database* (CD ROM)
- [Speech Internet Dictionary \(SID\)](#) (online searchable dictionary with illustrations and audio files; use the "Page" pull-down menu to select terms beginning with 'A', 'B', 'C', etc.)

[Phonetics Resources: Phones & Phonemes of English](#)

Labor Day-No class!

WEEK 3

The Chinese Language: Dialects, Standards, and Historical Changes

Readings:

- Li (2006)
- Li & Thompson, Ch.1
- Norman, Ch2 Historical phonology of Chinese; Ch.6.1-6.2 The modern standard language I
- Suppl. Reading: Li (1973)
- [Linguistic Map: China](#) (U. Texas Lib., 161k)
- [Sino-Tibetan: Chinese](#) (SIL's *Ethnologue*)

- Chinese Dialects (Glossika)

WEEK 4

Phonetics, Phonology, and Variation of Chinese

- IPA charts, romanization charts, etc.
- Sound files, waveforms, F0 tracings, etc.

Readings:

- Norman, Ch.6.3-6.8 The modern standard language I
- Zhang (2005)
- Sun (2006), Ch. 2
- Speech Analysis Tutorial

Due: Homework Assignment 1.

WEEK 5

In-Class Recording and Speech Analysis

WEEK 6

The Chinese Orthography

Readings:

- Coulmas (1989)

- Norman, Ch. 3 The Chinese script
- Rohsenow (2004)

WEEK 7

The Chinese Word Structure 1: Typological Description and Grammar

Readings:

- Li & Thompson, Ch.2
- Norman, Ch.4 Classical/literary Syntax and Morphology
Ch.7 Modern Standard Chinese: Morphology and Syntax

Due: Homework Assignment 2.

WEEK 8

The Chinese Word Structure 2: Spoken and Signed Language

Readings:

- Li & Thompson, Ch.3
Tai (2005), Chan and Xu (2008)

Midterm Exam

WEEK 9

The Rise of Written Vernacular

Readings:

- Norman, Ch. 5 The rise and the development of written vernacular

WEEK 10

Body Parts and the Metaphorical Use of Language

Readings:

- Yu (2000, 2003, 2004)

WEEK 11

Language Use in Context: Spoken Discourse and Conversation Analysis

Readings:

- Biq (2004)
- Wang and Tsai (2005, 2007)
- Wu (2005)
- Li & Thompson, Ch.7

Election Day-No class!

WEEK 12:

Modern Dialects 1

Readings:

- Norman, Ch. 8 Dialectal variation in North and Central China
- Chen, Ch. 4

WEEK 13:

Modern Dialects 2

Readings:

- Norman, Ch. 9 The dialects of the Southeast
- Ethnologue Chinese Dialects

Due: Homework Assignment 3.

WEEK 14:

Language, Society, and Changing Modes of Written Communication

Readings:

- Norman, Ch. 10 Language and society

WEEK 15:

Language Policy1: The Spoken Language, Written Language

Readings:

- Chen, Ch. 2, 5, 6

Thanks Giving-No class!

WEEK 16:

Language Policy2: The Modern Chinese Writing System

Readings:

- Chen, Ch. 7-11

EXAM WEEK

Final Exam

ADDITIONAL READINGS

1. Biq, Yung-O. 2004. Construction, reanalysis, and stance: 'V yi ge N' and variations in Mandarin Chinese. *Journal of Pragmatics* 36:1655–1672.
2. Blum, Susan D. 2004. Good to hear: Using the trope of standard to find one's way in a sea of linguistic diversity. In: Minglang Zhou (ed.), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pages 123-141.
3. Chan, Marjorie K.M. and Wang Xu. 2008. Modality effects revisited: Iconicity in Chinese Sign Language. In: Marjorie K.M. Chan and Hana Kang (eds.), *Proceedings of the 20th North American Conference on Chinese Linguistics (NACCL-20)*. Volume 1. Columbus, Ohio: The Ohio State University. Pages 343-360. [[PDF file \(257 KB\)](#)]
4. Coulmas, Florian. 1989. *The Writing Systems of the World*. Cambridge, MA: Basil Blackwell, Inc. (Excerpt: Chapter 6, An alternative to the alphabet: The Chinese writing system, pp. 91-110.
5. Gao, Liwei. 2008. Language change in progress: Evidence from Computer-Mediated Communication. In: Marjorie K.M. Chan and Hana Kang (eds.), *Proceedings of the 20th North American Conference on Chinese Linguistics (NACCL-20)*. Volume 1. Columbus, Ohio: The Ohio State University. Pages 361-377.
6. Lai, Mee-ling. 2007. Exploring language stereotypes in post-colonial Hong Kong through the matched-guise test. *Journal of Asian Pacific Communication* 17.2:225–244.
7. Li, David C. S. 2006. Chinese as a lingua franca in Greater China. *Annual Review of Applied Linguistics* 26:149-176.
8. Rohsenow, John S. 2004. Fifty years of script and written language reform in the PRC: The genesis of the Language Law of 2001. In: Minglang Zhou (editor), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pages 21-43.
[Also see PRC's 2000 language and script law (中华人民共和国国家通用语言文字法) at [URL 1](#) and [URL 2](#)]
9. Sun, Chaofen. 2006. *Chinese: A Linguistic Introduction*. Cambridge, UK; New York, NY: Cambridge University Press. [Excerpt: Chapter 2: Phonetics of Standard Chinese. Pages 34-44.]
10. Tai, James H.-Y. 2005. Modality Effects: Iconicity in Taiwan Sign Language. In: Dah-an Ho and Ovid J. L. Tzeng (editors), *POLA FOREVER: Festschrift in Honor of Professor William S-Y. Wang on his 70TH Birthday*. Taipei: Institute of Linguistics, Academia Sinica. Pages 19-36. [See PDF file (pre-publication copy) at J. Tai's [publication webpage](#).]
11. Wang, Yu-Fang and Pi-Hua Tsai. 2005. Hao in spoken Chinese discourse: Relevance and coherence. *Language Sciences* 27 (2005) 215-243.
12. Wang, Yu-Fang and Pi-Hua Tsai. 2007. Textual and contextual contrast connection: A study of Chinese contrastive markers across different text types. *Journal of Pragmatics* 39:1775-1815.
13. Wu, Ruey-Jiuan Regina. 2005. 'There is more here than meets the eye!': The use of final *ou* in two sequential positions in Mandarin Chinese conversation. *Journal of Pragmatics* 37 (2005) 967-995.

14. Yu, Ning. 2000. Figurative uses of *finger* and *palm* in Chinese and English. *Metaphor and Symbol* 15.3:159-175.
15. Yu, Ning. 2003. Metaphor, body, and culture: The Chinese understanding of *gallbladder* and *courage*. *Metaphor and Symbol* 18.1: 13-31.
16. Yu, Ning. 2004. The eyes for sight and mind. *Journal of Pragmatics* 36: 663-686.
17. Zhang, Qing. 2005. A Chinese yuppie in Beijing: Phonological variation and the construction of a new professional identity. *Language in Society* 34, 431-466.
18. Zhou, Minglang. 2001. The spread of Putonghua and language attitude changes in Shanghai and Guangzhou, China. *Journal of Asian Pacific Communication* 11.2: 231-253.

CHI 520-001 Chinese Linguistics M Bao

Request for Excused Absence

Name _____

Date(s) of Absence _____

Reason (See Student Handbook: <http://www.uky.edu/StudentAffairs/Code/part2.html>):

Documentation attached:

CHI 520 Chinese Linguistics M Bao

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