JPN 3730/LIN 4930/6932 Language in Japanese Society, Fall 2022

I.   Course Information

Meeting Day/Time: MWF 5th period (11:45 - 12:35), LIT 0127
Sections 8J37; 3315, 4D35; course nos. 24313, 21981 24396, http://elearning.ufl.edu Canvas

Primary General Education Designation:

- S (Social and behavioral sciences)
- N (International)

"A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U."

II.   Instructor Information

- Instructor: Ann Wehmeyer
- Office: 320 Pugh; https://ufl.zoom.us/j/6801300507
- Phone: 352-273-2961
- Email: awehmeye@ufl.edu
- Office hours: Wednesday 7th period (1:55-2:45), Friday, 6th period (12:50 – 1:40) and by appointment. You may attend in person, or remotely (https://ufl.zoom.us/j/6801300507). If in person, please wear a mask. If remotely, please alert me ahead of time.
- Drop Box: 320 Pugh next to office door

III.   Course Description

This course examines socio-cultural aspects of language use in Japan. The readings are from sociolinguistics and anthropology. Some questions we try to answer are how language changes over time, how people speak differently depending on age, gender, and context, what aspects of the Japanese lexicon are distinctive in terms of expressive force, how difficult topics are handled metaphorically, how people select first names, how language is designed to appeal to the consumer (in popular media and advertising), and how language is used to shape public opinion.

There are no prerequisites for the course. Previous study of Japanese language is not required, but some previous study or concurrent enrollment in Beginning Japanese or higher is recommended since we will consider a lot of Japanese language data, and some assignments will require you to search for examples on your own. All of the examples in the readings appear in Romanization and are translated and/or glossed. While an introductory course in linguistics would be useful, it is not required. From time to time in-class group activities will include consideration of short texts in Japanese. It is expected that students will bring different strengths to each discussion.

IV. Course objectives and goals

At the end of this course, students will be able to:

- Identify and explain the use and function of different levels of speech in context.
- Identify and explain the use and function of stereotypically gendered patterns of language.
- Identify the use of regional dialect forms in context.
- Analyze the use of mimetic words in domains in which they predominate, such as food and cosmetics.
- Identify language change in progress.
- Analyze the use of pejorative and/or discriminatory language use in context.
- Evaluate the use of conceptual metaphor in context.
- Evaluate the ways in which public media structures its discourse so as to influence public thinking.
- Communicate orally and in writing analysis of interpersonal use of language in context.
- Reflect on the ways in which one's own status and gender will be linked to language use in Japan.

V. Required and recommended Course Materials

Required

- Okamoto, Shigeko and Janet S. Shibamoto Smith. 2004. *Japanese Language, Gender, and Ideology: Cultural Models and Real People*. Oxford; New York: Oxford University Press.
- Selected book chapters and articles linked through Modules, or on online reserves (ARES) at Smathers Library.
    - o If you are off campus and wish to access the readings through Course Reserves, you must connect through the VPN client.

Recommended

- Bardsley, Jan and Laura Miller, eds. 2011. *Manners and Mischief: Gender, Power, and Etiquette in Japan*. Berkeley: University of California Press.
- Gottlieb, Nanette. 2006. *Linguistic Stereotyping and Minority Groups in Japan*. London and New York: Routledge.
- Purdue Owl, https://owl.purdue.edu/owl/research_and_citation/resources.html
- UF Writing Studio, http://www.writing.ufl.edu

VI. Classroom protocols

1. COVID-19. In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves and others.

a. If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening/testing and vaccination opportunities.

b. If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392=1161 to be evaluated.

c. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

2. **Remote Option:** If, on any given date, you cannot attend class in person due to illness or other excused absence, notify the instructor that you wish to attend remotely. The instructor will then use Hyflex mode so that you can attend remotely, and will also record the lecture on that date. The join URL is https://ufl.zoom.us/j/6801300507.

3. Students must take exams in class in person, on campus. UF will not allow exams in face-to-face classes to be given online due to non-availability of proctoring.

4. Attendance will be taken at each class meeting. *Please arrive on time*.

5. ***Frequent or extended engagement*** with social media is distracting to your neighbors and prevents you from closely attending to the class discussion. Please avoid.

VII. Coursework & Schedule

I.   *List of Graded Work*

Assignment	Description	Requirements	Percentage
Exercises	The Daily Schedule contains 6 exercise assignments that ask you to search for specific linguistic items. In some cases, you are asked to translate or provide an interpretation of the item. The exercises are identified as (a) those you should submit to Canvas by 8 am on the date of the assignment, or (b) a clip or analysis that you should be prepared to present to class members and discuss briefly.	Various	10%
Data analysis paper topic	Specify the set of data you plan to consider and give complete bibliographic information or link for it. Briefly explain why you are interested in it, and outline what your focus and approach will be.	150 – 300 words Due 09/26/22	02%
Data analysis paper outline	Outline the form your paper will take and provide a list of all of the references you plan to consult for your topic.	Must include at least 3 academic sources Due 10/24/22	03%
Data analysis paper	Select a short text or visual media, or excerpt from a longer text or visual media, to analyze from one or more of the perspectives studied in this course. Include a copy of the data at the end of the paper in the appendix. If you work with a clip, provide a Japanese transcription of the clip, an English translation of it, and a link to the clip. You should	JPN 3730/LIN 493:0 8-10 pages (2,400-3,000 words) LIN 6932: 10-15 pages (3,000-4,500 words)	25%

	refer to concepts studied in the course, with reference to specific studies, and you should also refer to other reference sources, as applicable to your topic. List any sources consulted in a References section at the end of the paper. See below and Assignments in Canvas for more information and paper rubric.	Due 11/18/22	
Module Quizzes	Take the online quiz at the end of each module (12 total). Covers key concepts and findings of the readings.		10%
Exam 1	Key concepts, key findings, data analysis. Multiple choice, true false, short answer. Covers material from Modules 1-4.	10/10/22	20%
Exam 2	Key concepts, key findings, data analysis. Multiple choice, true/false, short answer and essay. Covers material from Modules 5-12.	12/13/22	20%
Attendance and participation	Present in class and actively participates in discussions and in group activities.		10%
Total			100%

