

Chinese 5380: Introduction to Chinese Linguistics



AUTUMN SEMESTER 2022

CHINESE 5380

Introduction to Chinese Linguistics

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U.S.A.

COURSE:	Chinese 5380. Introduction to Chinese Linguistics Class No. & Credit Hours: 16103 (3 credits, G) Class No. & Credit Hours: 23322 (3 credits, U) Prerequisites: Permission of instructor
DAYS & TIMES:	T R 3:55 - 5:15 p.m.
PLACE:	Hagerty Hall, Room 045 (1775 College Road)* <i>* Note: Classes will be held via CarmenZoom on Weeks 14 to 16. Other adjustments may be made if needed.</i>
OFFICE HOURS:	F 2:00 - 3:30 p.m., or by appointment – via CarmenZoom
HOME PAGE:	http://u.osu.edu/chan.9/
COURSE PAGE:	http://u.osu.edu/chan.9/c5380/

TEXTBOOK

1. Charles N. Li and Sandra A. Thompson. 1981. *Mandarin Chinese: A Functional Reference Grammar*. Berkeley: U. of California Press. [ISBN: 0-520-04286-7 (pbk)]. Available on Closed Reserve in Thompson (Main) Library. [Call Number: PL1107 .L5 1981] (Note: Used copies are available from amazon.com for \$13 and up.)

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](http://library.osu.edu) <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 and Electronic Reserves:

Some reference books may be placed in Closed Reserve at Thompson (Main) Library (loan periods may vary) during the semester, among them being the textbook (on 4-hour loan). (Note: Reserved materials in Closed Reserve are for the specified semester only.)

Check [Ohio State University Libraries](http://library.osu.edu) <library.osu.edu> for an online list of books and readings placed on Reserve for Chinese 5380. On the right menubar under RECOMMENDED LINKS, select "Course Reserves" and go to the link for students, and from there search for course reserves by course or by professor. Readings in PDF format prepared or provided by OSU Libraries can be retrieved under this course in Carmen.

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.)

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** (viz., Weeks 14 through 16, the week of Thanksgiving break and the one and a half weeks post-Thanksgiving, before winter break).

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.

COURSE DESCRIPTION

Investigation of the phonology, morphology, syntax, semantics, lexicon, and writing system of the Chinese language; and exploration of some topics relating language to such topics as cognition, society, and gender.

COURSE OBJECTIVES & EXPECTED OUTCOMES

This course is designed to familiarize graduate and upper-level undergraduate students with some basic knowledge of the structure of Mandarin (modern standard) Chinese. The course investigates the phonology and grammar of the language from a functional — as well as cognitive — perspective. A few readings have also been included for more detailed study of select topics. In addition, the course examines the Chinese writing system, and introduces some sociolinguistic and cognitive linguistic issues for discussion. This course serves to prepare students for more advanced courses in Chinese linguistics, from theoretical as well as pedagogical perspectives. Students are expected at the end of the course to have gained a basic knowledge of the linguistic structure of Chinese as well as some information on some select topics, which may change from year to year. Graduate students should be able to use that foundation to proceed to advanced graduate courses and graduate seminars in Chinese linguistics. An undergraduate student with a strong Chinese language background should also be able to apply knowledge gained in the course to conduct more advance research on linguistic issues, such as for a senior thesis.

COURSE CONTENT

The course will be conducted through lectures combined with class discussions of assigned readings, individual and small-group assignments in class, and students' presentation of homework assignments and their individual research project.

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 in [Carmen.osu.edu](https://carmen.osu.edu). Each homework assignment is about 9-10 pages double-spaced (or about 7-8 double-spaced pages for undergrads), not including 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 12. Submit a digital copy to the Assignment folder in [Carmen.osu.edu](https://carmen.osu.edu).
 - Present an oral version of the term paper project towards the end of the semester.[2]
 - Submit a term paper in digital format (about 15 pages (or about 12 pages for undergraduate students), double-spaced, not including references and images, if any).

