

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Department of Foreign Languages

JAPN150: ADVANCED JAPANESE GRAMMAR CONVERSATION

Class Hours: T & R: 5:30 – 6:45 Phone: 278- 5667
Classroom: Tuesday - Douglas Hall 208 Thursday - Mariposa 2000.
Instructor: 増山和恵 (Kazue Masuyama)
Office: MRP 2061
Office Hours: T, W & R: 10:00-11:00, or by appointment
Emails: kmasyama@csus.edu (Pls use SacCT's Mail)

Department Location, Phone, & Fax: MRP 2051, (P) 278-4998, & (F) 278-5502
Computer Labs: Teaching Lab at MRP 2000 & Practice Lab at MRP 2002

COURSE MATERIALS

1. Satoru Koyama. *J-Bridge to Intermediate Japanese. 2nd ed.* (Bonjinsha, 2003)
(Lessons 1, 2, 5 & 6)
2. J-Bridge CD: Available at Practice Lab (MRP 2002).
3. Option - Makino, Seiichi, and Michio Tsutsui. *A Dictionary of Basic Japanese Grammar* (Tokyo: The Japan Times, 1992)
4. Option - Makino, Seiichi, and Michio Tsutsui. *A Dictionary of Intermediate Japanese Grammar* (Tokyo: The Japan Times, 1995)
5. Website for Japanese Language Proficiency Test
Overview by Wikipedia
http://en.wikipedia.org/wiki/Japanese_Language_Proficiency_Test
The Japanese-Language Proficiency Test (Homepage)
<http://www.jlpt.jp/e/index.html>
The JLTP Vocabulary List
<http://www.manythings.org/japanese/jlpt/>
MLC Meguro Language Center
<http://www.mlcjapanese.co.jp/Download.htm>
The JLPT Level 3 Study Page
<http://www.jlptstudy.com/3/index.html>
JLPT Kanji Practice Site
<http://www.jlpt-kanji.com/>
6. Other Websites:
A Japanese guide to Japanese grammar
<http://www.guidetojapanese.org/index.html#contents>
Visualizing Japanese Grammar
<http://www.gwu.edu/~eall/vjg/vjghomepage/vjghome.htm>
Genki Self-study page (The Japan Times)
<http://genki.japantimes.co.jp/self/self.en.html>
Usagi-chan's Website:
<http://www.csus.edu/indiv/s/sheaa/projects/genki/>

COURSE DESCRIPTION

Catalogue Description: Advanced Japanese reading, speaking, translation and understanding of grammar for practical use of advanced language skills. Speech, composition and translation skills are emphasized. Prerequisite: Japanese 2B or equivalent.

LEARNING OUTCOMES

Understanding your Proficiency Level and Expected Performance

What is Expected by the Japanese Language Program?

After the completion of the second-year Japanese language course, students are expected to attain Intermediate Low Level. After the completion of the Japanese Minor Program at CSUS (12 units - 116A, 116B, 110, & 150), the majority of students are expected to demonstrate intermediate (Mid) level proficiency in tasks. Those who minor in Japanese are expected to pass Japanese Language Proficiency Test (Level 3). Exceptional students may be able to pass Japanese Language Proficiency Test (Level 2). The Japanese Language Proficiency Test is held worldwide every year to evaluate and certify proficiency in Japanese of non-native speakers. The test has been held annually since 1984. For more information on the Japanese proficiency test, visit (<http://www.jpfl.org.au/slc/proficiency/proficiency.htm>)

What is Intermediate-Mid Proficiency?

Students with Intermediate-Mid proficiency are able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. They can talk simply about self and family members. They can also ask and answer questions and participate in simple conversations on topics on immediate needs; e.g., personal history and leisure time but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, sympathetic interlocutors can generally understand the Intermediate-Mid speaker.

Understanding Individual Differences and Promoting Collaborations

Since JAPN150 is a combined course for students of the third-year and fourth-year Japanese language, students' proficiency level may range from Intermediate Low to Intermediate High. In a multi-level class, it is very important to learn collaboratively. If you know more Japanese or perform better, please help others. If your proficiency level is lower than others, please keep a positive attitude towards learning. As long as you demonstrate excellence in your performance within your proficiency range, you have an equal opportunity to obtain an "A" for this course. Some students may be advanced level of Japanese language speakers. They are expected to demonstrate their improvement throughout the semester and I highly encourage you to stop by at my office and discuss the literature that you are reading.

About Special Second Major / Special Major

Those who do a Special Second Major (24 units) or a Special Major (36 units) are encouraged to enroll in CSU Monterey Bay Japanese classes or explore Study Abroad Programs in Japan. I will also recommend that you will take 6 units from JAPN194 (Internship), JAPN195 (Tutorial), or JAPN 199 (Independent Study). I will work with you. If you are interested in pursuing this, type “Special second major” in Sacramento State Google Search. You will find a document called “PROGRAM FOR BACHELOR OF ARTS/BACHELOR OF SCIENCE: SPECIAL MAJOR” as well as the application form.

