

John H. Haig *haig@hawaii.edu*
Dept. of East Asian Languages and Literatures
2008-09 Academic Year in Machida, Japan

Japanese 451 (W): Structure of Japanese **Spring 2009**

Course Description

In Japanese 451, we will look at the phonetic inventory, the phonological system, the morphology and syntax of Japanese. Students are assumed to have a basic knowledge of the tools and approaches used in the linguistic analysis of language in general and to have a sound background in the Japanese language itself. There are many competing analyses of various phonological, morphological, and syntactic phenomena in Japanese. The goal of the course is not to select a best analysis, but to give students a firm grasp of the relevant data and appreciation of the issues involved.

Although the course will largely take a lecture format, students' observations, interpretations, and questions regarding both the data considered and the analyses based on such data are obviously central to the course. To facilitate students' expression of these (and to meet Writing Intensive standards), students will be required to keep and submit biweekly journals. In their journals, students should summarize their understanding of the material presented in the course lectures and in the textbook, add their own observations, and raise questions. Questions in class are also welcome and strongly encouraged, but the journals offer an opportunity to raise questions that the student may not feel to be of general interest or observations that the student may not feel comfortable presenting in class. Biweekly journal entries may be of any length, but in the past they have averaged five to eight double-spaced, typed pages. As the course is designated writing intensive, the journals also offer students an opportunity to polish their writing skills and the instructor will direct his comments and responses both to the issues or questions students raise and to the form in which they are presented (that is, students' writing skills). The lectures will be conducted in English, but journals and papers may be in either language.

Among the grading requirements detailed below, there is a term paper. This paper is to be submitted in three stages, as shown in the course schedule. The first paper-related submission is to be an outline. Approaches to outlining will be introduced in class early in the semester. The second submission is a rough draft of the term paper, incorporating comments and suggestions made on the previous stage. The final submission is the term paper itself. The first two stages will only be graded as "done" or "not done"; the final paper will receive a letter grade. In case the first two stages are incomplete, students will be given one chance to redo them before a grade is recorded.

The midterm and final will be take-home exams. Take-homes have the advantage of allowing students to give well-considered answers, but also bear the disadvantage that the work submitted may be more collaborative than individual. With regard to this matter, students' attention is drawn to the statement on Academic Integrity in the UH 2008-2009 catalog. In short, exams are open-book, open-note and open-journal; they are *NOT* "open-friend".

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Text

Tsujimura, Natsuko. 2007. *An Introduction to Japanese Linguistics – Second Edition*. Malden, Mass. Blackwell Publishers.

Grading

homework	10%
class participation.....	10%
journal	15%
midterm	20%
term paper	20%
final	25%