2. *Weekly Course Schedule*

Date	Topic	Assigned readings	Exercises/assignments
Week 1			
MODULE 1, Japanese Honorifics in Context			
W 08/24	Introduction to course	Syllabus	
F 08/26	Rethinking gender and politeness	Okamoto, Shigeko. "Ideology in linguistic practice and analysis: Gender and politeness in Japanese revisited," p. 38-56, in *Japanese Language, Gender, and Ideology*.	*For class discussion:* How has the received wisdom that women speak more politely than men come to be re-evaluated?
Week 2			
M 08/29	Students speaking with professors	Hudson, Mutsuko Endo. 2011. Student honorifics usage in conversations with professors. *Journal of Pragmatics* 43:15, 3689-3706.	*For class discussion:* What forms do you use when speaking in Japanese to "social superiors" (目上の人 *meue no hito*)?
W 08/31	When and why men display honorifics	Shibamoto-Smith, Janet S. 2011. Honorifics, "politeness," and power in Japanese political debate. *Journal of Pragmatics* 43:15, 3707-3719. Course reserves.	*Class activity:* Identify any honorific forms and label them as to type. What function does their use serve?
F 09/02	Image and vocal pitch	Ohara, Yumiko. "Prosody and Gender in Workplace Interaction: Exploring Constraints and Resources in the Use of Japanese," p. 222-239, in *Japanese Language, Gender, and Ideology*.	*For class discussion:* Are there contexts in which you alter the pitch, high or low, of your voice? What are the contexts, and why do

			you think you adjust your voice in that way? **Online Quiz, Module 1**
Week 3			
MODULE 2, Japanese Dialects			
M 09/05		Labor Day, classes suspended	
W 09/07	Overview of Japanese dialects	Sanada, Shinji. 2019. "Japanese dialects." In Patrick Heinrich and Yumiko Ohara, eds., *Routledge Handbook of Japanese Sociolinguistics*, p. 63-77. London/New York: Routledge. Course reserves.	*For class discussion:* Have you encountered any Japanese dialects? Where? In what context? What was your impression?
F 09/09	Dialects of northern Honshū; dialect and standard in the same community	• Sunaoshi, Farm Women's Professional Discourse in Ibaraki, p. 187-204 in *Japanese Language, Gender, and Ideology*. • Miyake, Yoshimi, 1995. A dialect in the face of the standard: A Japanese case study. *Annual Meeting of the Berkeley Linguistics Society*, (S.I), p, 217-225. Available at: <https://journals.linguisticsociety.org/ proceedings/index.php/BLS/article/view/ 1385/1169>.	*For class discussion:* Why does Sunaoshi maintain that gender is not a salient category when analyzing speaking styles in the Ibaraki dialect?
Week 4			
M 09/12	Male speakers of Kansai dialect	Sreetharan, Japanese Men's Linguistic Stereotypes and Realities: Conversations from the Kansai and Kanto Regions, p. 275-289 in *Japanese Language, Gender, and Ideology*.	*For class discussion:* What are the stereotypically masculine forms, and when are they used?
W 09/14	Female speakers of Kansai dialect	SturtzSreetharan, Cindi. 2008. Osaka Aunties: Negotiating honorific language, gender and regionality. *Texas Linguistic Forum* 52, 163-173.	*For class discussion:* What kind of identity did SturtzSreetharan find that Kansai women are adopting? What are its characteristic linguistic features? **Online Quiz, Module 2**
MODULE 3, Language Change			
F 09/16	Lexeme innovation and spread	Sano, Shinichiro. 2005. On the positive meaning of the adjective *yabai* in Japanese. *Sophia Linguistica* 53, *Working Papers in Linguistics*, 109-130.	**Exercise 1:** Identify a word in English, or some other word in Japanese, that has undergone a change in meaning that allowed it to be used in new contexts, and explain. **Submit to Canvas.**
Week 5			

M 09/19	Change in progress	Akagi, Nobuko, Mio Bryce and Hiroshi Suzuki. 2020. *Maji ssu ka*? Isn't that honorific? Ambiguity of New Japanese honorific *ssu*. *Pragmatics and Society* 11:4, 505-523. Course Reserves.	*For class discussion:* Do you use *(s)su*? If so, toward whom, and to what extent?
W 09/21	When morphemes take on new functions	Seraku, Tohru, and Takako Akiha. 2019. *Poi* in Japanese *Wakamono Kotoba* 'youth language': A view from attenuation at the speech-act dimension. *Lingua* 224, 1-15.	*Class activity:* Analysis of *poi* type and function in tweets. **Online Quiz, Module 3**

