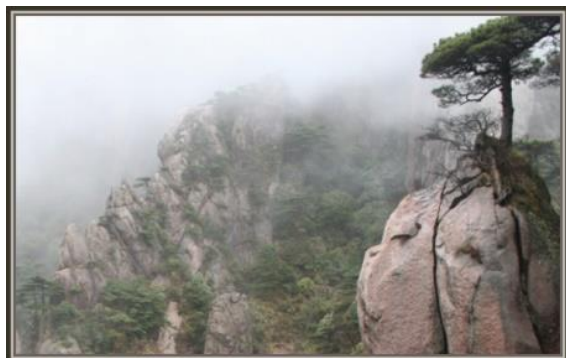


## Chinese 4380. The Chinese Language



**AUTUMN SEMESTER 2021**

**CHINESE 4380**

**The Chinese Language**

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The Ohio State University  
Columbus, OH 43210  
U.S.A.

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<b>COURSE:</b>	Chinese 4380. The Chinese Language Class No. & Credit Hours: 33973 UG 3 credits Prerequisites: Chinese 1102 (or equivalent), or permission of instructor.
<b>DAYS &amp; TIMES:</b>	T R 2:20 - 3:40 p.m.
<b>T R:</b>	Ramseyer Hall, Room 166 (29 W. Woodruff Avenue)* <i>* Note: Classes will be held via CarmenZoom on August 24 and in Weeks 14 to 16. Other adjustments may be made if needed.</i>
<b>OFFICE HOURS:</b>	F 2:00 - 3:30 p.m., or by appointment – via CarmenZoom
<b>CONTACT INFO:</b>	Office: 362 Hagerty Hall (1775 College Road) Tel: 624.292.3619 (Dept.: 292.5816) E-mail: chan.9@osu.edu
<b>HOME PAGE:</b>	<a href="http://u.osu.edu/chan.9/">http://u.osu.edu/chan.9/</a>
<b>COURSE PAGE:</b>	<a href="http://u.osu.edu/chan.9/c4380/">http://u.osu.edu/chan.9/c4380/</a>

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### TEXTBOOKS & READING SELECTIONS

#### 1. REQUIRED TEXTBOOK

Sun, Chaofen. 2006. *Chinese: A Linguistic Introduction*. Cambridge, UK; New York, NY: Cambridge University Press. Paperback. [ISBN-13: 9780521530828] [The textbook is available (for rent or for purchase) at [Barnes & Noble](#), [The OSU Bookstore](#), 1598 N. High Street, Columbus, OH 43201]

#### 2. ADDITIONAL READINGS

Additional readings are typically e-journal articles that can be retrieved from OSU Libraries' online catalog. First, go to [Ohio State University Libraries](#) <[library.osu.edu](http://library.osu.edu)>, and under "Links" on the right-hand menu, select "Online Journals List" and find the relevant e-journal title. Additional readings will be made available during the course.



### **Thompson (Main) Library Reserve & Electronic Reserves**

Books will be placed on Closed Reserve in Thompson (Main) Library during the semester.

Readings in PDF format provided by OSU Libraries can be retrieved under this course in Carmen.

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## **HEALTH & SAFETY REQUIREMENTS**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which may include wearing a face mask in indoor spaces, maintaining safe physical distances, as per instructions from the University. (If mandates are in place, non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.)

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## **COURSE DESCRIPTION**

This is a survey course introducing important elements of the Chinese language -- its structure, dialects, and writing system -- as well as such topics as the history of the language, language acquisition, language planning, and language use in society, including gender-linked differences in language use. Taught in English, this course has been designated as a General Education third course under the "Writing and Related Skills" category in the College of Arts and Sciences. As such, the course will be taught with an emphasis on developing students' skills in writing, reading, critical thinking, as well as oral expression.

