

**Sacramento State University**  
**JAPANESE 2B: INTERMEDIATE JAPANESE**  
サクラメント州立大学 中級の日本語

### 1. Course Description

This course is the second semester of second-year Japanese. The goal of the course is to develop further proficiency in the four language skills - listening, speaking, reading, and writing- and to acquire necessary cultural knowledge, moving from the beginning level towards the intermediate level. Prerequisite: JAPN 002A with a grade of a C- or better

### 2. Class Time & Rooms

#### JAPN 002B section 1 (Course Call #34172 )

じゅぎょう  
授業：月曜日から木曜日まで 午前8時～8時50分

きょうしつ  
教室：マリポサ MRP 2000 (月曜日と水曜日) & ユーリカ EUR 102 (火曜日と木曜日)

### 3. Instructor & Office Hours

きょうし  
教師：伊藤潤子 (いとう じゅんこ)

電子メール：[jito@csus.edu](mailto:jito@csus.edu) (or you can send me mail on SacCT.)

ばんごう  
電話番号：278-4017

オフィス：マリポサ 2057

しつもん  
質問の時間：午前9時～9時50分 (月曜日と木曜日)

**\*I won't be at the office after 10 am on most days. If you have any questions or concerns, please contact me by email anytime.**

### 4. Textbook and Material

#### **Required:**

きょうかしょ  
教科書：Eri Banno, *An Integrated Course in Elementary Japanese, Genki Vol. II* (The Japan Times, 2002). Lessons 18-23.

ワークブック：Eri Banno, *An Integrated Course in Elementary Japanese, Genki Vol. II* (The Japan Times, 2002). Lessons 18-23.

**Genki CD:** You can copy at Practice Lab (MRP 2002).

#### **Optional:**

\*If you want to study more, the following materials are recommended.\*

- *A Dictionary of Basic Japanese Grammar* by Makino, Seiichi, and Michio Tsutsui (The Japan Times, 1992)
- *Basic Kanji Book Vol. 1*, by Kano, etc. (Bonjinsha, 1992)

### 5. Method of Instruction & Course Procedures

This course is conducted in Japanese. A variety of instructional methods will be employed in class, which include lectures, presentations, skits, class and small group discussions, pair-work through Devace, songs, reading of semi-authentic and authentic materials, online culture discussions, and student blogs. The information and material

related to this course will be posted on SacCT (<https://online.csus.edu/>). Please log onto SacCT on a daily basis and complete online assignments by the due dates.

In this class, Lesson 18 to Lesson 23 will be taught, and we will spend approximately 9 hours on each lesson. I will spend about 7 hours on the dialogue, grammar, and practice, and 2 hours on reading and writing. You will have written quizzes (vocabulary, kanji, and grammar), online quizzes (vocabulary, kanji, and grammar), situational dialogues (with a partner), and homework assignments (workbook, listening, reading, and writing) in each lesson. You will also participate in culture discussions and student blogs on SacCT. After every two lessons, you will have a test (speaking, listening, writing, reading, and culture).

## 6. Student Learning Outcomes

Upon successful completion of this course, students will demonstrate that they are able to:

- A. Communicate more spontaneously both casually and formally using complex strategies and techniques.
- B. Express ideas and opinions on familiar topics and events in the present and past in a culturally appropriate way.
- C. Manage frequently used structures and vocabulary accurately.
- D. Think critically and analyze linguistic structures through listening, writing, speaking, and reading of semi-authentic and authentic texts.
- E. Demonstrate the ability to evaluate cross-cultural differences through internet searches and to explore the perspectives, products, and practices of Japanese culture.
- F. Recognize 317 kanji characters.
- G. Scan for the general meaning in authentic or semi-authentic materials (e.g. stories, essays), and extract detail from compound and complex sentences in various texts (letters, short compositions, short essays).
- H. Produce text and documents using three writing systems (hiragana, katakana, and kanji) in a cohesive paragraph.

**Note: Specific student learning outcomes in Japanese and the comprehensive lists of grammar and kanji are attached at the end of the syllabus.**

## 7. Course Requirements

### (1) Attendance & Class Participation (15%)

Active participation of the student in class is the most essential and important key to improve your language skills. Do not miss any classes. **If you have to miss a class due to illness or emergency, please email me so that you can make up a quiz. If you miss more than 2 weeks (8 classes), you will not pass the course.** When you have attended all classes without any late and leave early marks, you will be given “*kaikin sho*” (perfect attendance reward), which is an extra 1% added to your final score.