MODULE 4, Gender and Society

F 09/23	Pronouns and identity display	Miyazaki, Japanese Junior High School Girls' and Boys' First-Person Pronoun Use and Their Social World, p. 256-274 in *Japanese Language, Gender, and Ideology*.	*For class discussion:* How does pronoun use differ across school peer groups? What identity types are linked to use of particular pronouns?
Week 6			
M 09/26	Cultural stereotypes and speaking styles	Kroo, Judit. 2018. Gentle masculinity in East Asia: 'Herbivore Men' and interlocutor constructed language. *Journal of Asian Pacific Communication* 28:2, 251-280.	*For class discussion*: What kinds of stances or identities do you display in your use of sentence-final particles? **Data Analysis Paper Topic due**
W 09/28	Lexicon of disorders	Hansen, Gitte Marianne. 2011. Eating disorders and self-harm in Japanese culture and cultural expression. *Contemporary Japan* 23:1, 49-69.	*Class activity:* What can we observe in eating disorder blogs?
F 09/30	Male grooming; *choiwaru oyaji*	Bardsley, Jan. 2011. "The Oyaji Gets a Makeover: Guides for Salarymen in the New Millennium." In Jan Bardsley and Laura Miller, eds., *Manners and Mischief: Gender, Power, and Etiquette in Japan*, p. 114-135. Berkeley: University of California Press.	*Class discussion*: Can you find any other stereotypic terms that refer to men?
Week 7			
M 10/03	What attitudes toward work and the workplace can be discerned in salaryman *senryū*?	*Rii-man* Exercise (Exercise 2) Recommended reading: Spinks, Wendy A and Wendy Spinks. 2011. In the midst of transition: Salaryman *senryū* poems and the perception of workplace change. *Contemporary Japan* 23:2, 187-212.	**Exercise 2:** Select an entry from the *Riiman jiten* at http://www.asahi.com/kaisha/, and translate it. Label the entry clearly. Your translation need not be complete or perfect. **Submit to Canvas.**
W 10/05	Female stereotypes: *Hinkaku* 品格 'dignity' versus *makeinu* 負け犬 'loser dog'	Hirakawa, Hiroko. 2011. "The Dignified Woman Who Loves to be "Loveable." In Jan Bardsley and Laura Miller, eds., *Manners and Mischief: Gender, Power, and Etiquette in Japan*, p. 136-155. Berkeley: University of California Press.	*Class discussion*: What other stereotypic terms can you find that refer to women? **Online Quiz, Module 4**

F 10/07		Homecoming, Classes suspended	
Week 8			
M 10/10		**Exam No. 1, Covers Modules 1 – 4.** To prepare for this exam, make sure you understand key terms, concepts, and findings, and are able to apply them to analysis of data.	Take Exam No. 1, In class

MODULE 5, Language use in LGBTQ domains

W 10/12	Language and identity display	Lunsing, Wim and Claire Maree, Shifting Speakers: Negotiating reference in relation to sexuality and gender, p. 92-113; Abe, Lesbian Bar Talk in Shinjuku, Tokyo, p. 205-222, in *Japanese Language, Gender, and Ideology*.	*For class discussion:* What is different about pronoun use in the gay and lesbian communities?
F 10/14	Language in dating bulletin boards	Baudinette, Thomas. 2017. Constructing identities on a Japanese gay dating site: Hunkiness, cuteness and the desire for heteronormative masculinity. *Journal of Language and Sexuality* 6:2, 232-261. Course Reserves.	*For class discussion:* What sorts of discourses relating to desirability appear in these posts? **Online Quiz, Module 5**
Week 9			

MODULE 6, Lexicon and culture, mimetic words (*onomatope*)

M 10/17	Cosmetic mimetics	Abdul Razak, Siti Hajjar. 2012. Japanese Onomatopoeia: Cosmetics and Skincare Products in Fashion Magazines. *Hikaku Nihongaku kyōiku kenkyū sentā kenkyū nenpō* 8:123-128.	*For class discussion:* In what contexts have you observed use of mimetic words?
W 10/19	Food mimetics	Nishinari, Katsuyoshi et al. 2008. Comparative Study of Texture Terms: English, French, Japanese and Chinese. *Journal of Texture Studies* 39/530-568. Course Reserves. **Optional Exercise:** Visit "Taberogu," (http://www.tabelog.com), and find an example of a food mimetic. Copy and paste the writer's comments, and identify the mimetic. Translate the sentence in which it is used. Also specify the city, restaurant, and type of dish. Submit to Canvas.	*Class activity:* Find an example of a food mimetic in your entry from Taberogu. What qualities of the food or mouth feel does the mimetic exemplify?

F 10/21	Language of food CMs	Strauss, Susan. 2005. The linguistic aestheticization of food: a cross-cultural look at food commercials in Japan, Korea and the United States. *Journal of Pragmatics* 37/9:1427-1455.	**Exercise 3:** Find an example of a Japanese food commercial on Youtube (search under 食べ物 cm) or elsewhere. Paste the url into Canvas. For in-class presentation, explain whether or not it displays the characteristics of Japanese food commercials observed by Strauss. Present your clip to the class. **Online Quiz, Module 6**

Week 10			

MODULE 7, Lexicon and Culture, Values and discrimination

M 10/24	From beautiful to cute— aesthetics of appeal	Miller, Laura and Carolyn S. Stevens. 2021. From beautiful to cute: Shifting meanings in Japanese language and culture. *International Journal of Language and Culture* 8:1, 62-83.	*Class activity:* How many different kinds of XXX-*kawaii* can you identify? What sort of image is associated with them? **Data Analysis Paper Outline due**
W 10/26	Terms that refer to Burakumin	Gottlieb, Nanette. 2006. "Status Discrimination." In Nanette, Gottlieb, *Linguistic Stereotyping and Minority Groups in Japan*, p. 49-73. London/New York: Routledge.	*For class discussion:* What is "status discrimination," and how is it related to language?
F 10/28	Terms that refer to outsider minorities	Gottlieb, Nanette. 2006. "Ethnicity." In Nanette, Gottlieb, *Linguistic Stereotyping and Minority Groups in Japan*, p. 74-98. London/New York: Routledge.	***Optional exercise:*** *You can often find inflammatory rhetoric on this bilingual site,* particularly as regards Japan-Korea relations, and Japan-international relations, www.japancrush.com (English with Japanese text in popups, for both main and comments). Check topics that relate to any of the ethnicities in this chapter, and try to identify some discriminatory words or comments. Look in the comments section as well as the body. Hover over a section to bring up the Japanese original text. Write down the words you find, and explain the context for use. Provide url for the article. **Submit to Canvas***. Online Quiz, Module 7*