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## **COURSE OBJECTIVES & EXPECTED OUTCOMES**

The course aims to give students an overview of important elements of the Chinese language and its use. Covered also are other topics concerning the Chinese language. Designed to be a GE third "Writing and Related Skills" course, Chinese 4380 has a three-fold objective with respect to the intellectual growth and development of the students: (1) to improve their skills in expressing themselves with clarity both orally and in writing, (2) to develop their ability to read carefully and critically demanding texts, and to analyze and synthesize the ideas and concepts in them, and (3) to improve their research and library skills through their homework assignments and final research project.

Students are expected at the end of the course to have acquired a basic understanding of the structure of the Chinese language, together with knowledge of related topics, and be able to write and discuss critically the various issues that have been studied in the course. Students are encouraged to explore and research further on topics covered in the course.

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## **COURSE CONTENT**

The course will be conducted through lectures combined with class discussions of assigned readings, individual and small-group assignments (in class or in breakout rooms in CarmenZoom), and students' presentation of homework assignments and their individual research project. Course work includes students' selection of a research topic, their bibliographic search in the library system and online for relevant materials, and a term paper (about 10-12 pages, typed and double-spaced) demonstrating ability to analyze critically the selected research topic.

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## **MODE OF DELIVERY: IN PERSON**

The mode of delivery for this course is in-person, with some flexibility for classes to be held via CarmenZoom (e.g., Weeks 14 through 16).

In addition, a virtual class meeting via CarmenZoom may replace a regular, in-person class meeting if needed; for example, if Ohio State cancels classes due to weather conditions or to safety concerns announced via Buckeye Alert.

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## STUDENT RESPONSIBILITIES

1. Read and reflect on all assigned readings prior to class lectures and discussion.
  2. Attend class regularly, and participate actively in class discussions and individual/group activities.
  3. Submit three homework assignments in digital format to CarmenCanvas ([Carmen.osu.edu](http://Carmen.osu.edu)). Each assignment is about 7-8 pages double-spaced, not including tables, figures, and references[1]. Be prepared to present your homework results to the class during the semester.
  4. For the term paper project:
    - Turn in a one-page, double-spaced, term paper proposal with select references in Week 9. Submit a digital copy to the Assignment folder in CarmenCanvas.
    - Submit a first draft of the term paper by Week 12.
    - Present an oral version of the term paper project at the end of the semester.[2]
    - Submit a term paper in MS Word (.doc(x)) format (about 12 pages), double-spaced, not including tables, figures, and references.[3]
  5. Upload all assignments in digital format in CarmenCanvas under Chinese 4380.
- [1] These may be a combination of research-supported short papers and corpus-based, or experimental-design-based, written responses to specific questions from the instructor based on the readings. One of the homework assignments is a small group project. Submit the assignments on the due date as a digital copy in MS Word (.doc(x)) format in CarmenCanvas.
- [2] Prepare a digital file in PowerPoint format for submission in CarmenCanvas. The file will be used in the class presentation. (Note: Be sure to bring a backup copy of the file with you to class and upload a copy accessible in class. That is, be prepared and have Plan B and Plan C ready just in case.)
- [3] Submit the term paper in digital format, as MS Word (.doc(x)) format in CarmenCanvas.
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## 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 of Student Life's Disability Services (SLDS) is located in 098 Baker Hall (113 W. 12th Ave.); Tel: 614-292-3307, Fax: 614-292-4190, VRS: 614-429-1334; URL: <http://slds.osu.edu/>.

The following, language from Autumn 2020, may or may not apply to Autumn 2021. If it does, be sure to read the instructions:

“The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request **COVID-related accommodations** may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let your instructor know immediately so that we can privately discuss options. To establish reasonable accommodations, you may be requested to register with Student Life Disability Services. After registration, make arrangements with your instructor as soon as possible to discuss your accommodations so that they may be

implemented in a timely fashion. SLDS contact information: <slds@osu.edu>; 614-292-3307; <slds.osu.edu>; 098 Baker Hall, 113 W. 12th Avenue.”

