UMBC UGC New Course Request: MLL 316 Japanese Language in Society

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COURSE INFORMATION:

Course Number(s)	MLL316
Formal Title	Japanese Language in Society
Transcript Title (≤30c)	Japanese Language in Society
Recommended Course Preparation	ASIA 100 OR any 100, 200 level C course
Prerequisite **NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	None
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	☐ Yes ☒ No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	☒ Reg (A-F) ☐ Audit ☐ Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length.   Please use full sentences.**):**

In this course, students learn how the Japanese language is used and how it relates to the culture in society by analyzing characteristics of the language, its use in society, and similarities and differences in usage between English and Japanese. Course topics include language and its reflection in culture, nonverbal communication/gesture, the Japanese writing system, discriminatory language, onomatopoeia, language and technology, and intercultural communication. Because this course is based on class/small group discussions, students are required to prepare the reading materials for each class. Knowledge of Japanese is not required. Recommended preparation: ASIA 100 OR any 100 or 200-level Culture course.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?
   Japanese culture such as manga, anime and computer games are popular among American college students. They pick up some expressions in Japanese through those activities, however, students don't realize how the language is interwoven to the culture in society. Speakers of Japanese need to determine what language style they use depending on whom they talk in what situation, and whom you talk about. Because of this complexity, they might use non-suitable language or behave inappropriately in certain situations. Students can expand their mind and opportunity to critically think why Japanese language is used the way it is by investigating the language and the cultural products in society as well as enrich their intercultural communication skills.
b) How often this course will likely to be taught?   This course will be taught once every two years.
c) How does this course fit into your department's curriculum?

This course fits the department curriculum well by focusing on language use other than the students' as well as providing the students an opportunity to reflect their own language use and culture. This course is also suitable for students to explore intercultural communication.

d) What primary student population will the course serve?   Upper class students (juniors and seniors)

e) Why is the course offered at the level?
   This course is offered at the 300-level because of the necessity for critical thinking and significant writing assignments.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
   This course is taught in English, therefore, open to students without knowledge of Japanese. however, it is preferable if students have taken any 100 or 200 level C course previously in order to be able to compare and contrast their culture to the other.

g) Explain the reasoning behind the P/F or regular grading method.
   Because group discussion and class discussion is one of the important elements of this course, students are required to read the assigned reading before each class. As a result, grading weight is distributed almost equally into four categories (class participation, homework, five to ten-minute presentation, and quizzes on reading assignments). Final paper is also important to assess the students' creativity and understanding of Japanese language and culture in society, therefore, it weights a little more than the precious categories.

h) Provide a justification for the repeatability of the course.

ATTACH COURSE SYLLABUS (mandatory):

MLL 316 Japanese Language in Society

Instructor: **Tomoko Hoogenboom**
Office: Fine Arts 480   Office phone: 5-1178
Office hours: TBD and by appointment
Email: tmkhgnbm@umbc.edu

Course objectives:
This course examines how Japanese language is used and how it relates to the society, including writing system, polite language, gender specific language, dialects, influence from/to other languages, and etc. The students will investigate characteristics of Japanese language, use of the language in society, and how language illustrates the society and culture by critically analyzing various forms of language related texts. Throughout the semester the students will explore their own language and the cultures, then compare and contrast them to the Japanese language to hypothesize reasons for the similarity/differences among them. Topics include; language and culture, gesture, writing system, loanwords, discriminatory language, gender specific language, onomatopoeia, language & technology, and Japanese language in other languages. Because this course is based on class and group discussions, the students are required to read the reading materials for each day and submit their responses before coming to class.

Course materials:
Required:
1) Gottlieb, Nanette.   2005. Language and Society in Japan. Cambridge, U.K.: Cambridge University Press.
2) Suzuki Takao (translated by Akira Miura).   2000.   Words in Context. Tokyo: Kodansha International.
3) Other articles linked through the course Blackboard.

Suggested:
1) Shibata, Masayoshi.   1990. Languages of Japan. Cambridge, U.K.: Cambridge University Press.

2) Loveday, Leo J.   1996. Language Contact in Japan: A Socio-Linguistic History.   New York: Clarendon Press (Oxford Studies in Language Contact).

Course policies:
1. <u>Class work (Attendance 10%, Participation in discussions 15% - total 25%)</u>
   Class attendance and participation is very important for this course to assess the students' understanding of Japanese language and culture in society. You are expected to actively participate in class by sharing your opinions on a topic with your classmates as well as listening to their opinions during discussion. Don't be shy about expressing what you think in class. Everyone loves to listen to others' opinions that might be same as or different from your own. If you don't speak up in class, the instructor might call your name to ask you a specific question.