Week 11			

MODULE 8, Lexicon and culture, metaphors of war and disaster

M 10/31	Strategy and metaphor	Fisch, Michael. 2009. War by Metaphor in *Densha Otoko*. *Mechademia* 4, 131-146.	*For class discussion:* How does the metaphor of war work in this digital medium?
W 11/02	Language of disaster	Fisch, Michael. ND. Meditations on the "Unimaginable" (*soteigai*). PDF.	*For class discussion:* What are the key terms in the post-Fukushima discourse?
F 11/04	Metaphors applied to foreign lands	Cornevin, Vanessa and Charles Forceville. 2017. From metaphor to allegory: The Japanese manga *Afuganisu-tan*. *Metaphor and the Social World* 7:2, 235-251.	*For class discussion:* How well does this manga succeed in its goal of education? **Online Quiz, Module 8**
Week 12			

MODULE 9, Names and script

M 11/07	Kanji and challenges to literacy	Masiko, Hidenori. 2019. Script and orthography problems. In Patrick Heinrich and Yumiko Ohara, eds., *Routledge Handbook of Japanese Sociolinguistics*, p. 315-325. London/New York: Routledge.	*For class discussion:* What challenges are inherent in the reading of Japanese personal and placenames?
W 11/09	Selecting a name.	• Unser-Schutz, Giancarla. 2016. Naming Names: Talking about new Japanese naming practices. Ejcjs 16:3, 1-17. Access here: http://www.japanesestudies.org.uk/ejcjs/vol16/iss3/unser-schutz.html. • Otake, Tomoko. 2012. What to call baby? *The Japan Times* 01/22/2012, http://www.japantimes.co.jp/life/2012/01/22/general/what-to-call-baby/#.VoWAmk1Ijcs.	**Exercise 4:** Select one of the top 10 names of 2020 shown for male or female names, along with its associated readings, and discuss the possible associations or images the kanji and associated readings convey. If it were your name, how would you read it? http://www.meijiyasuda.co.jp/enjoy/ranking/read_best10/index.html For some names, googling the name + 意味 will lead to an entry in みんなの名前辞典 at coreblog.org. The entry will explain the meaning of each of the kanji in the name. You can also visit the website and search for the kanji, at http://coreblog.org/naming/. Your translation need not be perfect or complete. Submit your selected name and reading. Briefly explain the reason for your selected name and reading. **Online Quiz, Module 9**
F 11/11		Veterans' Day, Classes suspended	
Week 13			

MODULE 10, Language in Social Media and Anime

M 11/14	Asking others to do things	Ren, Wei and Saeko Fukushima. 2021. Comparison between Chinese and	*Class activity:* Analysis of social media requests.

		Japanese social media requests. *Contrastive Pragmatics* 2:2, 200-226.	
W 11/16	The role of interactive particles in social media	Izutsu, Mitsuko Narita and Katsunobu Izutsu. 2019. Why is Twitter so popular in Japan? Linguistic devices for monologization. *Internet Pragmatics* 2:2, 260-289.	*Class activity:* Analysis of tweets for their monologic and dialogic aspects.
F 11/18	*Yakuwarigo* and fictionalized orality	Teshigawara, Mihoko and Satoshi Kinsui 2012. Modern Japanese 'Role Language' (*Yakuwarigo*): Fictionalized orality in Japanese literature and popular culture. *Sociolinguistic Studies* 5:1, 37-58.	*For class discussion:* Which linguistic features are associated with particular roles? **Online quiz, Module 10** **Data Analysis Paper due**
Week 14			

MODULE 11, Language in Advertising

M 11/21	Avoiding public *meiwaku*	Miller, Laura. 2011. "Behavior That Offends: Comics and Other Images of Incivility." In Jan Bardsley and Laura Miller, eds., *Manners and Mischief: Gender, Power, and Etiquette in Japan*, p. 219-250. Berkeley: University of California Press.	**Exercise 5:** Select a cartoon illustrating bad manners from one in the list, translate, and **present to class. Note the number and category in Canvas.** http://www.keio.co.jp/gallery/manner/list/index.html *For class discussion:* How can we characterize the types of behavior that are likely to offend others?
W 11/23		Thanksgiving holiday, classes suspended	
F 11/25		Thanksgiving holiday, classes suspended	
Week 15			
M 11/28	How is shock advertising created?	Suzuki, Satoko. 2021. Impoliteness and hypermasculine language in Japanese shock advertising. *East Asian Pragmatics* 6:1, 65-85.	*Class activity:* Analysis of clips from Sogo campaign, "*Watashi wa watashi.*" **Online Quiz, Module 11**

MODULE 12 Language in Newspapers

W 11/30	Words and their effect	Maeda, Naoki. 2003. Influence of Kotodamaism on Japanese Journalism. *Media, Culture & Society* 25/6:757-772.	*For class discussion:* What is *kotodama* belief, and why is it relevant in the context of journalism?
F 12/02	Shaping public opinion	Fukushima, Tatsuya. 2018. Partisan follow-ups: Editorial slant among newspapers during the 2013 Japanese Upper House election. *Journal of Language and Politics* 17:4, 485-510.	*For class discussion:* How does journalistic discourse reveal political stance? **Online quiz, Module 12**
Week 16			
M 12/05	Findings of data analysis papers	Concise description of your project, and brief report on findings (2 minutes). Handout or 2-3 slides max.	**Exercise 6**: Brief report on Data Analysis Paper findings.