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## CODE OF STUDENT CONDUCT & ACADEMIC INTEGRITY

Students are expected to conduct themselves in accordance with The Ohio State University’s [Code of Student Conduct](#) (revised 2 September 2016), which was established to foster and protect the core missions of the university. These are: to foster the scholarly and civic development of the university’s students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

**ACADEMIC INTEGRITY.** Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Failure to follow the rules and guidelines established in OSU’s [Code of Student Conduct](#) (revised 2 September 2016) may constitute “**Academic Misconduct.**” OSU’s *Code of Student Conduct* (section 3335-23-04 Prohibited conduct) defines as academic misconduct “[a]ny activity that tends to compromise the academic integrity of the university, or subvert the educational process.”

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and submission of the same or similar work for credit in two (or more) courses. Plagiarism, for example, is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct. Hence, be sure to review the sections dealing with academic misconduct in the *Code of Student Conduct*.

Be sure also to read the University's [Ten Suggestions for Preserving Academic Integrity](#) and/or the [Eight Cardinal Rules of Academic Integrity](#) (from Northwestern U.). The University's policy on academic misconduct will be enforced in accordance with Faculty Rule 3335-5-54, and all alleged cases of academic misconduct will be reported to the Office of Academic Affairs’ [Committee on Academic Misconduct](#) (COAM) for resolution.

[Note: OSU Libraries provides information on [plagiarism](#), as does The Writing Center on [plagiarism](#), along with examples for citing of sources. Also, OSU Libraries’ Knowledge Bank has a set of online videos on [Academic Misconduct and Plagiarism](#).]

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## GRADING

There will be no midterm or final examination. Grading will be based on:

Attendance & class participation	15%
Homework assignments (3)	45%
Research project (all phases)	40%
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	100%

Final grades are not placed on the bell curve, but will be calculated based on the individual student’s earned percentage for the course: A (93%), A- (90%), B+ (88%), B (83%), B- (80%), C+ (78%), etc.

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# SCHEDULE

Classes are held on Tuesdays and Thursdays.  
*This is a preliminary schedule. Activities and reading selections  
may be modified before and when the semester begins.*

## WEEK 1

### 8/24 Orientation (via CarmenZoom)

- CarmenCanvas course management system; library facilities, etc.

### 8/26 A National Lingua Franca

- Reading:  
- Li (2006)  
[Linguistic Map: China](#) (2010)  
([1983 map](#)) (U. Texas Lib. Maps: [China](#))

## WEEK 2

### 8/31 Historical Background

- Reading:  
- Sun (2006), Intro. & Ch. 1

### 9/02 Historical Background (*cont'd*)

## WEEK 3

### 9/07 Articulatory Phonetics

Explore some of the links below before class:

- [International Phonetic Alphabet \(IPA\)](#)  
. [International Phonetic Association](#)  
. [Handbook of the IPA](#)
- [IPA Charts](#) (clickable sound files; York U.)

### 9/09 Phonetic Transcription & Pinyin

- IPA charts, sound files, waveforms, F0 tracings, etc.
- Reading:  
- Lin (2007), Ch. 6

## WEEK 4

### 9/14 In-Class Recording & Speech Analysis

Explore some of the links below before class:

- [Introduction to Spectrogram Analysis](#)  
- Tutorial using [Praat](#) (YouTube)

**Due: Homework Assignment 1**

### 9/16 Phonetics of Standard Chinese

- Reading:  
- Sun (2006), Ch. 2

## WEEK 5

### 9/21 Establishment & Promotion of Standard Chinese

- Reading:  
- Chen (1999), Ch. 2

*Sept. 21: Mid-Autumn Festival (八月十五:中秋節)*

### 9/23 Norms & Variations of Modern Spoken Chinese (MSC)

- Reading:  
- Chen (1999), Ch. 3

## WEEK 6

### 9/28 MSC: The Standard & Dialects

- Reading:  
- Chen (1999), Ch. 4

### 9/30 MSC: The Standard & Dialects (*cont'd*)

- Reading:  
- Moser (2016)

