

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

EALL

Academic Unit

Japanese

601

Book 3 Listing (e.g., Portuguese)

Course Number

Summer Autumn x Winter Spring Year 2007

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 instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Japanese _____
2. Number: 601 _____
3. Full Title: Classical Japanese I _____
4. 18-Char. Transcript Title: _____
5. Level and Credit Hours U G 5 _____
6. Description: Classical written language with emphasis on (25 words or less) its structure; reading and analysis of selected pre-modern literary texts. _____
7. Qtrs. Offered : Au Qtr _____
8. Distribution of Contact Time: (e.g., 3 cl, 1 3-hr lab) _____
9. Prerequisite(s): 509 or equivalent _____
10. Exclusion: (Not open to...) _____
11. Repeatable to a maximum of _____ credits.
12. Off-Campus Field Experience: _____
13. Cross-listed with: _____
14. Is this a GEC course? For lang courses _____
15. Grade option (circle): Ltr S/U P
If P graded, what is the last course in the series? _____
16. Is an honors version of this course available? No.
Is an Embedded Honors version of this course available? No. _____
17. Other general course information: _____

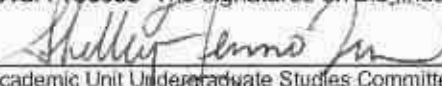
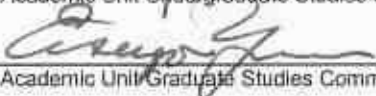
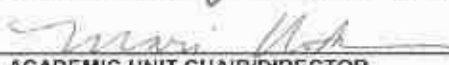
COMPLETE ONLY THOSE ITEMS THAT CHANGE
Changes Requested

1. _____
2. _____
3. _____
4. _____
5. _____
6. Develops familiarity with grammatical categories, functions, and tools for reading early Japanese, in close reading of selected primary texts and linguistic analysis. _____
7. Au, Wi, or Sp Qtr _____
8. _____
9. 509 or equiv, or permission of instructor _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?
Yes _____
2. Does this course currently satisfy any GEC requirement, if so indicate which category?
Languages _____
3. What other units require this course? Have these changes been discussed with those units?
The changes have not been discussed with other units because the proposed changes do not involve change in course content. _____
4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter?
Attach relevant letters.
N/A _____
5. Is the request contingent upon other requests, if so, list the requests?
No _____
6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to ascurofc@osu.edu.)
To make course title and description more accurately reflect actual practice. _____
7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective: _____
8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:
None _____

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

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|--|-------------------------------------|-----------------|
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1. Academic Unit Undergraduate Studies Committee Chair | Shelley Fenno Quinn
Printed Name | 2/15/07
Date |
| 
2. Academic Unit Graduate Studies Committee Chair | Ersuyo Kusca
Printed Name | 2/15/07
Date |
| 
3. ACADEMIC UNIT CHAIR/DIRECTOR | Mari Noda
Printed Name | 2/15/07
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 688-5878. 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 Affairs (study tours only) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

Classical Japanese: reading words, grammar and texts in their time

Where, when: Hagerty Hall 0045; MW 1:30~3:18

Instructor: Charles Quinn ({ [HYPERLINK "mailto:quinn.3@osu.edu"](mailto:quinn.3@osu.edu) }; 292-0186, 267-4973)

Office Hours: TBA

Basic aims:

- Study selections from several genres of mainly Heian period texts, in order to develop a sense for how grammar, words, and communicative practice come together to make sense.
- This isn't the same as 'learning to read classical Japanese'—which takes a lot more experience than we can deliver in one quarter—but it has proven a useful start 'on the way to' reading those texts that have been handed down from the eighth century onward.
- The course will introduce many of the basic terms and concepts of Japanese philology (国語学), reinterpreting them as needed, so that by the end of this course you should have a working familiarity with the basic grammatical categories of 古語 'earlier Japanese', (1) as understood in Japanese 国語学 and 国文学 'literary studies', (2) as employed in standard Japanese reference works today, and (3) as current in studies published in English on the history of Japanese language and premodern literature, etc.