W 12/07	Findings of data analysis papers	Concise description of your project, and brief report on findings (2 minutes). Handout or 2-3 slides max.	Exercise 6: Brief report on Data Analysis Paper findings.
T 12/13 3:00-5:00 pm		Exam No. 2, Covers material from Modules 5-12.	Take or submit Exam No. 2 (format, in class or take-home, to be determined)

VIII. Grading and assignments

1. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/ (Links to an external site.)

- Attendance: this course requires attendance. Three class sessions may be missed without penalty; beyond that absences require documentation of other obligation or illness.
- Participation: Consistent informed, thoughtful, and considerate class participation on discussion and group activities is expected and will be evaluated using the rubric below.
- NOTE: If you have personal issues that prohibit you from joining freely in discussion and group activities, e.g., shyness, language barriers, etc., contact the instructor as soon as possible to discuss alternative modes of participation.
- Make-up exams: Make-up exams are allowed in the case of documented illness or emergency. Notify instructor prior to the date of the exam or as soon as possible, awehmeye@ufl.edu; 352-273-2961.

Attendance and Participation target

- **Questions for class discussion**: The Daily Schedule poses questions for you to respond to, or asks you to identify some particular data under focus for that day. In the case of data, please write out your examples and be prepared to share them with the class.
- **Class activity**: These involve group analysis of a data set provided in class. After discussion, your group will briefly present your findings to the class.

Attendance and Participation Grading Rubric

Criteria	Excellent	Good	Developing	Unsatisfactory	Total
	25	21	18	0-15	/25
Attendance	Attended all class sessions or obtained	1 unexcused absence	2 unexcused absences	3 or more unexcused absences	

	approval for absences (beyond the 3 allowed)	(beyond the 3 allowed)	(beyond the 3 allowed)	(beyond the 3 allowed)	
Engagement	Always prepared for class, and engages actively in class discussions	Usually prepared and contributes without being called upon	Showed some preparation for class, but needed more to fully participate	Showed little or no preparation for class, and rarely participated in class discussion	/25
Quality	Comments are insightful and made a positive contribution to class discussion	Comments are constructive and contribute to class discussion	Comments are lacking in appropriate terminology, and are not always relevant to the discussion	Comments rely on personal taste and are uninformative	/25
Respect/ Attention	Always listened attentively when others spoke; contributes perspectives built on others' remarks; asked questions	Mostly attentive when others are speaking; occasional contributions responding to others' remarks	Often inattentive and comments lack reflection on others' contributions	Mostly inattentive to class discussion, peers, and instructor	/25
				TOTAL	/100

6. Assignments

    a. **Assignments Response Time**

    I will make every effort to have each assignment graded and posted within one week of the due date.

    b. **Late submission**

        i. Exercises: Must be submitted by 8:00 am unless otherwise noted in the Assignment.
            1. Late submissions will be downgraded by 1 point (of 10) per day of late submission.

        ii. Essay: 5 points off per day of late submission

    c. **Exercises:** There are 6 exercises, to be submitted to Canvas and/or presented in class, as indicated in the Daily Schedule and on Canvas.

    d. **Exercises Grading Rubric**

Criterion	Excellent	Good	Needs improvement	Points

	25	20	15	
Item identification	Example of target is identified and clearly presented	Example of target item is identified but not clearly presented	Example is provided, but not of the target item	/25
	45-50	40-44	35-39	
Item interpretation	Explication of target item in context is thorough and insightful	Explication of target item in context is accurate but minimal	Explication of target item is incorrect	/50
	25	20	15	
Write-up or presentation	Interpretation is robust, and information is clearly conveyed	Interpretation lacks depth, and presentation lacks precision	Interpretation is not relevant, and/or is confusing.	/25
Total				/100

e. Data analysis paper

Data analysis paper, Overview

In this essay, you will examine some aspect of Japanese language use in context. Your data can consist of a scene from a tv show, manga, anime, film, a public speech, a clip, a series of tweets, or an interaction that you have observed or participated in. In this essay, you should:
  a. Identify the parameters of your inquiry, e.g., gender and/or identity display; politeness, mimetics, lexicon and culture, appeal in advertising, etc.
  b. Analyze the properties of the data that are key to your inquiry and thesis. Explain your interpretations in detail.
  c. Include a copy of the data at the end of the paper in the appendix. If you work with a clip, provide a Japanese transcription of the clip, an English translation of it, and a link to the clip. You should refer to concepts studied in the course, with reference to specific studies, and you should also refer to other reference sources, as applicable to your topic. List any sources consulted in a References section at the end of the paper.
  d. Length:
     a. JPN 3730/LIN 4930 Data analysis essay (8-10 pages; 2,000 to 3,000 words).
     b. LIN 6932 (Paper should be 10-15 pages, or 3,000 – 4,500 words)

Data analysis paper, Possible topics
  - These are simply examples, and you are not limited to these topics or approaches. Feel free to discuss possibilities with me if you are not sure about your topic.
    o *Manga:* cartoon or excerpt from story. What does the language use tell you about the relationship between the characters? What do the body language and or/facial expressions of the characters convey? Do you find any examples of current slang terms? Is there anything creative/deviant about the script choice that contributes to the message? Is it humorous? Why?
    o *Blogs or comment boards:* What does language use (words, forms, subject matter) convey about the blogger/commentator? What type of image is the writer trying to display?

