

Term Information

Effective Term Autumn 2014

General Information

Course Bulletin Listing/Subject Area Chinese
Fiscal Unit/Academic Org East Asian Languages & Lit - D0527
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5387
Course Title Bilingualism in the Chinese Contexts
Transcript Abbreviation C5387:BilinChCtxt
Course Description Introduction to the sociolinguistic study of bilingualism (including multilingualism) and the qualitative study of biculturalism involving the Chinese language and culture. Topics to be covered include lexical borrowing and innovations,code switching, bilingual education, bilingualism in (new) media, language acquisition, language attitudes, language maintenance and loss.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Chinese 5380, or permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0301
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students learn to understand the linguistic and social contexts, motivations, and mechanisms for different types of bilingual phenomena in the Chinese context, and develop analytic skills of analyzing such phenomena from a theoretical perspective.

Content Topic List

- Language use in Greater China
- Language policy
- Bilingual education in China
- Language choice
- Code-switching
- Lexical borrowing and innovations
- Bilingualism in media
- Language loss and maintenance
- Bidialectalism
- Bilingualism within China's ethnic groups

Attachments

- Chinese 5387 Fall 2014 Course Syllabus (9-10-2013).pdf: Chinese 5387_Fall2014_Syllabus
(Syllabus. Owner: Liu,David)

Comments

- Course level is still not correct.

Course level should be re-considered. Perhaps doctoral? Pre-req language is not to standard. (see help link and/or operations manual). Boiler plate language for both Academic Integrity and DisabilityServices does not follow Operations manual. Also the semester seems to be 16 weeks which is one week too long. *(by Heysel,Garett Robert on 09/18/2013 08:18 PM)*

- Changes have been made and the revised syllabus is attached. *(by Liu,David on 09/10/2013 02:08 PM)*

COURSE REQUEST
5387 - Status: PENDING

Last Updated: Heysel,Garett Robert
09/20/2013

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Liu,David	09/03/2013 02:54 PM	Submitted for Approval
Approved	Noda,Mari	09/03/2013 03:21 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	09/09/2013 10:56 PM	College Approval
Submitted	Liu,David	09/10/2013 02:09 PM	Submitted for Approval
Approved	Denton,Kirk Alexander	09/18/2013 12:43 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	09/18/2013 08:18 PM	College Approval
Submitted	Liu,David	09/19/2013 04:31 PM	Submitted for Approval
Approved	Denton,Kirk Alexander	09/19/2013 04:54 PM	Unit Approval
Approved	Heysel,Garett Robert	09/20/2013 10:49 AM	College Approval
Pending Approval	Hanlin,Deborah Kay Hogle,Danielle Nicole Jenkins,Mary Ellen Bigler Nolen,Dawn Vankeerbergen,Bernadette Chantal	09/20/2013 10:49 AM	ASCCAO Approval

CHINESE 5387: Bilingualism in the Chinese Contexts

Autumn 2014

Course Syllabus

Instructor Information

Xiè Zhìguó (解志国)

Office: 360 Hagerty Hall

Email: xie.251@osu.edu

Office Phone: 614-292-3184

Office Hours: Mon. 2:00-4:00PM

Class Time and Location

Wed. & Fri. 2:20-3:40PM

Location: TBA

Course Description

As the Chinese people nowadays are engaged in more and more cross-linguistic/cross-cultural communication, both in and outside of China, bilingualism in the Chinese context has become an increasingly important and diverse phenomenon worth in-depth exploration. The course offers an introduction to the sociolinguistic study of bilingualism (including multilingualism) and the qualitative study of biculturalism involving the Chinese language and culture. Topics to be covered include lexical borrowing and innovations, code switching, bilingual education, bilingualism in (new) media, language acquisition, language attitudes, language maintenance and loss, as well as language policy and planning.

Course Prerequisite

Chinese 5380, or permission of instructor.

Course Texts

The readings for the course consist of classical and recent journal papers and book chapters. They are available on Carmen for download. There is no required textbook, but the following two handbooks are useful resources for background reading:

1. Li, Wei. 2007. *The Bilingualism Reader* (2nd edition). Routledge.
2. Bhatia, Tej K. and William C. Ritchie. 2013. *The Handbook of Bilingualism and Multilingualism* (2nd edition). Wiley-Blackwell.

