

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Department of East Asian Languages and Literatures

Academic Unit

Japanese

Book 3 Listing (e.g., Portuguese)

787 Japanese Language Processing

Number Title

Japanese Processing

U G

05

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter X

Spring

Year 2008

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*):

This course serves as an introduction to and a survey of various studies on Japanese first and second language processing.

Quarter offered: Winter 2008

Distribution of class time/contact hours: two 2 hr cls per wk

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Japanese 680 or permission of instructor

Exclusion or limiting clause:

Repeatable to a maximum of 05 credit hours.

Cross-listed with:

Grade Option (Please check): Letter XX S/U XX Progress What course is last in the series? _____

Honors Statement: Yes No X GEC: Yes No X

Admission Condition

Off-Campus: Yes No X EM: Yes No X

Course: Yes No X

Embedded Honors Statement: Yes No X

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ Subsidy Level (V, G, T, B, M, D, or P) _____

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

Many studies on Japanese language processing have accumulated over the last couple of decades. Learning how Japanese is processed allows students to deepen their understanding of how our language faculty works, and especially, for those who will teach Japanese as a foreign language, it helps them to understand the mechanism of language development.

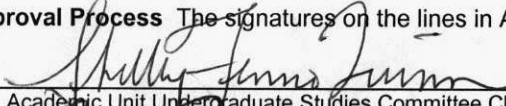
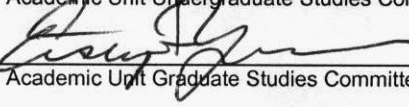

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minor(s)

An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
 Similar course content was covered in a topic-specific seminar previously. This course will serve as a replacement allowing the seminar course to deal with more advanced studies. Since the new course will be one of the instructor's rotation courses, there is no additional funding required.
4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?
 Yes No List: _____
5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____
6. Expected section size: 8-10 Proposed number of sections per year: 0.5 (once every other year)
7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No
8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
 Not Applicable
9. **Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.**

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

- | | | | | |
|-----|---|---|---------------------|------------|
| 1. | Academic Unit Undergraduate Studies Committee Chair |  | Shelley Fenno Quinn | 1/24/07 |
| | | | Printed Name | Date |
| 2. | Academic Unit Graduate Studies Committee Chair |  | Etsuyo Kasai | 1/24/07 |
| | | | Printed Name | Date |
| 3. | ACADEMIC UNIT CHAIR/DIRECTOR |  | Mari Noda | Jan 24, 07 |
| | | | Printed Name | Date |
| 4. | After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee. | | | |
| 5. | COLLEGE CURRICULUM COMMITTEE | | Printed Name | Date |
| 6. | ARTS AND SCIENCES EXECUTIVE DEAN | | Printed Name | Date |
| 7. | Graduate School (if appropriate) | | Printed Name | Date |
| 8. | University Honors Center (if appropriate) | | Printed Name | Date |
| 9. | Office of International Education (if appropriate) | | Printed Name | Date |
| 10. | ACADEMIC AFFAIRS | | Printed Name | Date |

Japanese 787: Japanese Language Processing

Instructor: Mineharu Nakayama

Description: A survey of Japanese language processing studies

Credit hours: 5 credits, U G

Time: two hour class twice per week

Place: TBA

Prerequisites: Japanese 680 or permission of instructor.

Office: 381 Hagerty Hall

e-mail: nakayama.1@osu.edu

Course Objectives:

All major theories of human linguistic processing aspire to universality: they are not intended to be theories of how a specific language such as English is processed, but abstract cognitive theories of language processing that can be instantiated with the particulars of any language. Nevertheless, it has only been in the last couple of decades of research that a substantial body of psycholinguistic evidence has accumulated about languages other than English. The goal of this course is to understand the role such empirical evidence plays in shaping psycholinguistic theories of human language processing, with a particular focus on L1 and L2 Japanese language processing theories. Because the Japanese language processing field is relatively young, this course is intended as an introduction to and a survey of various studies on Japanese first and second language processing. We will discuss the differences between lexical and sentence processing and between first and second language processing as a general introduction. After this introduction, we will discuss various topics, such as orthographic processing, lexical access, spoken vs. written language processing, in detail. While discussing these, experimental methodologies will also be explained. The course will be structured as a mix of faculty presentations and student-led discussions of papers from the literature. It will expose students to L1 and L2 issues in Japanese language processing studies and instruct students on argumentation and steps for designing an experiment.

The Student's Responsibilities:

Students are expected to read the assigned papers prior to the class meetings. The course requires active participation in class (Class Participation). Each student must choose an article and present a summary of it in class (Article Presentation). Students are also required to choose a particular topic/issue and write a research paper on a topic relevant to the course content. Each student will prepare a brief presentation of their work in advance of submitting the paper (Research presentation), and incorporate comments from the class in their final paper (Final Research Paper). An outline for the paper should be submitted at the end of the 6th week. Students are not expected to run any experiments for the final paper, but the paper should not be a mere summary of previous studies.

Research Paper Presentation and the Final Research Paper:

Make a handout and present your analysis in class. State the problem(s)/problematic construction(s) and provide a summary of your paper, then, present your analysis. Rewrite your class presentation paper considering the comments from the participants and submit it as a (double spaced, type-written) term paper.