- o *Advice columns:* How does the questioner pose his or her problem? How does the expert convey his or her advice? Why do you think the questioner chose this forum to ask for this sort of advice?
- o *Etiquette:* websites that show do's and don'ts of proper behavior. What can you learn about social expectations for behavior in this context? How would you characterize the style of language used, and the stance of the advice-advice giver?
- o *Anime:* How is language use related to the personality of the characters? What sort of identities do they display (in speech, clothes, gestures, body language)? Do you find gender-differentiated speech use? Slang? What does the speech use tell you about the personalities of the characters, and their relationships with one another?
- o *Advertisement:* Does it include mimetic words? If so, what is their function? Does the ad present a voice that is distinctive in some way? If so, what is the purpose of that? What kind of cultural knowledge is required to understand the appeal of this ad?
- o *Film:* What type of language do you find? Regional dialect? Yakuza dialect? Informal Japanese? Formal Japanese? Describe it, and explain the role that such language plays in the film.
- o *TV talk show or drama clip:* What does speech use tell you about the nature of the relationships of the participants or characters? Identify their roles and give some examples to justify your analysis. What sorts of identity display can you identify? Justify your analysis with reference to speaking styles and stances.
- The above guidelines apply in the case of data analysis. Graduate students have the option of selecting a topic within sociolinguistics that is directly relevant to their own, current research. In this case, you may:
  - o Compare a phenomenon in a language of your choice, and in Japanese.
  - o Analyze how literature on a phenomenon in Japanese language complicates a theory or line of inquiry that is an important one in sociolinguistics.
  - o Other topic of your choice upon consultation with instructor.

Data analysis paper format
   a. What follows is a bare outline, and does not preclude the inclusion of other perspectives, as relevant to your selection.
   b. Format of essay
      i. Introductory paragraph
         1. Identify the media (print or visual) that you will analyze. Briefly explain why the speech or scene is compelling in terms of the framework for your analysis.
      ii. Body of the essay
         1. You can organize this in the way that works best for you. Some examples are:
            a. Chronological evolution of the speech or scene, and how the expression develops or changes throughout in ways that are significant.
            b. Analysis of different properties under focus, e.g.,
               i. Phonetic properties such as pitch
               ii. Grammatical and functional forms (e.g., morphemes indicating politeness and/or casual styles)
               iii. Sentence-final particles

               iv. Pronouns

               v. Lexical items

2. Illustrate your points with specific reference to language (print text) or minute and second (visual media).

    a. Put quotations of speech in quotation marks, or in italics

        i. E.g., her choice of words like "new" or "potentially" (9:37) highlights the uncertainty of the future

        ii. E.g., her choice of words like *new* or *potentially* (9:37) highlights the uncertainty of the future

3. Support your points with reference to class materials and other resources such as journal articles and books

    a. E.g., "her voice starts to have faster attack times, and the intensity of her voice slightly increases, all of which are signs of cold anger (Biassoni et al. 2016)" (quoted from student essay)

    iii. In-text citation format

1. Use the author date format

    a. When the author is the subject of the sentence, use the author last name as subject, and put the date of the publication in parentheses.

        i. E.g., Author Tiffany Watt Smith (2015:151) defines indignation the best: "[It] was most felt when others showed a contempt for justice, and in particular when the relatives or favorites of those in authority disregarded the rules."

           1. When you quote from a text directly, as above, you have to include the page number(s) in which the original text appears.

        ii. E.g., "Harsh voice involves very high tension settings (Gobl and Chasaide 2003:195)."

    iv. Conclusion

1. Refer back to the introduction by taking up the goal of your analysis again. Summarize your findings. Indicate what you have not been able to discuss, and point to any potential for future research, based on questions that follow from your findings. Point to any connections this learning experience may have to your major at UF.

2. Provide a personal, reflective statement about how your findings have affected the ways in which you may present yourself in public and professional settings that relate to Japan. What are the implications of your findings for your future self-identity and emotion expression when speaking Japanese?

c. References

    i. Provide a separate References list, formatted to one of the following three established styles. If you are already familiar with some other established style, you may use that but please be consistent. Consult the comparative table at Purdue Owl for specific details on each of the styles' parameters: https://owl.purdue.edu/owl/research_and_citation/using_research/citation_style_chart.html. You can download that table, and you can also find links on that page with a more detailed explanation of each of these styles.

1. MLA (Modern Language Association)
2. APA (American Psychological Association)
3. CMOS (Chicago Manual of Style)

    d.   Guidance on writing can also be obtained through UF's Writing Studio, http://www.writing.ufl.edu.

Rubric, Data analysis paper Japanese

	Data analysis paper Japanese				
Criteria	**Ratings**				**Pts**
Content Appropriately and substantially covers the purpose and scope.	**30 to >27 pts Excellent** Thoroughly addresses all key concepts appropriate for the purpose and scope. Information is accurate and supported by ample, appropriate, high quality evidence.	**27 to >22 pts Very good** Addresses key concepts appropriate for the purpose and scope. Information is accurate and sufficiently supported by appropriate evidence.	**22 to >20 pts Adequate** Does not fully address key concepts or is missing a key concept appropriate for the purpose and scope. Some information is missing, and/or not adequately supported by appropriate evidence.	**20 to >0 pts Poor** Does not adequately address key concepts appropriate for the purpose and scope. Frequently information is missing and/or not adequately supported by appropriate evidence.	30 pts
Critical thinking Analyzes and evaluates issues, evidence, and diverse sources to form a conclusion (judgment or new idea).	**30 to >26 pts Excellent** Conclusions are insightful or provide a unique viewpoint. Evidence provides rationale for the conclusion and is comprehensive-covers diverse viewpoints, and includes a powerful evaluation of context, perspectives of self and sources, and limitations.	**26 to >22 pts Very good** Conclusions are logical and address all important ideas. Evidence provides rationale for the conclusion, covers multiple viewpoints, and includes an adequate evaluation of context, perspectives of self and sources, and limitations.	**22 to >19 pts Adequate** Conclusions are logical and address the most important ideas. Lacks incorporation of a key perspective or adequate evaluation thereof.	**19 to >0 pts Poor** Conclusions may be logical but not necessarily focused on primary ideas. Lacks incorporation of some key perspectives or adequate evaluation thereof.	30 pts