## WEEK 7

### 10/05 Chinese Morphology 1

- Reading:  
- Sun (2006), Ch. 3

**Due: Homework Assignment 2**

### 10/07 Chinese Morphology 2 (via CarmenZoom)

- Reading:  
- Sun (2006), Ch. 4

## WEEK 8

### 10/12 Chinese Writing System

- Reading:  
- Sun (2006), Ch. 5

### 10/14 Autumn Break (Day 1)

- No classes

*Oct. 14: Double Ninth Festival (九月九日:重陽節)*

## WEEK 9

### 10/19 Chinese Writing & Reading

- Reading:  
- Packard (2021)

### 10/21 Transcribing & Dialect Writing

- Reading:  
- Li & Zhu (2019)

**Due: Project proposal & select references**

## WEEK 10

### 10/26 Chinese Language & Gender

- Reading:  
- Chan & Lin (2019) – *skim*

**Due: Homework Assignment 3**

### 10/28 Chinese Language & Gender (*cont'd*)

- Reading:  
- Yueh (2017), Ch. 3

## WEEK 11

### 11/02 Chinese Language & Culture

- Reading:  
- Sun (2006), Ch. 6

### 11/04 Language, Culture & Other Topics

- Readings (*selections from*):
  - Lan (1994)
  - Sun (2004)
  - Lin et al. (2012)
  - Zhu et al. (2000)
  - Christensen (2006)
  - Yu & Wu (2018)
  - Wang & Tsai (2005)

## WEEK 12

### 11/09 Chinese Syntax 1

- Reading:  
- Sun (2006), Ch. 7

### 11/11 Veterans Day

- *No classes*

**Due (Nov. 12): First draft of the term paper (*optional*)**

## WEEK 13

### 11/16 Chinese Syntax 2

- Reading:  
- Sun (2006), Ch. 8

### 11/18 Chinese Syntax 2 (*cont'd*)

## WEEK 14

### 11/23 Student Presentations (via CarmenZoom)

- Presentations by graduating seniors
- Other class activities

### 11/25 Thanksgiving

- *No classes*

## WEEK 15

11/30 Student Presentations (via CarmenZoom)

12/02 Student Presentations (via CarmenZoom)

**Due: Term paper - graduating seniors only**

## WEEK 16

12/07 Student Presentations (via CarmenZoom)

12/10 Start of Examination Week

~ and other activities ~

**Due: Term paper - Dec. 7 (T), 5:00 p.m.**

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## READINGS

### TEXTBOOK

1. Sun, Chaofen. 2006. *Chinese: A Linguistic Introduction*. Cambridge, UK; New York, NY: Cambridge University Press. Paperback. [ISBN-13: 9780521530828] [Available (for rent or for purchase) at [Barnes & Noble](#), [The OSU Bookstore](#), 1598 N. High Street, Columbus, OH 43201]

### ADDITIONAL READINGS

Most of the readings selected for the course are e-journal articles. These can be retrieved online at [Ohio State University Libraries](#) <library.osu.edu>. Under "Links" on the right-hand menu, select "Online Journals List" and find the relevant e-journal title. Additional readings will be made available during the course.

(For reference: Charts, figures, tables.)

1. Chan, Marjorie K.M. and Yuhan Lin. 2019. Chinese language and gender research. In: Chu-Ren Huang, Zhuo Jing-Schmidt, and Barbara Meisterernst (eds.), *Routledge Handbook of Chinese Applied Linguistics*. London & New York: Routledge. Pages 165-181.
2. Chen, Ping. 1999. *Modern Chinese: History and Sociolinguistics*. Cambridge, UK: Cambridge University Press. [Excerpts: Chapter 2. Establishment and promotion of Modern Spoken Chinese, and Chapter 3. Norms and variations of Modern Standard Chinese), and Chapter 4. The standard and dialects.]
3. Christensen, Matthew B. 2006. 你好 and greeting strategies in Mandarin Chinese. *Journal of the Chinese Language Teachers Association* 41.3:19-34.
4. Lan, H.R. 1994. Her beauty is EATABLE: A culturo-linguistic study. *Journal of the Chinese Language Teachers Association* XXIX.3: 79-97.
5. Li, David C. S. 2006. Chinese as a lingua franca in Greater China. *Annual Review of Applied Linguistics* 26: 149-176.
6. Li, Wei and Hua Zhu. 2019. TranScripting: Playful subversion with Chinese characters. *International Journal of Multilingualism* 16.2: 145-161. DOI: 10.1080/14790718.2019. 1575834.