<b>5 points</b>	<b>Participate actively in class</b>
<b>4 points</b>	<b>Present for the whole class period</b>
<b>3 points</b>	<b>Late less than 5 minutes</b>
<b>2 points</b>	<b>Late more than 5 minutes and/or leave early (present for more than 50% of the class period)</b>
<b>0 point</b>	<b>Absent or no participation (e.g. sleeping in the class)</b>

**(2) One-minute Speech Assignments (5%)**

At the beginning of class, three students will make a one-minute speech in front of the class. (You will make a one-minute speech twice this semester.) You can talk about any topic. However, you are required to come to my office by Thursday the week before, read aloud your speech in front of me and practice pronunciation and intonation with me. You will memorize your speech. Your speech will be evaluated by:

<b>Coming to my office for practice during the week before (30%)</b>
<b>Fluency, pronunciation and intonation (30%)</b>
<b>Content, accuracy, and comprehensibility (40%)</b>

If you don't come to my office for practice or if your speech is too short or too long, you will get a lower grade.

**(3) Written Quizzes and Online Quizzes (15%)**

In each lesson, you will be given five written quizzes (two vocabulary quizzes, two kanji quizzes, and one grammar quiz) in class and three or four online quizzes (vocabulary, kanji, grammar) on SacCT. The quiz will be given at the beginning of the class. If you are late to the class, you won't be given extra time to complete the quizzes. **It is your responsibility to complete those online exercises during the assigned period.**

Remember that keeping good quiz grades is necessary for success in the course. Individual differences may be found in listening and speaking proficiency, but everyone is expected to do well on the quizzes. Vocabulary and kanji quizzes are worth 10 points each and grammar quizzes are worth 20 points each.

**(4) Homework Assignments (10%)**

Homework will be collected at the beginning of the class – *Do not do it during class!* Late and/or incomplete homework will receive a lower grade.

<b>1 day late – 90% maximum</b>
<b>2 days late – 80% maximum</b>
<b>*Homework submitted 3 days later than the due date will be corrected but earn NO points.</b>

You can review what we learned in class by doing homework assignments. Make sure to check the lesson schedule on SacCT. I recommend that you invent an effective way to organize your homework (e.g. binder, making copies, etc.) and develop good study skills and habits. Most homework assignments from the workbook are worth 10 points each. However, reading and writing assignments are worth 2 times more – 20 points. For

writing assignments, you must revise your writing (as required) and submit the final draft to receive the final points.

In your homework assignments, be sure to use kanji we studied in the first-year and second-year Japanese classes. You will receive lower points if your homework has blanks or too many errors and if you don't use kanji we studied.

**(5) Situational Dialogues & Final Skit Presentation (10%)**

At the end of each lesson, you will get paired and make a situational dialogue using grammar we studied. Memorize and act out your dialogue during my office hours. (You will sign up for an appointment)

Also, at the end of semester, you will make a creative skit presentation (5 minutes) with your partner, based on what we studied this semester. Please show off how much you have learned in class. You are encouraged to use drawings, pictures, handouts, or similar visuals. You must consult with me about this final presentation and practice speaking with me before your presentation. More information will be given later

**(6) Exams (45%)**

There will be three examinations:

Test 1: Lessons 18-19 & proficiency test (15 %)

Test 2: Lessons 18-19 (review), Lessons 20-21, & proficiency test (15%)

Test 3: Lessons 18-21 (review), Lessons 22-23, & proficiency test (15%)

Each exam has the following sections: Listening / Grammar / Writing / Reading / Oral / Culture. Each exam will include two types of questions: achievement and proficiency. Achievement questions will evaluate how much you understood what we studied in class, and proficiency questions will evaluate your current level of proficiency in Japanese. Proficiency questions will be given in the form of reading and writing.

**(7) Extra Credit Opportunities (up to 2%)**

Please consult with me first if you want extra credit.

a. 日本の映画、テレビ (up to 1%)

Watch Japanese TV program(s) and/or movies, and write about your impressions in Japanese. Extra credit will be given when you turn in your final draft.

b. 日本語の日記 (up to 2%)

Write a daily journal in Japanese for at least 5 days a week. Try to use the grammar and kanji that we studied in class. Submit your weekly journal every Thursday. This is a great way to improve your writing skills.