Language Skills and Proficiency

The main aim of this course is to refine your grammar skills and to expand your vocabulary and kanji. It is designed to build up students’ intermediate competence in both spoken and written Japanese and to raise their knowledge of vocabulary and kanji to that level.

At the end of the course, students will gain the following language proficiency.

- Communication
 - * Take the initiative in conversation on common daily topics, and participate to some extent in discussion;
 - * Communicate orally or in writing with members of Japanese language communities regarding personal interests and the community;
- Comprehension
 - * Comprehend general concepts and messages about familiar and occasionally unfamiliar topics;
 - * Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts;
 - * Identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, Radio, and video;
- Presentation
 - * Make announcements and/or speeches on events, personal experience and familiar topics (e.g. geography, culture, people, and society);
 - * Write e-mail messages, letters, and compositions on familiar topics in Japanese.
 - * Present a topic that they research effectively
- Language Control
 - * Recognize Japanese grammatical features;
 - * Are most accurate when communicating about very familiar topic using memorized oral and written phrases (Exhibit decreased accuracy when attempting to create with the language)
- Vocabulary
 - * Recognize, produce, and use a variety of vocabulary words and expressions learned in the text.

COURSE PROCEDURES

The class is conducted in Japanese. Please speak in Japanese as much as possible in class. In 150, four lessons from *J-Bridge to Intermediate Japanese* (Lessons 1, 2, 5, & 6) will be covered, and we will spend approximately 2 class times on each lesson step (3 steps in each lesson). Both classroom and language lab are used for this course.

Textbook Structure

Lesson 1 Step 1 has the following 6 elements

- Introduction: Go over on your own and write your comments in Japanese. You will be asked to submit it.
- Listening: We will listen to the text three times and go over the text. I highly recommend that you listen to the text and prepare for the class.
- Consciousness Raising: Analyze how various expressions are used
- Focus on Language: Analyze sentences and expressions
- Pair Work: Apply knowledge and language skills through speaking
- Composition: Apply knowledge and language skills through writing

Please check SacCT schedule. You will have a grammar quiz every Tuesday and a vocabulary/kanji quiz every Thursday. As homework, you will submit a short essay (2-3 paragraphs) every week. You will also have additional homework assignments besides essays.

Use of SacCT

This class uses the SacCT at <http://online.csus.edu>. You will find Student Resource (<http://www.csus.edu/webct/student/>). Scroll down, you will find Tutorial (Flash-based or text tutorial) on “How to login & Logout,” “Assessments,” “Assignments,” “Discussion,” “Learning Modules,” “Mail,” and Self-Paced Tour.” Please visit the site and be familiar with SacCT.

Self-Study for Japanese Language Proficiency Test

Students are expected to pass Japanese Language Proficiency Test, JLPT, Level 3 after having studied Japanese for three-four years in their study of Japanese. Every week, you will study the assigned JLPT grammar on your own and take online quizzes and exercises (Check the due dates for online quizzes in the semester-long schedule sheet). At the end of the semester, you will take a comprehensible grammar test. For those who passed JLPT Level 3, you may study JLPT Level 2 or Level 1 instead of Level 3.

Individual or Group Project

You are required to do a individual/group project (writing a short story, a small guidebook about a particular topic, creating a play, making a video, writing your own manga, etc.) throughout the semester and present it to the class at the end of semester. Please incorporate some of relevant content, expressions and vocabulary that you learned from the textbook.

EXPECTATION & EVALUATION

1. Classroom Evaluation: (Including One-minute speech & Role Play)	10%
2. Quizzes and Assignments (Vocabulary, Grammar, Kanji, etc.)	30%
3. Written Assignment (8 short essays)	20%
4. 2 Presentations	10%
5. Grammar Test:	10%
6. Individual or Group Project:	20%
7. Extra points	Up to 5%

COURSE REQUIREMENTS

1. Class Evaluation (10%)

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 miss a class on a certain date, please inform me of your absence in advance by email or before class. If you miss more than 3 weeks of class (6 class times), you will not pass the course.** Here are class participation points for each day:

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

One-minute Speech Assignment:

At the beginning of each class, two students will make a one-minute speech in front of class (each student will do twice). You can talk about any topic. You will memorize your speech and make a speech in front of class for one minute. You are encouraged to meet me or Japanese tutors in order to discuss or practice your one-minute speech.

In-Class Role Play:

You will be given 10-20 minutes to develop and practice a short dialogue (1-3 minutes) in class based on the instruction given in the "PAIR WORK" section in J-bridge for each step. Engage the conversation actively and enjoy talking to your classmates!

2. Daily Quizzes and Assignments (30%)

A grammar quiz will be given every Tuesday and a vocabulary/kanji quiz will be given every Thursday. As a basic rule, no make ups for missed quizzes. (See make-up policies)

3. Writing Assignments (20%)

An essay assignment will be given every week, and it will be collected at the beginning of class every week. Please revise your essay as required. Each essay will be graded based on content, grammar, length, and your efforts. Also, additional homework

assignments (mostly kanji) will be given. As a basic rule, late homework is not accepted (See make-up policies.) If you have any problems, please contact me anytime.