	Data analysis paper Japanese				
Criteria	**Ratings**				**Pts**
Clarity and organization Logically, clearly and cohesively presents ideas, including all needed components (purpose and scope, methods, results, conclusions, referencing, etc.).	**20 to >17 pts Excellent** Integrates all necessary components to create a compelling work that is logical, clear, cohesive, and focused.	**17 to >15 pts Very good** Integrates all necessary components to create a logical, clear and cohesive flow of ideas.	**15 to >12 pts Adequate** The paper may include all necessary components, but they are not fully developed or presented logically, diminishing clarity and cohesion of some ideas.	**12 to >0 pts Poor** Ideas are not presented separately, lack a logical flow, or are sometimes ambiguous, or non-specific. The assigned style is not addressed or so inconsistent that it impedes the reader.	20 pts
Data presentation Data is clearly presented in the body of the paper in consecutively numbered examples, with Japanese transcription/transliteration and English translation. A copy of the data set appears in an appendix; if visual media is used, a link to the clip is provided.	**10 to >9 pts Excellent** Data is presented in prescribed format with no errors in transcription/transliteration or translation. Appendix contains complete portion of text under analysis and there is a link to the clip if visual media is used.	**9 to >7 pts Very good** Data is presented in prescribed format with minimal errors in transcription/transliteration and translation. Appendix contains complete portion of text under analysis and/or link to clip if visual media is used.	**7 to >6 pts Adequate** Data is presented in ad hoc format with some errors in transcription/transliteration and translation. Appendix contains some part of text under analysis, and a link to clip if visual media is used.	**6 to >0 pts Poor** Data presentation is incomplete (e.g., sample is too short), and contains numerous errors in transcription/transliteration and translation. Appendix of complete data set is lacking; link to visual media is missing or inaccessible.	10 pts

Data analysis paper Japanese		
Criteria	**Ratings**	**Pts**
Reflection Connects the learning experience to the student's intellectual, personal, and professional development at UF and beyond	**10 to >9 pts** **Excellent** A thoughtful, profound, and insightful connection of the learning experience to previous learning and the student's intellectual, personal, and professional growth. / **9 to >7 pts** **Very good** A basic connection of the student's learning experience to previous learning and the student's intellectual, personal, and professional growth. / **7 to >5 pts** **Adequate** A partial and incomplete connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth. / **5 to >0 pts** **Poor** Provides a superficial connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	10 pts
Total Points: 100		

3. Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/ (Links to an external site.)

A	94 – 100% of possible points	C	74 – 76.99%
A-	90 – 93.99%	C-	70 – 73.99%
B+	87 – 89.99%	D+	67 – 69.99%
B	84 – 86.99%	D	64 – 66.99%
B-	80 – 83.99%	D-	60 – 63.99%
C+	77 – 79.99%	E	<60

VIII. Required Policies

1. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/ (Links to an external site.). *It is important for students to share their accommodation letter with their instructor and discuss their access and exam needs, as early as possible in the semester*.

2. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/ (Links to an external site.). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/ (Links to an external site.). Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/ (Links to an external site.).

3. University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ (Links to an external site.)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

4. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: https://counseling.ufl.edu/ (Links to an external site.), 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

5. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ (Links to an external site.) or in 2215 Turlington Hall for one-on-one consultations and workshops.

6. Policy on Recordings

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical

presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

- Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

7. Netiquette and Communication Courtesy:

All members of the class are expected to follow rules of common courtesy (Links to an external site.) (Links to an external site.) in all email messages, threaded discussions, and chats.

8. Technical Difficulties:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- http://helpdesk.ufl.edu (Links to an external site.)
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

IX. Reference tools

Basic titles in Japanese linguistics. MARTIN (1975) is excellent on any aspect of Japanese language, MILLER (1967) for any aspect of history of the Japanese language, and ALFONSO (1966) and Gurūpu Jamashii (1998) for any information about basic Japanese grammar or sentence patterns. Consult KUNO (1973), SHIBATANI (1990), and IWASAKI (2002) on key issues in Japanese linguistics. Consult Maynard (2005) for particles and pragmatics.

Alfonso, Anthony. 1966. *Japanese Language Patterns: A Structural Approach*. Tokyo: Sophia University. 2 Volumes.

Gurūpu Jamashii, eds. 1998. *Kyōshi to gakushūsha no tame no Nihongo bunkei jiten*. Tokyo: Kurosio.

Ito, Junko and Armin Mester. 2003. *Japanese Morphophonemics: Markedness and Word Structure*. Cambridge, Mass.; London: The MIT Press.

Iwasaki Shoichi. 2002. *Japanese*. Amsterdam; Philadelphia: John Benjamins.

Kuno Susumu. 1973. *The Structure of the Japanese Language*. Cambridge: The MIT Press.

Martin, Samuel. 1975. *A Reference Grammar of Japanese*. New Haven: Yale University Press.