[1] These may be a combination of research-supported reactions papers and corpus-based, or experimental-design-based, written responses to specific questions from the instructor based on the readings.

[2] Prepare a digital file in PowerPoint format for submission in [Carmen.osu.edu](https://carmen.osu.edu) and for use in the class presentation. (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.)

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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 2022. 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.”

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 work for credit in two (or more) courses. 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. In addition, graduate students should be familiar with the Graduate School’s *Graduate Student Code of Research and Scholarly Conduct*, which is included in the [Graduate School Handbook](#). Students with questions concerning the University’s policies or questions concerning academic or research misconduct are encouraged to ask the instructor any time during the semester.

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

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%

	100%

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

8/23 Orientation

- Carmen course management system; library facilities, etc.

8/25 Introduction to the Chinese Language

- Reading:
 - Li & Thompson, Ch.1 (background rdg.)
 - Suppl. Reading: Li (1973)
- [Linguistic Map: China](#) (U. Texas Lib.)

WEEK 2

8/30 The Chinese Language: Dialects & Standards

- Reading:
 - Li (2015)

9/01 Language Shift & Language Accommodation

- Reading:
 - Sandel, Chao and Liang (2006)

WEEK 3

9/06 Articulatory Phonetics

Explore some of the links below before class:

- [International Phonetic Alphabet \(IPA\)](#)
• [International Phonetic Association](#)
• downloadable audio files (wav files) accompanying the languages illustrated in the [Handbook of the IPA](#)

9/08 Articulatory Phonetics

- *cont'd*
- [IPA Charts](#) (clickable sound files; York U.)
- [International Phonetic Alphabet: Promoting the Study of Phonetics](#)
- IPA charts with sound online

Happy Mid-Autumn Festival (中秋節)

(八月十五 · 9.10.2022)

WEEK 4

9/13 Phonetics & Phonology

- IPA charts, romanization charts, etc.
- Sound files, waveforms, F0 tracings, etc.

- Readings:
 - Lee and Zee (2003)
 - Lin (2007), Ch. 6

9/15 In-Class Recording & Speech Analysis

Explore some of the links below before class:

- [Introduction to Spectrogram Analysis](#)
 - Tutorial using *Praat* (YouTube)
- [Sound Analysis with Praat I](#) (YouTube)
- [Sound Analysis with Praat II](#) (YouTube)

Due: Homework Assignment 1

WEEK 5

9/20 Phonology of the Standard Language

- Reading:
 - Norman, Ch.6

9/22 Sociolinguistics & Phonological Variation

- Reading:
 - Zhang (2005)

WEEK 6

9/27 Language Attitude: Putonghua & Local Speech

- Readings (selections from the following):
 - Zhou (2001)
 - Blum (2004)
 - Lai (2005)
 - Lai (2007)
 - Moore et al. (2010)

9/29 Language and Gender

- Reading:
 - Chan & Lin (2019)

WEEK 7

10/04 Typological Description

- Reading:
- Li & Thompson, Ch.2

Due: Homework Assignment 2

10/06 Word Structure

- Readings:
- Packard (2015)
- Li & Thompson, Ch.3 (*skim*)

WEEK 8

10/11 Spoken Vocabulary

- Reading:
- Tao (2015)

10/13 Autumn Break (Oct. 13 & 14)

- *no classes*

WEEK 9

10/18 Linguistic Categorization, Metaphor & Language

- Readings (selections from the following):
- Yu (2000, 2003, 2004)
- Malt et al. (2003)
- Gao and Malt (2009)
- Kuo and Sera (2009)
- Hsiao & Su (2010)
- Han (2011)

10/20 Simple Declarative Sentences

- Readings:
- Li & Thompson, Ch.4 (*skim*)

WEEK 10

10/25 Temporal Reference & the Two *Le*'s

- Readings:
- Li & Thompson, Ch. 6.1 & 7.1
- Suppl. Reading: Chan (1980)