7. Lin, Chih Ying, Helen Woodfield and Wei Ren. 2012. Compliments in Taiwan and Mainland Chinese: The influence of region and compliment topic. *Journal of Pragmatics* 44:1486-1502.
8. Lin, Yen-Hwei. 2007. *The Sounds of Chinese*. Cambridge, UK: Cambridge U. Press. [Excerpt: Chapter 6. Phonetic transcription and pinyin. Pages 123-136.]
9. Moser, David. 2016. *A Billion Voices: China's Search for a Common Language*. Penguin Books. [Excerpt: last 5 sections.]
10. Packard, Jerome L. 2021. *A Social View on the Chinese Language*. New York, NY: Peter Lang Inc., International Academic Publishers. [Excerpt: Chapter 4. Chinese Writing and Reading] Web E-book: <https://library.ohio-state.edu/record=b9329921>
11. Sun, Hao. 2004. Opening moves in informal Chinese telephone conversations. *Journal of Pragmatics* 36.8: 1429-1465.
12. Wang, Yu-Fang and Pi-Hua Tsai. 2005. *Hao* in spoken Chinese discourse: Relevance and coherence. *Language Sciences* 27: 215-243.
13. Yu, Guodong and Yaxin Wu. 2018. Inviting in Mandarin: Anticipating the likelihood of the success of an invitation. *Journal of Pragmatics* 125: 130-148.
14. Yueh, Hsin-I Sydney. 2017. *Identity Politics and Popular Culture in Taiwan: A Sajiao Generation*. Lanham, MD: Lexington Books. [Excerpt: Chapter 3. The uses of *sajiao*: Identity construction in everyday communication. Pages 57-99.]
15. Zhu, Hua, Wei Li, and Yuan Qian. 2000. The sequential organisation of gift-offering and acceptance in Chinese. *Journal of Pragmatics* 32:81-103.

## SOME SUPPLEMENTARY READINGS AND REFERENCES

1. Beijing Daxue (北京大学中国语言文学系语言学教研室编). 1995. *Hanyu Fangyan Cihui* (汉语方言词汇). Second edition. Beijing: Yuwen Chubanshe.
2. Blum, Susan D. 2004. Good to hear: Using the trope of standard to find one's way in a sea of linguistic diversity. In: Minglang Zhou (ed.), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pages 123-141.
3. Boltz, William G. 1996. Early Chinese Writing. In: Peter T. Daniels and William Bright (eds.), *The World's Writing Systems*. New York: Oxford University Press. Pages 191-199.
4. Chan, Marjorie K.M. 1980. Temporal reference in Mandarin Chinese: An analytical-semantic approach to the study of the morphemes *le* 了, *zai* 在, *zhe* 着, and *ne* 呢." *Journal of the Chinese Language Teachers Association* 15.3:33-79.
5. Chan, Marjorie K.M. 2002. Concordancers and concordances: Tools for Chinese language teaching and research. *Journal of the Chinese Language Teachers Association* 37.2: 1-58.
6. Chan, Marjorie K.M. 2005. Cantonese opera and the growth and spread of vernacular written Cantonese in the twentieth century. In: Qian Gao (editor), *Proceedings of the Seventeenth North American Conference on Chinese Linguistics* (NACCL-17). Los Angeles: GSIL Publications, University of Southern California. Pages 1-18.
7. Chan, Marjorie K.M. and Jocelyn Chey. 2013. "Love you to the bone" and other songs: Humour and *rusheng* 入聲 rhymes in early Cantopop. In: Jessica Milner Davis and Jocelyn Chey (eds.), *Humour in Chinese Life and Culture: Resistance and Control in Modern Times*. Hong Kong: Hong Kong University Press. Pages 103-129.