How we'll do it:

- close reading in class, based on your preparation but afterwards supplemented with notes supplied by the instructor. (See also Work, 1, below.)
- 'sidebars' presented in class on issues arising in these texts
- in-class accounts of selected topics
- individual projects (grad students) & presentations

Core Materials:

1. Selected primary texts, annotated in today's Japanese, mainly from Inamura Tadashi, *Shinpan kotenbun no soogoo kenkyuu* (Tokyo: Yūseido, 1977) (稲村徳著『古典文の総合研究』有精堂)
2. Handouts and notes on our texts, made available through the instructor periodically in class. Keep your set of these in one place, e.g. a binder, folder, etc.
3. If you've begun collecting your own set of reference tools for learning and reading earlier Japanese, let me know what you have. Otherwise, here are the recommended texts: a manual in English and the *kogo jiten* that is pretty much the standard at Japanese universities. We'll order the McCullough as needed, but the Iwanami dictionary will be available at SBX.
 - Helen Craig McCullough, *Bungo manual* (Ithaca: Cornell East Asia Series, 1998). A handy summary in English of Japanese 'school grammar' for early Japanese grammar. Offers interpretations of individual items (auxiliaries, particles, etc.) from that tradition, some of which we'll be revising in class. Even (or, especially) if we disagree with some of these interpretations, we need to know them.
 - Ōno Susumu et al., eds. *Iwanami kogo jiten kaitei-ban* (Tokyo: Iwanami Shoten, 1992). (大野 晋、前田 金五郎、佐竹 明弘 編『岩波古語辞典 改訂版』岩波書店)

Has an extensive appendix (解説) on particles and auxiliaries, which is often insightful. Even if you aren't planning to continue to J602 or J603, or to a seminar in premodern literature and/or history of Japanese, this dictionary is a good investment. (If you already have a different dictionary of earlier Japanese that you like, consider this a recommendation, not a requirement.)

Other dictionaries

Rule of thumb: Use what you need. An excellent selection is available in the East Asia reference collection, in the Main Library, third floor. Some tips:

- A useful general dictionary that also has entries for earlier Japanese is 『広辞苑』. You want a full *Koojien* edition, with information, for example, about the verb class of the entry. Some 電子ブック versions lack this information, which is crucial in this course.
- Unless you were educated in Japan or are fairly advanced in your studies, you'll probably also need to make use of a 漢和字典 or 漢英字典 (e.g. Nelson's, or Spahn and Hadimitsky's) and/or a 和英辞典 (e.g. Kenkyūsha's). You can also look up words by pronunciation or by kanji at several web sites, e.g. { HYPERLINK "http://www.solon.org/cgi-bin/j-e/sjis/dict" }, or { HYPERLINK "http://dictionary.goo.ne.jp/" }. (If you know a particularly useful site, let's hear about it!)
- In addition to Ōno et al., several larger *kogo jiten* are available in the East Asia reference collection, in the Ackerman Rd. Main Library (more on this later).

Work

- 1) All first-time students will participate in class, and this counts for 30% of your grade. (Repeating students are excused from the basic sessions, and will be given an assignment of their own.) Class participation involves, among other things, the following:
 - a) Recitation, based on assigned class readings. We read aloud from the text, provide English equivalents, identify and account for the use of grammatical devices (e.g. verbs, adjectives, their inflected forms (活用形), auxiliaries (助動詞) & their inflected forms, particles (助詞), constructions).
 - i) Most reading passages will be assigned in advance, but final determination of each assigned passage will be made in the class preceding, so as to retain flexibility in pacing.
 - ii) If you miss a class, make sure you find out what's assigned for the next one.
 - b) Occasional short quizzes or homework assignments, each normally to count the equivalent of a full class's performance.
- 2) All students will take the **midterm** and **final exams**, which together amount to 70% of the course grade. The midterm will be announced at least a week ahead of time in class. The final is scheduled for **Wednesday, December 6, 11:30 am ~ 1:18 pm**, in HH 45. Please avoid making plans for this time.
- 3) For DEALL grad students, the daily grade will include an additional assignment, on a topic in early Japanese language. If you've got a "pet project", let's discuss it.

- 4) Depending on the performance and makeup of the class, we may make some adjustments to the above arrangement.

Accommodation of disabilities (including the instructor's)

If you need accommodations to reduce the impact of a disability on your learning, please contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I will rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, you should do so.

- Hearing aids make it possible for me to participate in this class, but even with their help, unless you speak loud and clear I may not recognize enough of what you've said to understand. We are all familiar with social contexts where speaking softly is thought to be considerate, good manners, refinement, a sign of deference, or all of these. And some of us may be shy, or lack confidence in our listening skills, pronunciation or word choice. In this class, however, please make an effort to speak **loud and clear**.
- The sooner you get used to doing so, the better, because handling the classrooms, students, conferences and audiences in your future will require it. More immediately, speaking loud and clear will help your classmates in this course catch what you've said the first time. This is crucial in a class where we get at what's important in recitation and the ensuing discussion—our main techniques for getting more out of what we're studying—depends on our easily understanding one another.
- When I haven't understood, I will therefore ask for a repeat. All members of this seminar are encouraged to do so, as needed, and to accommodate anyone who requests a repeat. Our default assumption will be that everything that everyone says is worth hearing and, thus,

worth repeating. In addition, if you're not sure how a name or a word that you've read is pronounced, don't hesitate to ask!