## 8. Course Evaluation

Your final grade will be determined as follows:

Attendance & Class Participation	15%
One-minute speech assignments	5%
Written & Online Quizzes	15%
Homework Assignments	10%
Situational Dialogues & Final Skit	10%
Three Tests	45%
<hr/>	
Total	100%

### Grading Scale:

<b>A</b>	93.0-100 %
<b>A-</b>	89.0-92.9 %
<b>B+</b>	86.0-88.9%
<b>B</b>	83-85.9 %
<b>B-</b>	79-82.9%
<b>C+</b>	76-78.9%
<b>C</b>	73-75.9%
<b>C-</b>	69-72.9 %
<b>D+</b>	66-68.9 %
<b>D</b>	63-65.9 %
<b>D-</b>	59-62.9%
<b>F</b>	0-58.9 %

## 9. Policies

### (1) Make up policy

As a basic rule, no make up or extension will be given for the graded items which you have missed by coming late to or absent from the class. However, make ups may be given on a case-by-case basis, normally with medical and course/career-related excuses, only if you do both of the following:

1) You provide the instructor with an official statement (written by a doctor, an advisor, etc.) which explains your absence.

AND

2) You provide the excuse as soon as possible; typically before the class for the expected events and after (but as soon as possible) the class for unexpected events.

The Student Health Center and satellite clinics provide students with a "Visit Verification Note" to verify that the student was seen at the health center and they are unable to attend class. Students must see a provider in order to obtain this note, they are not handed out freely and the note pads are not easily accessible.

In the case above, for the homework assignments, the first day of presence after the absence is considered as the due date, and for the other graded items, the appointment must be made for a make up in a timely manner. The homework assignments may be handed in before the due date for the full credit, if the student cannot be present on the due date.

### **(2) Academic dishonesty**

The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento (CSUS) expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. Please read “Academic Honesty Policy and Procedures” <http://www.csus.edu/umannual/student/UMA00150.htm>.

### **(3) Add/Drop policy**

The Add/Drop policy will be followed as detailed in the CSUS 2008-2009 Class Schedule. Drops during the last three weeks of class will not be accepted for any reason (Students with an emergency during this time period can request to be assigned a grade of “I” in the course and must make up the missed assignments/exams within 12 months or the “I” will automatically become an “F.”

**(4)** If you have a disability and require accommodations, you need to provide disability documentation to the Office of Services to Students with Disabilities (SSWD), Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

## **10. How to Study for the Class**

**(1) Study every day.** Knowing a language is different from being able to use a language. To be able to use a language appropriately, you have to study every day.

### **Before class:**

Read the textbook and get some idea about what we are going to study. This will help you learn the material quickly.

### **After class:**

- Review what we have studied by doing homework. Practice more by taking online quizzes.
- Memorize new vocabulary and learn how to use them in context. (Making flash cards will be helpful.)
- Study 3~4 kanji a day. Read aloud kanji compounds and practice writing kanji many times. Also, flash cards will be helpful. Please write *きれいな漢字*. ☺
- Listen to the audio station on SacCT and imitate the models. Pay attention to intonations and pronunciations.

**(2) Have fun with Japanese.** Every day you will learn something new. Enjoy making situational dialogues with your partner. Express yourself in one-minute speeches

(speaking) and student blogs (writing). Go to the tutoring sessions and study with Japanese tutors. Show off your great skills in Japanese during the final skit Presentation. Enjoy learning Japanese culture through online culture discussions.

- (3) Materials covered in this class are much more difficult than in previous classes, and you will have a variety of homework assignments constantly. You must commit yourself to learning Japanese and keep current by consulting “lesson schedules” every day.
- (4) **Attend every class.** Do not miss a class unless you are ill. It will take a lot of time and efforts to learn the Japanese 2B material on your own. Also, we will use the language lab twice a week. If you fall behind, I might ask you to study by yourself instead of letting you participate in Devace. Attend every class and keep up your good work.
- (5) Please make the most of my office hours and tutoring sessions. If you have questions, you can also email me anytime. If my office hours are not convenient, you can also make appointments for another time. I will be happy to help you as much as I can.

## 11. Useful Websites

- CSUS Students’ Resource:  
<http://www.csus.edu/indiv/m/masuyama/Courses/links.html>
- CSUS J-Club:  
<http://www.csus.edu/fl/japanese/JClub/index.htm>
- Genki Online Self-Study Resources:  
<http://genki.japantimes.co.jp/self/self.en.html>
- Genki Dialogue Intonation Guide:  
(download Oncho\_genki2.pdf at the bottom of the page.)  
<http://genki.japantimes.co.jp/reso/onchou.html>
- Usagi-chan’s Website:  
<http://www.csus.edu/indiv/s/sheaa/projects/genki/>
- Mieko Uchida Peek sensei’s page:  
<http://www.lyon.edu/webdata/users/mpeek/japanwebpages/GenkiExercises.htm>