Due: Homework Assignment 3

10/27 Negation

- Readings:
- Li & Thompson, Ch.12

WEEK 11

11/01 Coverbs & Verb Copying

- Readings:
- Li & Thompson, Ch.9 & 13

11/03 The *Ba* & *Bei* Constructions

- Readings:
- Li & Thompson, Ch.15 & 16
- Guest speaker: Dr. Jack Rouzer (Ph.D. 1997, OSU)

WEEK 12

11/08 The Imperative & Presentative Sentences

- Readings:
- Li & Thompson, Ch.14 & 17

Due: One-page project proposal and select references

11/10 Questions

- Reading:
- Li & Thompson, Ch.18

WEEK 13

11/15 Sentence-Final Particles

- Reading:
- Li & Thompson, Ch.7

11/17 Speech Acts & Spoken Discourse

- Readings (selections from the following):
 - Tang & Zhang (2009)
 - Chen & Yang (2010)
 - Wang, Tsai & Yang (2010)
 - Wu (2011)
 - Jiang (2012)
 - Jing-Schmidt (2019)
 - Jing-Schmidt & Kapatsinski (2012)
 - Lin et al. (2012)
 - Yueh (2017)

WEEK 14

11/22 Chinese Script & Language Reform

- Readings:
 - Coulmas (1989)
 - Chen (2015)

11/24 Thanksgiving

- *No class*

WEEK 15

11/29 Student Presentations

12/01 Student Presentations

WEEK 16

12/6 TBA

- Lecture
 - M. Chan

Graduating students:

Term paper due: Dec. 6 (T), 9:00 p.m

Term paper due:

Wednesday, 7 December 2022, 9:00 p.m.

Exam Week: 12/09 – 12/15 (F-R)

READINGS

TEXTBOOK (Specific chapters are assigned.)

1. Li, Charles N. and Sandra A. Thompson. 1981. *Mandarin Chinese: A Functional Reference Grammar*. Berkeley: U. of California Press. [PL1107 .L5 1981]

ADDITIONAL READINGS

Retrieve e-journal articles at [Ohio State University Libraries](http://library.osu.edu) <library.osu.edu>. Under "Links" on the right-hand menu, select "Online Journals List" and find the relevant e-journal title. (Note: If you are off-campus, you will first be directed to a log-in page.) Other readings, scanned to PDF format by Electronic Reserves, will be available for downloading from Carmen.osu.edu under the current course. Additional readings will be made available during the course.

(For reference: Charts, figures, tables.)

1. 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 (editor), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pages 123-141.