General format for the final paper (please use section and subsection titles)

1. Introduction - state what you are going to discuss in the paper (state the problem/issue), the organization of the paper, and outline your conclusion
2. Body - provide a summary of the previous literature, your hypothesis, methodology, prediction, your analysis of the data (if you have conducted a pilot study)
3. Conclusion - concluding remarks including unsolved problems, future research agenda, etc.
4. References

Grades:

Class Participation	15%	Research Paper Presentation	20%
Article Presentation	20%	Final Research Paper	45%

Some Recommended References:

- Kess, J. and T. Miyamoto (1999) *The Japanese Mental Lexicon: Psycholinguistic Studies of Kana and Kanji Processing*. Philadelphia: John Benjamin's.
- Mazuka, R. and N. Nagai (eds.) (1995) *Japanese Sentence Processing*. NJ: Lawrence Erlbaum Associate.
- Nakayama, M. (ed.) (2002) *Sentence Processing in East Asian Languages*. CSLI, Stanford, Distributed by University of Chicago Press.

General Plan (subject to minor changes): Topics Reading assignments

Week 1 Introduction: Typological differences between English and Japanese and processing (Head-first vs. last, Left vs. right-branching, Case markers, scrambling, empty pronouns) Orthographic processing	Nakayama (1999) Saito (2006)
Week 2 Lexical access Influence of orthography	Wydell (2006) Darnell et al. (1994)
Week 3 Kanji processing Lexical competence in L2	Matsunaga (1995) Koda (2006)
Week 4 Japanese sentence processing overview Incremental processing	Nakayama (1999) Kamide (2006)
Week 5 Processing relative clauses Prosody & sentence processing	Hirose (2006) Venditti (2006) Kang et al. (2006)
Week 6 Word order/scrambling & processing Working memory & reading	Miyamoto (2006) Osaka (2006)

RESEARCH PAPER TOPIC AND OUTLINE DUE

Week 7 Working memory & difficult sentences	Nakayama et al. (2006)
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L2 processing overview:	Clahsen & Felser (2006)
Week 8 L2 sentence production Reading simple sentences in L2	Iwasaki (2006) Sawasaki (2007, ch 3 & 4)
Week 9 Processing NPs in simple sentences by JFL learners L2 Reading	Kashiwagi & N. (2007), Nakayama & K.(2006) Horiba (2004)
Week 10 Student Presentations	
Week 11 Date – Final Paper due	

References:

- Clahsen, H. and C. Felser (2006) Grammatical processing in language learners. *Applied Psycholinguistics* 27. 3-42.
- Darnell, K., J. Boland, & M. Nakayama (1994) The influence of orthography and sentence contrast on the processing of nouns in Japanese. In J. Venditti (ed.), *OSU Working Papers in Linguistics* Vol. 44. 92-104. Columbus, OH: Department of Linguistics, The Ohio State University.
- Hirose, Y. (2006) Processing of relative clauses in Japanese: coping with multiple ambiguities. In Nakayama, Mazuka, & Shirai (eds.), 264-269.
- Horiba, Y. (2006) Reading in Japanese as a second language. In Nakayama, Mazuka, & Shirai (eds.), 173-178.
- Iwasaki, N. (2006) Processes in L2 Japanese sentence production. In Nakayama, Mazuka, & Shirai (eds.), 158 –164.
- Kang, S., S. Speer, & M. Nakayama (2006) Effects of intonational phrase boundaries on ambiguous syntactic clause boundaries in Japanese. *Japanese/Korean Linguistics* Vol 14. 77-88. Stanford: CSLI.
- Kashiwagi, A. and M. Nakayama (2007) NPs in L2 Japanese Sentence Processing. To appear in *Studies in Language Sciences* 7. Kuroshio Publishers.
- Kamide, Y. (2006) Incrementality in Japanese sentence processing. In Nakayama, Mazuka, & Shirai (eds.), 249-256.
- Koda, K. (2006) Development of lexical competence among second-language readers. In Nakayama, Mazuka, & Shirai (eds.), 165-172.
- Matsunaga (1994) The role of phonological coding in reading Kanji. Technical Report 6. University of Hawaii Press.
- Nakayama, M. & Kashiwagi, A. (2006). JFL learners' reading NPs in sentences and in isolation. *IEICE Technical Report (Shingaku gihoo)*, 106 (164), 37-41. Tokyo: Institute of Electronics, Information and Communication Engineers.
- Nakayama, M. R. Mazuka, & Y. Shirai (eds.) (2006) *The Handbook of East Asian Psycholinguistics*, Vol. 2. Japanese. Cambridge University Press.
- Nakayama, M., S. Vasishth & R. Lewis (2006) Difficulty of certain sentence constructions in comprehension." In M. Nakayama, R. Mazuka, & Y. Shirai, (eds.), 277-284.
- Osaka, M. (2006) Reading and working memory. In M. Nakayama, R. Mazuka, & Y. Shirai (eds.), 285-290.
- Saito, H. (2006) Orthographic processing. In Nakayama, Mazuka, & Shirai (eds.), 233-240.

- Sawasaki, K. (2007) L2 reading by learners of Japanese: A comparison of different L1s. Doctoral dissertation. Ohio State University.
- Venditti, J. (2006) Prosody in sentence processing. In Nakayama, Mazuka, & Shirai (eds.), 208-217.
- Wydell, T. (2006) Lexical access. In Nakayama, Mazuka, & Shirai (eds.), 241-248.

Accommodation

Any student who feels she or he may need an accommodation based on the impact of a disability should contact the coordinating instructor privately to discuss your specific needs. Please contact the Office for Disability Services (614-292-3307) in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Academic Misconduct

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). For additional information, see the Code of Student Conduct <http://studentaffairs.osu.edu/resource_csc.asp>, Section 3335-23-04.