\*\* みなさん、<sup>こんがっき</sup>今学期もいっしょにがんばりましょう！\*\*

## Tentative Course Schedule

	月曜日	火曜日	水曜日	木曜日
Week 1	1/26*Lab* Introduction ふくしゅう (Review)	1/27 ふくしゅう	1/28 *Lab* <b>レッスン 18</b>	1/29
Week 2	2/2*Lab*	2/3	2/4*Lab*	2/5
Week 3	2/9*Lab*	2/10	2/11*Lab*	2/12 <b>レッスン 19</b>
Week 4	2/16*Lab*	2/17	2/18*Lab*	2/19
Week 5	2/23*Lab*	2/24	2/25*Lab*	2/26 <b>Test 1 (culture and listening)</b>
Week 6	3/2*Lab* <b>Test 1 (written)</b>	3/3 <b>レッスン 20</b>	3/4*Lab*	3/5
Week 7	3/9*Lab*	3/10	3/11*Lab*	3/12
Week 8	3/16*Lab*	3/17	3/18*Lab* <b>レッスン 21</b>	3/19
Week 9	3/23*Lab*	3/24	3/25*Lab*	3/26
Week 10	3/30*Lab* 春休み (spring break)	3/31 春休み (spring break)	4/1*Lab* 春休み (spring break)	4/2 春休み (spring break)
Week 11	4/6*Lab*	4/7	4/8 *Lab* <b>Test 2 (culture and listening)</b>	4/9 <b>Test 2 (written)</b>
Week 12	4/13 *Lab* <b>レッスン 22</b>	4/14	4/15*Lab*	4/16
Week 13	4/20*Lab*	4/21	4/22*Lab*	4/23
Week 14	4/27*Lab*	4/28 <b>レッスン 23</b>	4/29*Lab*	4/30
Week 15	5/4*Lab*	5/5	5/6*Lab*	5/7
Week 16	5/11*Lab*	5/12	5/13*Lab* <b>Test 3 (culture and listening)</b>	5/14 <b>Test 3 (written)</b>

\*Final skit presentations: 8-10 am on 5/20, Wednesday\*

\*Grades will be posted by 5/27.\*

## Specific Student Learning Outcome in Japanese

Lesson	After each lesson, students will be able to:
<b>Lesson 18</b>	<ul style="list-style-type: none"> <li>• Use transitive verbs and intransitive verbs appropriately.</li> <li>• Express regrets over what you shouldn't have done.</li> <li>• Talk about personal experiences which happened contrary to your wishes.</li> <li>• Read and write about your college life in Japanese.</li> <li>• Use 16 additional kanji characters (240 in total) in appropriate contexts.</li> </ul>
<b>Lesson 19</b>	<ul style="list-style-type: none"> <li>• Communicate in a culturally appropriate way using honorific expressions in a formal context.</li> <li>• Express gratitude in a culturally appropriate way.</li> <li>• Read and write a formal letter in Japanese.</li> <li>• Use 16 additional kanji characters (256 in total) in appropriate contexts.</li> </ul>
<b>Lesson 20</b>	<ul style="list-style-type: none"> <li>• Communicate in a culturally appropriate way using modest expressions and humble expressions in a formal context.</li> <li>• Make requests and proposals modestly.</li> <li>• Ask for and give directions.</li> <li>• Grasp the gist and understand the details of a reading about Japanese "Rakugo" (comic monologue).</li> <li>• Write about an interesting personal experience in Japanese.</li> <li>• Use 15 additional kanji characters (271 in total) in appropriate contexts.</li> </ul>
<b>Lesson 21</b>	<ul style="list-style-type: none"> <li>• Talk about bad experiences or events using passive sentences.</li> <li>• Describe situations using transitive verbs and intransitive verbs.</li> <li>• Tell somebody what you wish him/her to do.</li> <li>• Grasp the gist and understand the details of a reading about Japanese superstitions.</li> <li>• Write about a bad personal experience in Japanese.</li> <li>• Use 15 additional kanji characters (286 in total) in appropriate contexts.</li> </ul>
<b>Lesson 22</b>	<ul style="list-style-type: none"> <li>• Talk about childhood experiences using causative sentences.</li> <li>• Express opinions on social or cultural issues.</li> <li>• Give and receive advice in a culturally appropriate way.</li> <li>• Read and write a journal in Japanese.</li> <li>• Use 16 additional kanji characters (302 in total) in appropriate contexts.</li> </ul>
<b>Lesson 23</b>	<ul style="list-style-type: none"> <li>• Talk about unpleasant experiences using causative-passive sentences.</li> <li>• Convey your intentions in a culturally appropriate way.</li> <li>• Ask and explain how to do things the right way.</li> <li>• Write a casual email to a Japanese friend.</li> <li>• Read and write about cultural differences between Japan and the U.S.</li> <li>• Use 15 additional kanji characters (317 in total) in appropriate contexts.</li> </ul>