2. Chan, Marjorie K.M. and Yuhan Lin. 2019. Chinese language and gender research. In: Chu-Ren Huang, Zhuo Jing-Schmidt, and Barbara Meisterernst (editors), *Routledge Handbook of Chinese Applied Linguistics*. Pages 165-181.
3. 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 (editors), *Humour in Chinese Life and Culture: Resistance and Control in Modern Times*. Hong Kong: Hong Kong University Press. Pages 103-129.
4. Chen, Ping. 2015. Language reform in modern China. In: William S-Y. Wang and Chaofen Sun (editors), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 531-540. [OSU web e-book]
5. Chen, Rong and Dafu Yang. 2010. Responding to compliments in Chinese: Has it changed? *Journal of Pragmatics* 42.1951–1963. [OSU e-journal article]
6. Coulmas, Florian. 1989. *The Writing Systems of the World*. Cambridge, MA: Basil Blackwell, Inc. [Excerpt: Chapter 6, An alternative to the alphabet: The Chinese writing system, pages 91-110.]
7. Gao, Ming Y. and Barbara C. Malt. 2009. Mental representation and cognitive consequences of Chinese individual classifiers. *Language and Cognitive Processes* 24.7/8: 1124-1179. [OSU e-journal article]
8. Han, Chong. 2011. Reading Chinese online entertainment news: Metaphor and language play. *Journal of Pragmatics* 43.3473–3488. [OSU e-journal article]
9. Hsiao, Chi-hua and Lily I-wen Su. 2010. Metaphor and hyperbolic expressions of emotion in Mandarin Chinese conversation. *Journal of Pragmatics* 42.1380–1396. [OSU e-journal article]
10. Jiang, Xiangping. 2012. A pragmatic analysis of V+yixia in Mandarin Chinese. *Journal of Pragmatics* 44.1888-1901. [OSU e-journal article]
11. Jing-Schmidt, Zhuo. 2019. Cursing, taboo and euphemism. In: Chu-Ren Huang, Zhuo Jing-Schmidt, and Barbara Meisterernst (eds.), *Routledge Handbook of Chinese Applied Linguistics*. Pages 391-406.
12. Jing-Schmidt, Zhuo and Vsevolod Kapatsinski. 2012. The apprehensive: Fear as endophoric evidence and its pragmatics in English, Mandarin, and Russian. *Journal of Pragmatics* 44.346–373. [OSU e-journal article]
13. 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. [OSU e-journal article]
14. Lai, Mee-ling. 2005. Language attitudes of the first postcolonial generation in Hong Kong secondary schools. *Language in Society* 34: 363-388. [OSU e-journal article]
15. Lai, Mee-ling. 2007. Exploring language stereotypes in post-colonial Hong Kong through the matched-guise test. *Journal of Asian Pacific Communication* 17.2: 225–244. [OSU e-journal article]
16. Lee, Wai-Sum and Eric Zee. 2003. Illustrations of the IPA: Standard Chinese (Beijing). *Journal of the International Phonetic Association* 33/1: 109-112. [OSU e-journal article]
17. Li, David C.S. 2015. Lingua franca in Greater China. In: William S-Y. Wang and Chaofen Sun (editors), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 590-600. [OSU Web E-book]
18. 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. [OSU e-journal article]

