

Term Information

Effective Term Spring 2015

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
Course Number/Catalog 7386
Course Title Chinese Semantics
Transcript Abbreviation Chin Semantics
Course Description introduction to the semantic description and analysis of the Chinese language, including related topics such as Chinese pragmatics and syntax-semantics interface
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
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 Prereq: 5380, or permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0301
Subsidy Level Doctoral Course
Intended Rank 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 develop basic skills of describing semantic facts of the Chinese language, articulating semantic intuition, and developing theories to account for the facts and capture the intuition

Content Topic List

- Tense
- Aspect
- Focus
- Classifiers

Attachments

- Chinese 7386 Sp 2015 Course Syllabus.pdf: Chinese 7386 Sp 2015 Course Syllabus

(Syllabus. Owner: Xie,Zhiguo)

Comments

- Some corrections to the syllabus are necessary: Below 60% is an E (not F); boilerplate language for academic misconduct is missing a sentence or two. Please copy and paste directly from the operations manual. Finally, only one content topic list per box. Three content topics are sufficient. I have made the change to the content topics. (by

Heysel,Garett Robert on 05/20/2014 10:30 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Xie,Zhiguo	05/05/2014 12:11 PM	Submitted for Approval
Approved	Bender,Mark A	05/05/2014 03:43 PM	Unit Approval
Approved	Heysel,Garett Robert	05/20/2014 10:30 AM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	05/20/2014 10:31 AM	ASCCAO Approval

CHINESE 7386 Chinese Semantics

Spring 2015

Course Syllabus

Instructor Information

Xi èZh ègu ó(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

The course introduces students to the study of what Chinese words, phrases, and sentences mean. The focus is to develop students' skills of describing semantic facts, articulating semantic intuition, and developing theories to account for the facts and capture the intuition. This course will start with an introduction of basic principles, concepts, and tools in semantic analysis, and then discuss a range of major topics in Chinese semantics. Among the topics are classifiers, quantifiers, *wh*-expressions, degree constructions, tense and aspect, topic and focus, and so on.

Course Prerequisite

Chinese 5380, or permission of instructor.

Course Texts

The readings for the course consist of journal papers and book chapters. They are available on Carmen for download. There is no required textbook, but the following two useful books are recommended as background readings. Several reading assignments are taken from the books.

1. Heim, Irene and Angelika Kratzer. 1998. *Semantics in generative grammar*. Blackwell Publishers.
2. Partee, Barbara, Alice ter Meulen, and Robert Wall. 1990. *Mathematical methods in linguistics*. Kluwer Academic Publishers.

NB: Both books are available in Closed Reserve for 4-hour loans at Thompson Library during the spring 2015 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 7386" link for course 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 basic theoretical principles, concepts, and tools used in the semantic analysis of human language;
2. strengthen awareness of distinguishing semantic meaning from other aspects of natural language (e.g., structure and use)
3. develop skills of describing semantic facts (especially of the Chinese language) in a precise, theoretically-informed manner;
4. articulate and assess linguistic theories by making effective use of linguistic data;
5. interpret and analyze actual linguistic data to construct and defend an argument/theory.

Grade Breakdown

Attendance and participation

(including (at least) one individual meeting with the instructor) 15%

Questions/comments on readings submitted on Carmen 20%

Homework assignments (5% each): 40%

Term project 25%

Presentation 10%

Write-up: 15%

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, and 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 would result in one point per missed reading deducted from the final grade (up to 20 points).

Homework Assignments

There are a total of eight homework assignments during the semester. They are designed to help students learn the course materials and develop skills in articulating semantic intuition, assessing linguistic theories, and analyzing actual linguistic data. 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).

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 March 27 (Week 11). The individual meeting counts 2 points toward the "attendance and participation" grade. When choosing the topic for the final project, students should do their best to apply what they have learned in the course. Second, based on their preliminary research, students submit a one-page proposal/outline due April 3 (Week 12). Third, students deliver an oral presentation of their project before the end of semester (exact schedule to be determined). Fourth, students submit their write-up on or before Friday, May 1 (by noon time). The write-up should be 10-15 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.