Maynard, Senko K. 2005. *Expressive Japanese: A Reference Guide to Sharing Emotion and Empathy*. Honolulu: University of Hawaii Press.

Maynard, Senko K. 1998. *Principles of Japanese Discourse: A Handbook*. Cambridge, UK: Cambridge University Press.

Miller, Roy Andrew. 1967. *The Japanese Language*. Chicago: University of Chicago Press.

Miyagawa, Shigeru and Mamoru Saito, eds. 2008. *The Oxford Handbook of Japanese Linguistics*. Oxford; New York: Oxford University Press.

Shibatani Masayoshi. 1990. *The Languages of Japan.* Cambridge: Cambridge University   Press.

Tsujimura Natsuko, ed. 1999. *The Handbook of Japanese Linguistics*. Oxford: Blackwell Publishers.

Vance, Timothy J. 1987. *An Introduction to Japanese Phonology*. Albany: State University of New York Press.

Dictionaries

Haig, John H. 1997. *The New Nelson Japanese English Character Dictionary, Based on the Classic Edition by Andrew N. Nelson*. Rutland, VT/Tokyo: Charles E. Tuttle.

Iwanami shoten jiten henshūbu. 1992. 逆引き広辞苑 *Gyakubiki Kōjien (Reverse Look-Up Kojien)*. Tokyo: Iwanami shoten.

Masuda, Koh, editor-in-chief. *Kenkyusha's New Japanese-English Dictionary*. Tokyo: Kenkyusha.

Ono, Susumu and Masando Hamanishi. 1981. 類語新辞典 *Ruigo shin jiten (Dictionary of Synonyms)*. Tokyo: Kadokawa.

Spahn, Mark and Wolfgang Hadamistzky. 1996. *The Kanji Dictionary*. Boston/Rutland/Tokyo: Tuttle Publishing.

Tian Zhongkui, Shoji Izuhara and Jin Xiangshun, eds. 1998. 類義語使い分け辞典 *Ruigigo tsukaiwake jiten (Dictionary of Synonym Differentiation)*. Tokyo: Kenkyusha.

Dialect Atlases

Kokuritsu Kokugo Kenkyūjo, comps. 日本言語地図 *Nihon gengo chizu (Linguistic Atlas of Japan)*. Tokyo: Kokuritsu Kokugo Kenkyūjō, 1981-1985, 6 volumes.

Kokuritsu Kokugo Kenkyūjo, comps. 方言文法全国地図 *Hōgen bunpō zenkoku chizu (Grammar Atlas of Japanese Dialects)*.Tokyo: Ōkurashō Insatsukyoku. 1989- (3 volumes).

Websites

1. 死語 shigo, obsolete words http://matome.naver.jp/odai/2135144592218401701
2. Japanese dictionaries
    a. WWWJDic http://wwwjdic.se/cgi-bin/wwwjdic.cgi?1C
    b. Jisho https://jisho.org/
    c. Goo http://www.goo.ne.jp/?ST=2
    d. Weblio http://www.weblio.jp/
    e. 日本語俗語辞書 http://zokugo-dict.com/
    f. 流行語辞典 http://www.kotoba.ne.jp/glossary.cgi?k=vogue_words
    g. 新語・流行語｜若者言葉辞典〜あなたはわかりますか？

i. http://bosesound.blog133.fc2.com/blog-entry-71.html
3. Japanese slang websites
    a. http://singo.jiyu.co.jp/ (Gendai yoogo no kiso chishiki contest)
    b. Ryuukoogo http://ja.wikipedia.org/wiki/%E6%B5%81%E8%A1%8C%E8%AA%9E
    c. NicoNicoPedia ryuukoogo prize
       http://dic.nicovideo.jp/a/%E3%83%8D%E3%83%83%E3%83%88%E6%B5%81%E8%A1%8C%E8%AA%9
       E%E5%A4%A7%E8%B3%9E
    d. Language Realm, Japanese Slang http://www.languagerealm.com/japanese/japaneseslang.php
    e. Blog on trendy phrases http://socialmedia.mis.temple.edu/koyanagi/
4. Japanese Manners
    a. JTB publishing on travel etiquette
       i. http://www.jp-guide.net/manner/index.html
    b. 2022 Tokyo Metro manner posters
            i. https://www.metrocf.or.jp/jigyou/manner_poster/
    c. http://www.digital-sense.co.jp/cc_new/sub/03_3.html
       i. Large illustrations of inappropriate behaviors, with discussion of proper way, outlined in
          steps, following by chart with what to say. Business contexts. Show clear hierarchy of senior,
          mid-level and entry-level employees.
    d. 毒気公共マナー絵
       i. http://natsumesketch.blog.so-net.ne.jp/archive/c2300223076-1
            1. girls with disgusting behaviors
    e. http://www.izu-nirayama.co.jp/etiquette.html
       i. Country club wear
    f. 入選作品　　テーマ「荷物の置き方、持ち方に関するマナー」
       i. Keio co illustrated gallery of manners
       ii. http://www.keio.co.jp/gallery/manner/update/top01.html
       iii. http://www.keio.co.jp/gallery/manner/list/index.html
    g. Dog manner belt
       i. http://korochan.asablo.jp/blog/2009/08/19/4524651

5. Choiwaru oyaji blogs
    a. http://ameblo.jp/crazychoppers/
       i. Choiwaru oyazi no 荒くれブログ
    b. http://blog.goo.ne.jp/hamashou_2007
            i. チョイ悪親父のうつ日記
    c. http://naganorun.exblog.jp/
       i. チョイ悪親父のフォトブログ
6. Advice columns
    a. Yomiuri なんでも相談室　http://hokuriku.yomiuri.co.jp/hoksub7/seikatu/