19. Lin, Yen-Hwei. 2007. *The Sounds of Chinese*. Cambridge, UK: Cambridge U. Press. [Excerpt: Chapter 6 (“Phonetic transcription and pinyin”), pp. 123-136.]
 20. Malt, Barbara C., Steven A. Sloman, and Silvia P. Gennari. 2003. Universality and language specificity in object naming. *Journal of Memory and Language* 49: 20-42. [OSU e-journal article]
 21. Moore, Robert L. Eric Bindler, and David Pandich. 2010. Language with attitude: American slang and Chinese lìyǔ. *Journal of Sociolinguistics* 14/4.524–538. [OSU e-journal article]
 22. Norman, Jerry. 1988. *Chinese*. Cambridge University Press. [Excerpt: Chapter 6 (“The modern Chinese language I”), pp. 133-151.] [[OSU Web E-book](#)]
 23. Packard, Jerome L. 2015. Morphology: Morphemes in Chinese. In: William S-Y. Wang and Chaofen Sun (editors), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 263-273. [[OSU Web E-book](#)]
 24. 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. [OSU e-journal article]
 25. 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. [OSU e-journal article]
 26. Tao, Hongyin. 2015. Profiling the Mandarin spoken vocabulary based on corpora. In: William S-Y. Wang and Chaofen Sun (editors), *The Oxford Handbook of Chinese Linguistics*. Oxford, UK: Oxford University Press. Pages 336-347. [[OSU Web E-book](#)]
 27. Tsui, Tsz-Him and Marjorie K.M. Chan. 2015. Cantonese hip-hop songs and their linguistic devices for identity formation. In: Hong-yin Tao et al. (editors), *Proceedings of the 27th North American Conference on Chinese Linguistics (NACCL-27)*. Pages 166-176.
 28. Wang, Yu-Fang, Pi-Hua Tsai, and Ya-Ting Yang. 2010. Objectivity, subjectivity and intersubjectivity: Evidence from *qishi* (‘actually’) and *shishishang* (‘in fact’) in spoken Chinese. *Journal of Pragmatics* 42.705–727. [OSU e-journal article]
 29. Wu, Ruey-Juan Regina. 2011. A conversation analysis of self-praising in everyday Mandarin interaction. *Journal of Pragmatics* 43.3152–3176. [OSU e-journal article]
 30. Yu, Ning. 2000. Figurative uses of *finger* and *palm* in Chinese and English. *Metaphor and Symbol* 15.3: 159-175. [OSU e-journal article]
 31. Yu, Ning. 2003. Metaphor, body, and culture: The Chinese understanding of *gallbladder* and *courage*. *Metaphor and Symbol* 18.1: 13-31. [OSU e-journal article]
 32. Yu, Ning. 2004. The eyes for sight and mind. *Journal of Pragmatics* 36: 663-686. [OSU e-journal article]
 33. Yueh, Hsin-I Sydney. 2017. *Identity Politics and Popular Culture in Taiwan: A Sajian Generation*. Lanham, MD: Lexington Books. [Excerpt: Chapter 3. “The uses of *sajian*: Identity construction in everyday communication.”]
 34. Zhang, Qing. 2005. A Chinese yuppie in Beijing: Phonological variation and the construction of a new professional identity. *Language in Society* 34: 431-466. [OSU e-journal article]
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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. Biq, Yung-O. 2004. Construction, reanalysis, and stance: 'V yi ge N' and variations in Mandarin Chinese. *Journal of Pragmatics* 36:1655–1672. [OSU e-journal article]
3. Boltz, William G. 1996. Early Chinese Writing. In: *The World's Writing Systems*. Edited by Peter T. Daniels and William Bright. 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. 2006. The Judge Goes to Pieces (审死官): A linguistic study of humor in a Cantonese opera. *Proceedings of the Eighteenth North American Conference on Chinese Linguistics (NACCL-18)*, edited by Janet Xing. Los Angeles: GSIL Publications, University of Southern California. Pages 54-71.
7. 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.
8. Chan, Marjorie K.M., and Yuhan Lin. (forthcoming). Chinese language and gender research. In *Routledge Handbook of Chinese Applied Linguistics*.ed. Chu-Ren Huang, Zhuo Jing-Schmidt, and Barbara Meisterernst. London & New York, NY: Routledge.
9. Chan, Marjorie K.M. and Wang Xu. 2008. Modality effects revisited: Iconicity in Chinese Sign Language. In: Marjorie K.M. Chan and Hana Kang (editors), *Proceedings of the 20th North American Conference on Chinese Linguistics (NACCL-20)*, Volume 1. Columbus, Ohio: The Ohio State University. Pages 343-360.
10. 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.
11. Chao, Yuen Ren. 1968. *A Grammar of Spoken Chinese*. Berkeley: University of California Press. (Excerpts: Chapter 1.3.6. "Stress", Chapter 1.3.7. "Intonation," and Chapter 8.5. "Particles.")
12. Chen, Ping. 1999. *Modern Chinese: History and Sociolinguistics*. Cambridge, U.K.; New York, NY: Cambridge University Press.
13. Duanmu, San. 2007. *The Phonology of Standard Chinese*. Second edition. Oxford, UK: Oxford University Press.
14. 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.
15. Gao, Liwei. 2008. Language change in progress: Evidence from Computer-Mediated Communication. In: Marjorie K.M. Chan and Hana Kang (editors), *Proceedings of the 20th North*