2. <u>Homework assignments</u>:
   1) <u>Reading assignment</u>:
   <u>Discussion leader(s) (15%)</u>:
   1. sign up for a reading that you want to lead a class discussion
   2. decide a few reading questions and email them to the instructor by 9am a week before Saturday (Questions will be posted by 7pm) – points deduction for the late submission
      (Questions need to enhance students' critical thinking, therefore, you need to read the material thoroughly. If your submitted questions are not sufficient, they will be returned to you with feedback and you need to submit revised one by 4pm)
   3. lead a discussion of the reading in class
      Leading discussion will be evaluated by your peers in class in addition to the instructor.

   <u>Non-discussion leader(s) (20%)</u>:
   Respond the uploaded reading questions in the course Blackboard. You will need to upload the response (one paragraph for each question – do not make long, be concise) by 11:59pm the night before the reading is due (readings due on Tuesdays, upload the response by 11:59pm on Mondays, and those due on Thursdays, upload response by 11:59pm on Wednesdays).

   2) <u>Final paper</u>:
   A topic for a final paper should be related to 1) Japanese language and the culture or the society or 2) differences/similarities between Japanese language and other language due to the culture or society. In addition to reading previous research relating to your topic, you need to collect some data (TV program on TV-Japan, movies, anime, internet, newspaper, songs, magazine, manga, and etc.). If you have not acquired Japanese language previously, let me know as soon as possible. We will find alternative sources together.
   Criteria of evaluation:
         1) quality of the topic, 2) clarity, 3) effectiveness, 4) organization, and 5) content

   <u>The deadlines for final paper (25%) are as follows</u>:
   October 10 (Thu): Decide your topic. (1 of 25%)
   October 31 (Thu): Turn in your paper summary and annotated bibliography (at least two articles). Indicate why you think that the topic is important. The length of this can be 1 - 2 pages single-spaced. (5 of 25%)
   November19 (Tue): Turn in your abstract with data or description of your data. The length of your abstract should be 1 page single-spaced. (5 of 30%)
   Week 14, 15 & 16: Presentation of your paper in class. Your presentation should be in 15 minutes. It will be evaluated on 1) preparation, 2) organization, 3) content, and 4) delivery. Sign up in the course Blackboard. (7 of 25%)
   Final examination time: Turn in a hard copy of your final paper and paper evaluation. (7 of 25%)

   3) <u>Final essay examination (15%)</u>:

I will post the final essay questions in the course Blackboard. You need to type your answers then upload your final exam to the blackboard.

Grading:

Class work (Attendance, participation in discussions)		25 %
Homework assignments		35 %
Discussion leader	15 %	
Non-discussion leader (responses)	20 %	
Final paper		25 %
Final essay examination		15%
		Total 100 %

Academic Integrity

UMBC takes academic integrity very seriously.

Academic integrity is an important value at UMBC. By enrolling in a course, each student assumes the responsibilities of an active participant in the scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Rigorous standards allow UMBC students, faculty, and administrators, as well as scholars and employers in the larger community, to trust that the work that students submit is the fruit of their own learning and academic effort.

The purposes of higher education are the learning students and faculty undertake, the knowledge and thinking skills developed, and the enhancement of personal qualities that enable students to be strong contributing members of society. In a competitive world, it is essential that all members of the UMBC community uphold a standard that places integrity of each student's honestly earned achievements above higher grades or easier work dishonestly sought.

All members of the UMBC community are expected to make a commitment to academic honesty in their own actions and with others. To this end, UMBC undergraduate students also adopted the following Undergraduate Honor Statement as it describes the high standards to which everyone in the community will be held:

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

Refer to the following websites:
➢ UMBC Academic Integrity Resources for Students:
https://aetp.umbc.edu/ai/

Students with disabilities:

The mission of The Office of Student Disability Services (SDS) at the University of Maryland, Baltimore County (UMBC), is to ensure that UMBC students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the provision of accommodations and reasonable modifications that result in equal access and full inclusion.

Student Disability Services' goals are:

- To provide a welcoming, encouraging, and empowering environment for students with disabilities;

- To foster an institutional climate supportive of success to students with disabilities where students are recognized for their abilities rather than their disabilities;
- To coordinate accommodations that will allow students equal access to University courses and programs;
- To increase retention and graduation rates for students with disabilities

If you want to request accommodations, stop by at the SDS in Math/Psych Bldg., room 212 or contact at 410-455-2459 or disAbility@umbc.edu. Website: http://sds.umbc.edu

Course Schedule (subject to change)

Week 1: Introduction to the course.
Brainstorming the preexisting ideas about Japanese language, culture and society.

Week 2: General information on the language and History
Gottlieb, Nanette.   2005.   The Japanese Language, Chapter 1, *Language and Society in Japan.* Cambridge U.K.: Cambridge University Press.

Week 3: Writing systems
Gottlieb, Nanette.   2005.   Writing and reading in Japan, Chapter 5, *Language and Society in Japan.*   Cambridge U.K.: Cambridge University Press.

Iwasaki, Shoichi.   2013.   Japanese (2nd edition). London: London Oriental and African Language Library (Book 17) John Benjamins Publishing Company.