8. Chan, Marjorie K.M. and Wang Xu. 2008. Modality effects revisited: Iconicity in Chinese Sign Language. In: Marjorie K.M. Chan and Hana Kang (eds.), *Proceedings of the 20th North American Conference on Chinese Linguistics (NACCL-20)*, Volume 1. Columbus, Ohio: The Ohio State University. Pages 343-360.
9. Chang-Smith, Meiyun. 2000. Empirical evidence for prototypes in linguistic categorization revealed in Mandarin numeral classifiers. *Journal of the Chinese Language Teachers Association* 35.2: 19-52.
10. Chao, Yuen Ren. 1968. *A Grammar of Spoken Chinese*. Berkeley: University of California Press.
11. Chen, Ping. 2015. Language reform in modern China. In: William S-Y. Wang and Chaofen Sun (eds.), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 531-540. [OSU web e-book]
12. Chen, Rong and Dafu Yang. 2010. Responding to compliments in Chinese: Has it changed? *Journal of Pragmatics* 42.1951-1963.
13. Coulmas, Florian. 1989. *The Writing Systems of the World*. Cambridge, MA: Basil Blackwell, Inc.
14. DeFrancis, John. 1984. *The Chinese Language: Fact and Fantasy*. Honolulu: U. of Hawaii Press.
15. DeFrancis, John. 2002. The ideographic myth. In: Mary S. Erbaugh (ed.), *Difficult Characters: Interdisciplinary Studies of Chinese and Japanese Writing*. Columbus: National East Asian Language Resource Center, Ohio State University. Pages 21-51.
16. Duanmu, San. 2007. *The Phonology of Standard Chinese*. Second edition. Oxford, UK: Oxford University Press.
17. Ettner, Charles. 2002. In Chinese, men and women are equal - or - women and men are equal? In: Marlis Hellinger and Hadumod Bussmann (eds.), *Gender Across Languages: The Linguistic Representation of Women and Men*. Volume 2. Amsterdam and Philadelphia: John Benjamins Pub. Co. Pages 29-55.
18. Fong, Mary. 2000. 'Luck talk' in celebrating the Chinese New Year. *Journal of Pragmatics* 32:219-237.
19. Gao, Liwei. 2008. Language change in progress: Evidence from Computer-Mediated Communication. In: Marjorie K.M. Chan and Hana Kang (eds.), *Proceedings of the 20th North American Conference on Chinese Linguistics (NACCL-20)*. Volume 1. Columbus, Ohio: The Ohio State University. Pages 361-377.
20. Gilliland, Joshua. 2006. *Language Attitudes and Ideologies in Shanghai, China*. M.A. thesis, Ohio State University.
21. Gomes, Skylor E. and Marjorie K.M. Chan. 2021 (forthcoming). The 2019-2020 Hong Kong Protests: Dualling messages of the authorities and the protesters. In: Nakayama, Mineharu, Richard Torrance, Zhiguo Xie, John Bundschuh, Jennifer Nunes and Lindsey Stirek (eds.), *DEALL 50th Anniversary Celebration Volume: Current Issues in East Asian Languages and Literatures*. Columbus: OSU Knowledge Bank.
22. Hong, Wei. 2002. How does power affect Chinese politeness? *Journal of the Chinese Language Teachers Association* 37.2: 59-73.
23. Kuo, Jenny Yi-chun, and Maria D. Sera. 2009. Classifier effects on human categorization: The role of shape classifiers in Mandarin Chinese. *Journal of East Asian Linguistics* 18:1-19.
24. Lai, Mee-ling. 2005. Language attitudes of the first postcolonial generation in Hong Kong secondary schools. *Language in Society* 34: 363-388.
25. Lee, Wai-Sum and Eric Zee. 2003. Illustrations of the IPA: Standard Chinese (Beijing). *Journal of the International Phonetic Association* 33/1: 109-112.

