International Graduate Program in Language Sciences

Syllabus

2016 Spring Semester
### Subject Information

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theoretical Analysis of Japanese II</th>
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<tbody>
<tr>
<td>Day/Time</td>
<td>Spring Semester Term 1 out</td>
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<td>Credits</td>
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<tr>
<td>Instructor</td>
<td>Tohoku University Assistant Professor</td>
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<tr>
<td>Subject Number</td>
<td>ED-10008</td>
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<tr>
<td>Language Used in Course</td>
<td>English</td>
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</table>

### Class Object and Object of Study

**Class Object**

Introduction to Japanese Linguistics

**Object of Study**

This course covers Japanese phonetics to help students understand Japanese pronunciation, grammar, vocabulary for communication, and to deepen their understanding of the differences from other languages such as modern English. Students should have at least 60% on the Japanese Language Proficiency Test or the equivalent in higher proficiency in Japanese.

The purpose of this course is to help students explain the features of Japanese pronunciation, grammar, and vocabulary while comparing other languages.

### Contents and Object of Class

1. Introduction
   - Phonetics
     1. Phonetic Inventory
     2. Phonological Features
2. Acoustic Features
3. Phonetics and Syllables
4. Articulation and Syllables
5. Stress
6. Phonology
7. Acoustics
8. Phonological Rules
9. Morphology
10. Syntactic Structures
11. Syntax
12. Semantics
13. Semantics
14. Pragmatics
15. Conclusion

### Final Exam

The final exam is the final report or the final exam.

### Textbooks and References

- Additional Reading: Students should have at least 60% on the Japanese Language Proficiency Test or the equivalent in higher proficiency in Japanese.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Language History and Language Typology II</th>
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<tr>
<td>Day/Period</td>
<td>Spring Semester Thursday</td>
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<td>言語科学研究講座 ハイコ</td>
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<td>N60-L007</td>
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<tr>
<td>Language Used in Course</td>
<td>English</td>
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</table>

**Goal of study**

Broad knowledge of current theories and approaches in linguistics.

**Contents and Object of class**

Every week one or two different theories are chosen that introduced either by the instructor or by a student and discussed in class.

1. Introduction
2. First topic chosen by student
3. Second topic chosen by student
4. Third topic chosen by student
5. Fourth topic chosen by student
6. Fifth topic chosen by student
7. Sixth topic chosen by student
8. Seventh topic chosen by student
9. Eighth topic chosen by student
10. Ninth topic chosen by student
11. Tenth topic chosen by student
12. Eleventh topic chosen by student
13. Twelfth topic chosen by student
14. Thirteenth topic chosen by student
15. Fourteenth topic chosen by student

**Exam**

Every week one or two different theories are chosen that introduced either by the instructor or by a student and discussed in class.

**Record and evaluation method**

Participation, presentation, and homework

**Textbook and references**


**Self study**

Homework

**In addition**

Why is this field obligatory? It doesn't make sense.

*この授業の目的は、なぜ必要でしょう。*

**Last Update** 2016/03/08 10:37
<table>
<thead>
<tr>
<th>Subject</th>
<th>Introduction to Language Sciences (English)</th>
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<td>言語科学研究室 助教授 中本 賢治</td>
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<td>XJS-4201E</td>
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<td>Language Used in Course</td>
<td>English</td>
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Class subject: Introduction to Language Sciences

Object and summary of class: The purpose of the course is to introduce participants into the study of linguistics in its core subfields, namely, syntax and semantics, morphology, phonology and phonetics.

Goal of study: The goal of the course is for students to get a firm grasp of basic linguistics, and be able to solve simple linguistic problems.

Contents and Object of class:

<table>
<thead>
<tr>
<th>Contents and Object of class</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>1. 4/14 Introduction to class (Narvaez)</td>
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<tr>
<td>2. 4/21 Constituent structure (Narvaez)</td>
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<tr>
<td>3. 4/28 Semantic roles, grammatical relations &amp; argument structure (Narvaez)</td>
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<td>4. 5/12 Noun phrases (Narvaez)</td>
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<td>5. 5/13 Tense, Aspect and modality (Narvaez)</td>
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<td>6. 5/26 Non-verbal predicates (Narvaez)</td>
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<td>7. 6/2 Subordinating clauses (Narvaez)</td>
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<td>8. 6/9 Intersect summary (Nakamoto)</td>
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<td>9. 6/16 Phonetics: Vowels and consonants (Okanova)</td>
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<td>10. 6/23 Phonetics: Suprasegmentals (Okanova)</td>
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<td>11. 6/30 Phonology: Phonemes (Okanova)</td>
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<td>12. 7/7 Phonolology: Derivation (Okanova)</td>
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<td>13. 7/14 Morphology: Word structure (Okanova)</td>
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<td>14. 7/21 Morphology: Derivation and inflection (Okanova)</td>
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</table>

Record and evaluation method: In-class participation 50%, homework 50%

Textbook and references:

Self study: Homework for every class.

In addition: Why is this column obligatory? It doesn't make sense. この項目はなぜ必要でしょうか。

Last Update 2016/03/04 1038
### Subject
Second Language Acquisition II

### Day/Period
Spring Semester Fri 4 null

### Category
-

### Grade(s)
2

### Instructor (Position)
応用言語学研究科  ワークー  ピーター  ジョン

### Subject Numbering
JDD-LUN176

### Language Used in Course
English

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### Class Subject
Second Language Acquisition: Neurology of Learning and Memory

### Object and summary of class
This class will help enhance students understanding of how learning and memory interact in terms of Second Language Acquisition.

### Goal of study
Students will acquire the fundamental concepts and history of the historical foundation of evolutionary findings in neurology gaining a better understanding of how experience to modify connections linking networks of neurons in the brain interact with each other. These findings help explain attention; the reason some languages are becoming endangered languages. If we can reverse the environmental factors that lead to attention, we can maintain those languages better and become better language learners.

### Contents and Object of class

1. Introduction: Fundamental Concepts and Historical Foundations
3. Mechanisms of Synaptic Plasticity: Long-Term Potentiation I
4. Mechanisms of Synaptic Plasticity: Long-Term Potentiation II
5. Mechanisms of Synaptic Plasticity: Composition of AMPA Receptors
6. Mid-Term
7. Strengthening Synapses: Generating New Material, Genetic Signaling
8. Strengthening Synapses: Generating New Material, Local Protein Synthesis
9. Strengthening Synapses: Generating New Material, Synaptic Tagging Theory
10. Calcium: The Master Plasticity Molecule: Extracellular and Intracellular Sources
11. Calcium: The Master Plasticity Molecules: Calcium Release and Local Protein Synthesis
15. Final

### Contents and Object of class

16. Students will gain a better understanding of how Neurolinguistics complements other areas of Linguistics, specifically Psycholinguistics in Second Language Acquisition.

### Record and evaluation method
Grades are based on participation in class (20%) and performance on the mid-term (40%) and final exam (40%).

### Textbook and references
The Neurobiology of Learning and Memory; Jerry W. Rudy

### self study
Students should do readings and prepare for classes.

### In addition
This is a continuation of principles and theories of Psycholinguistic studies in Bilingualism.

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