NB: Both books are available in Closed Reserve for 4-hour loans at Thompson Library during the Autumn 2014 semester. In addition, they are available for purchase from the Student Book Exchange (SBX) (Address: 1806 North High St., Phone: 291-9528).

Course Webpage

<https://carmen.osu.edu/>

All students officially registered for the course have been automatically enrolled in Carmen. Students can log in with their OSU user name and password, and click on the “Chinese 5387” link for syllabus, schedule, readings, work submission, and grades. It is the individual student’s

responsibility to get familiar with features of the course webpage. Those who have difficulty with Carmen should seek help from the instructor or other people.

Course Goals

Upon completion of the course, the successful student will be able to:

1. grasp key ideas, concepts, and theories of bilingualism as a linguistic and sociolinguistic phenomenon in general;
2. understand the language use in the Greater China region as well as in certain overseas Chinese communities;
3. comprehend the linguistic and social contexts, motivations, and mechanisms for different types of bilingual phenomena in the Chinese context;
4. understand the role of bilingualism and biculturalism in different media and domains of social interactions;
5. strengthen awareness of cross-linguistic variations and cross-cultural differences between the Chinese language/people and other languages/peoples;
6. develop essential analytic skills of exploring specific case studies of bilingual phenomena that involve the Chinese language.

Grade Breakdown

Attendance and participation (including (at least) one individual meeting with the instructor)	15%
Questions/comments on readings submitted on Carmen	10%
Homework assignments (5% each):	25%
Mid-term examination	15%
Term project	35%
Proposal:	5%
Presentation	10%
Final paper:	20%

Grading Scale

Final letter grades are calculated based on the OSU Standard Scheme: https://carmen-services.it.ohio-state.edu/carmen-help/instructors/grade_select_a_grade_scheme.htm:

93 - 100 (A)	90 - 92.9 (A-)	
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (F)

Attendance and Participation

Students are expected to attend all class meetings punctually, and actively participate in class discussion and other activities. Each student is allowed a maximum of two unexcused absences. Each unexcused absence beyond the second one will result in one point deducted from the attendance grade (up to ten points). Unless granted by the instructor beforehand, being 20 minutes (or more) late or leaving class 20 minutes (or more) early will count as one absence. Three unexcused late arrivals or early departures less than 10 minutes count as one unexcused absence, and two unexcused late arrivals or early departures less than 20 minutes count as one unexcused absence

Excused absences can be granted only in cases of family emergencies, job interviews, serious illness, observance of religious holidays, and other reasons deemed appropriate by the instructor. Prior notice (via email or in person) is highly appreciated. It is the individual student's responsibility to provide proper documentation to prove that an absence is excusable. Acceptable documentation includes job interview invitations (email copy is sufficient), signed notes from a medical staff, a (grand-)parent, a guardian, or an OSU advisor, as well as other written record deemed appropriate by the instructor. Contact information (email or phone) of those who sign the record must be included. Under no circumstances will a note from a friend or a roommate be accepted.

It is the individual student's responsibility to find out (from the instructor or peer students) changes or announcements made during a missed class.

Reading Assignments

Students are expected to have read all readings prior to the class meetings for which the readings are assigned. For each reading, students should submit at least one question and/or comment by mid-night before the class meeting. This should be done under the "Discussion" section on Carmen. Failure to do so will result in one point per missed reading deducted from the final grade.

Homework Assignments

There are a total of five homework assignments during the semester. They are designed to help students learn the course materials and develop skills in analytic thinking and writing. Each assignment is handed out one week before the due date, and should be turned in prior to the beginning of class on the due date. All homework assignments are available electronically on the Carmen course webpage. Absent students should go to the Carmen course webpage, download the homework assignments, and submit prior to the usual deadlines (unless an extension has been granted by the instructor beforehand).

Mid-term Exam

The mid-term exam will be a take-home essay-type assignment. It will be handed out on October 24 (Week 9) and due on October 31 (Week 10). More details will be provided prior to the exam.

Final Project

Students are required to finish a final project. It should be done in four stages. First, students set up an individual appointment with the instructor to decide on the topic of interest for the final project, as early as possible during the semester but no later than October 24 (Week 9). The individual meeting counts 2 points toward the "attendance and participation" grade. Second, based on their preliminary research, students submit a one-page proposal/outline due November 7 (Week 11). Third, students deliver an oral presentation of their project before the end of semester (exact schedule to be determined). Fourth, students submit their finished research paper on or before Monday, December 15th (by noon time). The paper should be around 15 pages (no more than 20 pages), including references, but excluding any appendix.