26. Li, David C.S. 2015. Lingua franca in Greater China. In: William S-Y. Wang and Chaofen Sun (eds.), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 590-600.
27. Li, Chris Wen-Chao. 2004. Conflicting notions of language purity: the interplay of archaizing, ethnographic, reformist, elitist and xenophobic purism in the perception of Standard Chinese. *Language and Communication* 24.2: 97-133.
28. Li, Fang-kuei. 1973. Languages and dialects of China. *Journal of Chinese Linguistics* 1.1.1-13. (A condensed version, which first appeared in 1937 in the Chinese Year Book, Shanghai, was the first scientific classification of the Chinese language into dialect groups, together with other language families spoken in China.)
29. Liao, Chao-chih and Mary I. Bresnahan. 1996. A contrastive pragmatic study on American English and Mandarin refusal strategies. *Language Science* 18.3-4: 703-727.
30. Liu, Meichun. 2015. Tense and aspect in Mandarin Chinese. In: William S-Y. Wang and Chaofen Sun (eds.), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 274-289.
31. Norman, Jerry. 1988. *Chinese*. Cambridge University Press. [[OSU Web E-book](#)]
32. Packard, Jerome L. 2000. *The Morphology of Chinese: A Linguistic and Cognitive Approach*. Cambridge, UK: Cambridge University Press.
33. Ramsey, S. Robert. 1987. *The Languages of China*. Princeton: Princeton U. Press.
34. Packard, Jerome L. 2015. Morphology: Morphemes in Chinese. In: William S-Y. Wang and Chaofen Sun (eds.), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 263-273.
35. Rohsenow, John S. 2004. Fifty years of script and written language reform in the PRC: The genesis of the Language Law of 2001. In: Minglang Zhou (ed.), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pages 21-43. [For an online copy of the original Chinese version of the language law, see the GB-encoded webpage, 中华人民共和国国家通用语言文字法 (教育部, moe.gov.cn) (Other online copies: URL 2 at 新华网, news.xinhuanet.com, URL 3 at 人民日报, people.com.cn) English translation (at gov.cn)]
36. Saillard, Claire. 2004. On the promotion of Putonghua in China: How a standard language becomes a vernacular. In: Minglang Zhou (ed.), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pages 163-176.
37. Sandel, Todd L. 2003. Linguistic capital in Taiwan: The KMT's Mandarin language policy and its perceived impact on language practices of bilingual Mandarin and Tai-gi speakers. *Language in Society* 32: 523-551.
38. Sandel, Todd L., Wen-Yu Chao, and Chung-Hui Liang. 2006. Language shift and language accommodation across family generations in Taiwan. *Journal of Multilingual and Multicultural Development* 27.2: 126-147.
39. Shen, Xiao-nan. 1989. Interplay of the four citation tones and intonation in Mandarin Chinese. *Journal of Chinese Linguistics* 17.1: 61-74.
40. Snow, Donald B. 1993. Chinese dialect as written language: The cases of Taiwanese and Cantonese. *Journal of Asian Pacific Communication* 4.1: 15-30.
41. St. André, James. 2013. How the Chinese lost 'face.' *Journal of Pragmatics* 55: 68-85.
42. Sung, Margaret. 1979. Chinese language and culture: A study of homonyms, lucky words and taboos. *Journal of Chinese Linguistics* 7.1:15-28.