Submission policy

Unless practically impossible, the homework assignments, 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 prior notice)

WK	Date	Topics	Readings	Remarks
1	1-14	Course introduction		
	1-16	Intro to formal semantics	Partee (1979) Partee (2010)	
2	1-21	Propositional logic	PtMW (1990) Ch. 5 & 6	
	1-23	Predicate logic	PtMW (1990) Ch. 7	
3	1-28	Basic syntax	Carnie (2013) Ch. 6	
	1-30	Semantic types	Heim and Kratzer (1998) Ch. 1 & 2	
4	2-4	Syntax-semantics interface	Heim and Kratzer (1998) Ch. 3	
	2-6	Modification	Heim and Kratzer (1998) Ch. 4	
5	2-11	Modification	Heim and Kratzer (1998) Ch. 5	
	2-13	Relative clauses	Lin (2003a)	

6	2-18	Quantification and scope	Li, A. (2014) (HLS: Ch. 9)	
	2-20	Quantification and scope	Xiang (2008)	
7	2-25	Tense	Sybesma (2007) Lin (2009)	
	2-27	Tense	Lin (2003b)	
8	3-4	Aspect	Soh (2014) (HLS: Ch. 6)	
	3-6	Aspect	Smith (1994)	
9	3-11	Comparatives	Liu (2014) (HLS: Ch. 13)	
	3-13	Comparatives	Lin (2009)	
10	3-18	Spring break No class		
	3-20			
11	3-25	Comparatives	Li, X. (2014)	
	3-27	Modality	Xie (2012)	

12	4-1	<i>Wh</i> -expressions	Lin (2014) (HLS: Ch. 8)	
	4-3	<i>Wh</i> -expressions	Lin (1998)	
13	4-8	Topic and focus	Shyu (2014) (HLS: Ch. 5)	
	4-10	Focus and <i>wh</i> -questions	Soh (2005)	
14	4-15	Classifiers	Del Gobbo (2014) (HLS: Ch. 2)	
	4-17	Classifiers	Zhang (2007) Tai and Chao (1994)	
15	4-22	Wrap up Student presentations		
	4-24	Student presentations		

Bibliography

- Carnie, A. 2013. *Syntax: A Generative Introduction* (3rd edition). Wiley Blackwell.
- Heim, I. and A. Kratzer. 1998. *Semantics in Generative Grammar*. Blackwell Publishers.
- Huang, C.T. J., Y. H. A, Li, and A. Simpson. 2014. *The Handbook of Chinese Linguistics*. Wiley Blackwell.
- Li, X. 2014. Degreeless comparatives: The semantics of differential verbal comparatives in Mandarin Chinese. *Journal of Semantics*.
- Lin, J. 1998. On existential polarity *wh*-phrases in Chinese. *Journal of East Asian Linguistics* 7(3):219-255.
- Lin, J. 2003a. On restrictive and non-restrictive relative clauses in Mandarin Chinese. *Tsing Hua Journal of Chinese Studies* 33(1):190-240.
- Lin, J. 2003b. Temporal reference in Mandarin Chinese. *Journal of East Asian Linguistics* 12(3): 259-311.
- Lin, J. 2009. Chinese comparatives and their implicational parameters. *Natural Language Semantics* 17(1): 1-27.
- Lin, J. 2010. A tenseless analysis of Mandarin Chinese revisited: A response to Sybesma 2007. *Linguistic Inquiry* 41(2): 305-329.
- Partee, B. 1979. Semantics: Mathematics or psychology? In R. Bauerle, U. Egli, and A. von Stechow (eds.), *Semantics from Different Points of View*. Springer: pp. 1-14.
- Partee, B. 2010. Formal semantics. In P.C. Hogan (ed.), *The Cambridge Encyclopedia of the Language Sciences*. Cambridge University Press.
- Partee, B, A. ter Meulen, and R. Wall. 1990. *Mathematical Methods in Linguistics*. Kluwer Academic Publishers.
- Soh, H. 2005. Wh-in-situ in Mandarin Chinese. *Linguistic Inquiry* 36(1): 143-155.
- Smith, C. S. 1994. Aspectual viewpoint and situation type in Mandarin Chinese. *Journal of East Asian Linguistics* 3(2): 107-146.
- Sybesma, R. 2007. Whether we Tense-agree overtly or not. *Linguistic Inquiry* 38(3): 580–587.
- Tai, J. H-Y. and F. Chao. A semantic study of the classifier *zhang*. *Journal of Chinese Language Teachers Association* 29(3):67-78.
- Xiang, M. 2008. Plurality, maximality and scalar inferences: a case study of Mandarin *dou*. *Journal of East Asian Linguistics* 17(3): 227-245
- Xie, Z. 2012. The modal uses of *de* and temporal shifting in Mandarin Chinese. *Journal of East Asian Linguistics* 21(4): 387-420.
- Zhang, H. 2007. Numeral classifiers in Mandarin Chinese. *Journal of East Asian Linguistics* 16(1): 43-59