- American Conference on Chinese Linguistics (NACCL-20)*. Volume 1. Columbus, Ohio: The Ohio State University. Pages 361-377.
16. Gilliland, Joshua. 2006. *Language Attitudes and Ideologies in Shanghai, China*. M.A. thesis, Ohio State University.
 17. Guo, Longsheng. 2004. The relationship between Putonghua and Chinese dialects. In: Minglang Zhou (ed.), *Language Policy in the People's Republic of China: Theory and Practice Since 1949*. Boston: Kluwer Academic Publishers. Pages 45-53.
 18. Hong, Wei. 2002. How does power affect Chinese politeness? *Journal of the Chinese Language Teachers Association* 37.2: 59-73.
 19. Jing-Schmidt, Zhuo. 2008. Much mouth much tongue: Chinese metonymies and metaphors of verbal behaviour. *Cognitive Linguistics* 19.2: 241-282. [OSU e-journal article]
 20. Jing-Schmidt, Zhuo. 2008. The manifestation of emotion: On the Mandarin Chinese *nandao*-interrogation. *Journal of Chinese Linguistics* 36.2: 211-234. [OSU e-journal article]
 21. Lan, H.R. 1994. Her beauty is EATABLE: a culturo-linguistic study. *Journal of the Chinese Language Teachers Association* XXIX.3: 79-97.
 22. 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. [OSU e-journal article]
 23. Li, David C. S. 2006. Chinese as a lingua franca in Greater China. *Annual Review of Applied Linguistics* 26: 149-176. [OSU e-journal article]
 24. 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.)
 25. 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. [OSU e-journal article]
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59. ... more to be added later ...

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](#). Ohio State University has an extensive Chinese-language collection of books and periodicals to support teaching and research. Chinese-language audio-visual materials, including video and other multimedia materials that are part of the Chinese collection that is kept on the main campus at the Main (Thompson) Library.
- CNKI - China Academic Journals Database:
 - For Chinese Interface: <http://gb.oversea.cnki.net>
 - For English interface: <http://oversea.cnki.net>
- Hardcopy Chinese-language linguistics journal titles subscribed by OSU Libraries include:
 - h. Fangyan 方言. PL1501 .F33 (quarterly)
 - i. Han zi wen hua 汉字文化. PL1281 .H365 (quarterly)
 - j. Hanyu xuexi 汉语学习. PL1004 .H35 (bimonthly)
 - k. Yuwen jiaoxue tongxun 语文教学通讯. PL1004 .Y74 (monthly)
 - l. Yu wen jian she tong xun 語文建設通訊 (Hong Kong). PL1175 .A1 H35Y8 (quarterly)
 - m. Yuwen xuexi 语文学学习 (Renmin Jiaoyu Chubanshe). PL1004 .Y8 (monthly; 1954-1959,2004)
 - n. Yuwen xuexi 语文学学习 (Shanghai Shifan Daxue) PL1004 Y824 (monthly)
 - o. Yuwenyuekan 语文月刊. PL1004 .Y8267 (monthly)
 - p. Zhongguo yu wen 中国语文 (Renmin Jiaoyu Chubanshe) PL1004 .C44 (bimonthly)
 - q. Zhongguo yu wen 中國語文 (Taipei, Taiwan) PL1004 .C5 (monthly)
 - r. Zhongguo yu wen tong xun 中國語文通訊. PL1004 .C57 (bimonthly)
- [ISTOR](#) – Depository for back issues of (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 (or perhaps earlier). (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.
- [Linguist List: Master Index of LINGUIST Issues](#). Browse by year and month, or by topic for some linguistic journals, as well as book reviews, etc. The site also has a Google search engine.
- Google:
 - [Google Scholar](#). Search Google Scholar for books and online articles.
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- [Google Video](#). Search for videos and video excerpts.
 - [OSU Office of Responsible Research Practices \(ORRP\)](#). The [Institutional Review Board \(IRB\)](#), administered under the ORRP, oversees research activities at OSU, including research involving Human Subjects. "All research activities involving human subjects must be reviewed and approved by an IRB unless the Office of Responsible Research Practices prospectively determines that the research falls into a category of exemption established by federal regulation."
 - [OSU Undergraduate Research Office](#). 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 was originally from the website of the [Dr. Sun Yat-Sen Classical Chinese Garden](#) (中山公園). This garden, which is located in Vancouver Chinatown, Canada, and just half a block from my mother's dwelling, is the only full-sized classical Chinese garden outside China. Although built in the 1980's, it used the ancient techniques of the originals that were built in the Ming dynasty (1368-1644).

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