43. Swihart, De-An Wu. 2003. The two Mandarins: *Putonghua* and *Guoyu*. *Journal of the Chinese Language Teachers Association* 38.3: 103-118.
  44. Tai, James H-Y. 1993. Iconicity: motivations in Chinese grammar. In: Mushira Eid and Gregory Iverson (eds.), *Principles and Prediction: The Analysis of Natural Language*. Amsterdam: John Benjamins Pub. Co. Pages 153-173.
  45. Tang, Chen-Hsin and Grace Qiao Zhang. 2009. A contrastive study of compliment responses among Australian English and Mandarin Chinese speakers. *Journal of Pragmatics* 41.2: 325-345.
  46. Tao, Hongyin. 2015. Profiling the Mandarin spoken vocabulary based on corpora. In: William S-Y. Wang and Chaofen Sun (eds.), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 336-347.
  47. Wen, Xiaohong. 2008. Bridging language and culture: A study of Chinese *guanyongyu* compounds. *Journal of Chinese Linguistics* 36.2. 249-273.
  48. Wu, Ruey-Jiuan Regina. 2005. 'There is more here than meets the eye!': The use of final *ou* in two sequential positions in Mandarin Chinese conversation. *Journal of Pragmatics* 37: 967-995.
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  56. ... more to be added later ...
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## SOME ONLINE RESOURCES

- Ohio State University:
    - [Ohio State University Libraries](#). Ohio State's online catalogues, as well as links to OhioLINK Catalog, WorldCat, etc. Search the Online catalogue for books, journals, e-journals, books and other materials reserved for a course, etc.
    - Online Indices for Some of the Chinese Linguistics Journals below:
      - a. *Fangyan* 方言 (Dialect) -- CNKI.COM's online database for [方言](#), for browsing the table of contents for each separate issue of the journal.
      - b. [Journal of Chinese Linguistics](#) -- [JCL Index of Articles](#) (1973- ).
      - c. Chinese as a Second Language (CSL, formerly, *Journal of the Chinese Language Teachers Association*; [searchable online index](#), 1966 - ).
      - d. *Journal of East Asian Linguistics* (online journal) (E-journal and hardcopy; no online index — Main (EAS): PL492J68)
      - e. *Yuyan Jiaoxue Yu Yanjiu* 语言教学与研究 [English title: Language Teaching and Linguistic Studies] (No online indices — Main (EAS): PL1004 .Y827)
      - f. *Yuyan Yanjiu* 语言研究: Table of Contents Index. (Eng./GB) (1981- ); (No online indices — Main: PL1004 .Y84)
      - g. *Zhongguo Yuwen* 中国语文
    - [Chinese Studies Collections at OSU Libraries](#). This is part of the East Asian Collection that is housed in Thompson (Main) Library. Ohio State has an extensive Chinese-language collection of books and periodicals to support teaching and research. Chinese-language audio-visual materials, including video and audiotapes and non-data CD-ROMs and DVDs, are one part of the Chinese collection that is kept on the main campus at the Sullivant Library.
    - [ISTOR](#) – Depository for back issues of many (e-)journals available for OSU users.
    - [ProQuest Dissertations & Theses](#). Proquest's database contains citations for dissertations and theses done at U.S., Canadian and some foreign institutions. Free PDFs of all dissertations published since 1997. (Licensed for OSU academic use only.)
    - [Center for the Study and Teaching of Writing](#) (CSTW). Excellent resources, "handouts", tutorials, etc., to assist undergraduate students — and those for whom English is a second (or third) foreign language — in their research and writing. To cite books for this course, one recommendation is to use the sciences style for bibliography and in-text citations in the [Chicago Manual of Style Citation Guide](#) (pdf), available online from OSU Libraries.
    - Google:
      - [Google Scholar](#). Search Google Scholar for books and online articles.
      - [Google Book Search](#). Search for books by entering a keyword or phrase.
      - [Google Video](#). Search for videos and video excerpts.
    - [Office of Undergraduate Research and Creative Inquiry](#) (OSU). Information on opportunities for undergraduate students to engage in research, regularly scheduled IRB Staff Assistance for Student Researchers, etc.
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The photo used as the logo is cropped from the main page of The Ohio State University's Institute for Chinese Studies (ICS), where I served as the Institute Director (December 2010 - December 2018). The Institute for Chinese Studies is one of three Institutes that form the East Asian Studies Center at The Ohio State University.

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