Students are welcome and encouraged to extend one of their homework assignments into the final term paper project.

Students who choose to develop an existing project (e.g. a term paper written for a prior course) should consult with the instructor for approval. They should incorporate significant new analysis, results, or findings, in order to qualify it as the final term paper for the course.

Extra Credits

Students may have opportunities to earn extra credits by attending and reflecting on on-campus lectures related to the course topics. If and when such opportunities become available, more details will be announced as the semester goes.

Submission policy

Unless practically impossible, the homework assignments, mid-term exam, proposal, and final paper should all be submitted on Carmen. They should be typed, double-spaced, in 12-pt font, with 1-inch margins.

Any late work should be turned in within six days of the original due date. Work that is more than six days late without prior approval by the instructor will not be accepted. Each late day reduces the grade for the work by 10%.

Student Feedback

Feedback is welcome at any point during the semester. The instructor is always willing and prepared to accommodate students' needs and interests. At the same time, it would also be useful for students to remember that not all suggested changes may be practical or possible. The instructor has the sole discretion regarding whether to make a suggested change or not.

Class Cancellation

In the unlikely event of class cancellation due to emergency, the instructor will contact the students via e-mail and request that a note on be placed on the door. In addition, the instructor will contact the students as soon as possible following the cancellation to let them know what will be expected for the next class meeting.

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

Every student should familiarize themselves with OSU's *Code of Student Conduct*, available at <http://studentlife.osu.edu/csc/>. Graduate students should also follow the *Graduate Student Code of Research & Scholarly Conduct*, available at <http://www.gradsch.osu.edu/Depo/PDF/Code.pdf>.

For all submitted work, students are strongly encouraged to work together, but they should turn in their own individual final products. In all their presentations and written works, students are required to include proper citations for any resources they consult (web resources included). An overall tip of avoiding plagiarism: when in doubt, check with the instructor or take the safe route (e.g. cite the source properly).

Disability Statement

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Schedule

(subject to change with notice)

WK	Date	Topics	Readings	Remarks
1	8-27	Course introduction and overview		
	8-29	Central concepts	Li 2007	
2	9-3	Central concepts	Edwards 2003	
	9-5	Language use in Greater China	Lee & Li 2013	
3	9-10	Language policy	Chen 1999: Ch. 7	
	9-12	Language policy	Hu & Alsagoff 2010	
4	9-17	Bilingual education in China	Y. Zhou 1992 M. Zhou 2001	HW 1 out
	9-19	Bilingual education in China	Tsung & Cruickshank 2009	
5	9-24	Language choice (General introduction)	Ferguson 1959 Fishman 1965	HW 1 due

	9-26	Language choice	Pan 2000 (Zhang 2005 – skim)	HW 2 out
6	10-1	Language choice	McGregor & Li 1991	
	10-3	Code-switching	Li 2005	HW 2 due
7	10-8	Code-switching	Wang & Liu 2012	
	10-10	Code-switching	Clyne 2000 MacSwan 2013	HW 3 out
8	10-15	Lexical borrowing and innovations	Yang 2005 Yang 2009	
	10-17	Lexical borrowing and innovation	Zhou and Feng 1987	HW 3 due HW 4 out
9	10-22	Bilingualism in media	Gao & Pandharipande 2003	
	10-24	Bilingualism in media	Radtke & Yuan 2011	HW 4 due deadline: individual meeting Mid-term out
10	10-29	Language loss and maintenance	Nicoladis & Grabois 2002	
	10-31	Language loss and maintenance	Zhang 2009	Mid-term due

11	11-5	Bidialectalism	Erbaugh 1995	
	11-7	Bilingualism within China's ethnic groups	M. Zhou 2000	deadline: Final project proposal HW 5 out
12	11-12	Bilingualism within China's ethnic groups	Tournadre 2003 Stanford & Jonathan 2012	
	11-14	Bilingualism in overseas Chinese communities	Leung & Wu 2012	HW 5 due
13	11-19	Bilingual language acquisition	Qi 2010	
	11-21	Wrap up		
14	11-26	Happy Thanksgiving!		
	11-28			
15	12-3	Student presentations program TBA		
	12-5			

References

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- Hu, Guangwei & Lubna Alsagoff 2010. A public policy perspective on English medium instruction in China. *Journal of Multilingual and Multicultural Development* 31: 365-382.
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