Week 4: Polite languages and relationship among people
Wetzel, Patricia J.   2004.   Keigo in Linguistics, *Keigo in modern Japan: Polite language from Meiji to the present*. Chapter 1, 7-18.   Honolulu: University of Hawai'i Press.

Wetzel, Patricia J.   2004.   Keigo Common Sense, *Keigo in modern Japan: Polite language from Meiji to the present*. Chapter 5, 89-116.   Honolulu: University of Hawai'i Press.

Week 5: Gesture
Brown, Amanda.   2008.   Gesture viewpoint in Japanese and English: Cross-linguistic interactions between two languages in one speaker. *Gesture* 8:2:256-276.

de Ruiter, Jan Peter.   2007.   Postcards from the mind: The relationship between speech, imagistic gesture, and thought. Gesture 7:1:21-38.

Week 6: Language differences in gender 1
Inoue, Miyako.   2006.   An echo of national modernity: Over hearing 'Schoolgirl speech." Chapter 1: Language, gender and national modernity: The genealogy of Japanese women's language. *Vicarious Language*, 37-74. Berkeley: University of California Press.

Inoue, Miyako.   2006.   Just say in the middle: The story of a woman manager. Introduction and Chapter 5: Part III: Re-citing women's language in late modern Japan. *Vicarious Language*, 207-283. Berkeley: University of California Press.

Week 7: Language differences in gender 2

Okamoto, Shigeko.   2004. Ideology in linguistic practice and analysis: Gender and politeness in Japanese revisited. *Japanese language, gender, and ideology: Cultural models and real people*, eds., by Shigeko Okamoto and Janet S. Shibamoto Smith, 38-56.   New York: Oxford University Press.

Miyazaki, Ayumi.   2004.   Japanese junior high school girls' and boys' first-person pronoun use and their social world. *Japanese language, gender, and ideology: Cultural models and real people*, eds., by Shigeko Okamoto and Janet S. Shibamoto Smith, 256-274.   New York: Oxford University Press.

Due; Decide your final paper topic

Week 8: Language differences in gender 3
Okamoto, Shigeko.   2014.   Rethinking 'Norms' for Japanese Women's Speech, Chapter 4, *Rethinking Language and Culture in Japanese Education*, eds., by Shinji Sato and Neriko Nusha Doerr. Bristol, UK: Multilingual Matters.

Sreetharan, Cindi Sturtz.   2004.   Japanese men's linguistic stereotypes and realities: Conversations from the Kansai and Kanto regions. *Japanese language, gender, and ideology: Cultural models and real people*, eds., by Shigeko Okamoto and Janet S. Shibamoto Smith, 275-289.   New York: Oxford University Press.

Week 9: Discriminatory languages, dialects and standard language
Gottlieb, Nanette.   2005.   Representation and identity: discriminatory language. Chapter 6, *Language and Society in Japan.*   Cambridge U.K.: Cambridge University Press.

Doerr, Neriko Musha.   2014.   On the Necessity of 'Being Understood': Rethinking the Ideology of Standardization in Japan, Chapter 3, *Rethinking Language and Culture in Japanese Education*, eds., by Shinji Sato and Neriko Nusha Doerr. Bristol, UK: Multilingual Matters.

Week 10: Onomatopoeia
Hamano, Shoko.   1998. The Sound-Symbolic System of Japanese (Studies in Japanese Linguistics). Chicago: The University of Chicago Press (Center for the Study of Language and Information at Stanford University).

Pratha, Nimish K., Natalie Avunjian and Neil Cohn.   2016.   Pow, Punch, Pika, and Chu: The Structure of Sound Effects in Genres of American Comics and Japanese Manga. *Multimodal Communication*, 5:2: 93-109.

Due; Final paper bibliography

Week 11: Loan words and Japanese words in other languages
Daulton, Frank E.   1999.   English Loanwords in Japanese --The Built-in Lexicon. *The Internet TESL Journal*: January.

Ito, Chiyuki, Yoonjung Kang and Michael Kenstowicz.   2006.   The Adaptation of Japanese Loanwords into Korean. *Studies in Loanword Phonology, MIT Working Papers in Linguistics*: 52: 65-104.

Week 12: Language and technology
Gottlieb, Nanette.   2005.   Shifting electronic identities. Chapter 7, *Language and Society in Japan.*   Cambridge U.K.: Cambridge University Press.

Week 13: <u>Intercultural Communication</u>

 Tanaka, Noriko, Helen Spencer-Oatey and Ellen Cray.   2000.   'It's not my fault' Japanese and English response to unfounded accusations. *Culturally speaking: Managing rapport though talk across cultures*, ed. by Helen Spacer-Oatey, 75-97. London: Continuum.

 Miller, Laura: 2000. Negative assessments in Japanese-American workplace interaction. *Culturally speaking: Managing rapport through talk* across cultures, ed. by Helen Spencer-Oatey, 240-254. London: Continuum.

 Due; Final paper abstract

Week 14, 15 & 16: <u>Final paper presentation</u>