4. 2 lesson performance (5% x 2 = 10%):

第一課まとめ： 発表 ビデオを使った「自己紹介」

第二課まとめ： 発表 自分の好きな「町」の紹介

5. Grammar Test (10%):

Japanese Proficiency Level 3 Grammar Test

* For those who want to study the advanced level (Level 2, Level 1). Please let me know.

6. Project (20%):

You are required to do a personal project depending on your interest. Please consult with the instructor at the beginning of the semester. You can make a small brochure, your own small manga book, a video about a particular topic, group play, etc. The schedule will be given later.

7. Extra Points (~ up to 5%):

Take advantage of the opportunities to gain more points.

(1) We will only go over Lesson 5 Step 2 (not Step 3). If you complete exercises and essay, I will add 1~2 points. When you write a well-developed essay, I will give you more points.

(2) Journal on daily life (Talk to instructor)

(3) If you put more effort into the "Project," you may earn extra points.

GRADING

100 – 93.0	A	82.9 – 79.0	B -	68.9 – 66.0	D+
92.9 – 89.0	A -	78.9 – 76.0	C+	65.9 – 60.0	D
88.9 – 86.0	B+	75.9 – 73.0	C	59.9 - F	
85.9 – 83.0	B	72.9 – 69.0	C -		

Note:

(1) Please read "Grading Policy" <http://www.csus.edu/umannual/acad/UMG05150.htm>

Incompletes: These are discouraged and will not be issued except in cases where a student has made previous arrangements with the professor. An incomplete grade means a portion of the requirements usually completed during one term remains to be completed and evaluated. Must be completed within a year or it is counted as an F. **Unauthorized withdrawal** indicates that a student did not officially withdraw from a course but failed to complete it. An unauthorized withdrawal is charged as a failing grade in GPA calculation.

(2) To go on to JPN 116A or any other upper-division course, you need a C - or better.

(3) The three lowest grades of quizzes and homework will be automatically omitted at the end of the semester (This applies to all students).

(4) 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.

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.

Class Rules

- No food, No drink for Teaching Lab. No food in class. No gum in the classroom, PLEASE. Also, if you carry a cellular phone, please keep it off.
- Please respect each other and show consideration towards your classmates and instructor.
- Your active participation in class activities will greatly enhance your progress in Japanese. Please do not be afraid of making mistakes/errors in the classroom.

Other issues

- **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/admbus/umannual/UMA00150.htm>

- **Verification for illness**

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.

- **Add/Drop policy**

The Add/Drop policy will be followed as detailed in the CSUS 2008-10 Class Schedule. Check <http://www.csus.edu/schedule/Fall2008Spring2009/change.stm>

Drops during the last three weeks of class will not be accepted for any reason.

- **Special needs**

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.

あけましておめでとうございます。

A Happy New Year

ことし
今年もよろしくおねがいします。

(Lit. Please take care of me this year as well)

2009 年=へいせい平成21 年=うしどし丑年 (Year of Cow)



1913, 1925, 1937, 1949, 1961, 1973, 1985, 1997

People born in the Year of the Ox are patient, speak little, and inspire confidence in others. They tend, however, to be eccentric, and bigoted, and they anger easily. They have fierce tempers and although they speak little, when they do they are quite eloquent. Ox people are mentally and physically alert. Generally easy-going, they can be remarkably stubborn, and they hate to fail or be opposed. They are most compatible with Snake, Rooster, and Rat people. (Cited from <http://www.c-c-c.org/chineseculture/zodiac/Ox.html>)

JAPN150 Tentative Course Schedule Spring 2009

	火曜日	木曜日-Lab	金 ー 月 (Self-Study)
W1	1/27 自己紹介 日本語能力試験 第一課 ステップ1 はじめに・聴解・意識化 Talking about impression	1/29 文法・語彙・ペアワーク *単語クイズ (はじめに/聴解) *(宿題) Focus on Language (pp. 5-7)	シラバスクイズ レベルチェッククイズ げんき単語クイズ げんき漢字クイズ JLPT Level 3 漢字クイズ Discussion: 自己紹介 (じこしょうかい) を書こう
W2	2/3 作文・まとめ *L1-Step1 文法クイズ	2/5 *L1-Step1 語彙・漢字クイズ *L1-Step1 の作文を出す (p. 7) 第一課 ステップ2 はじめに・聴解・意識化・文法 *(宿) Introduction (トピック p. 9) Listen to CD before coming to class!	Discussion: みなさんの冬休み
W3	2/10 文法・語彙・ペアワーク *単語クイズ (はじめに/聴解) *(宿) Focus on Language (pp. 12-13)	2/12 作文・まとめ *L1-Step2 文法クイズ	日本語能力試験レベル3 第一部文法 1. あげる・もらう・くれる 2. 比較 (ひかく) * SacCT Online Exercise 2/5 - 2/19
W4	2/17 *L1-Step2 語彙・漢字クイズ *L1-Step2 の作文を出す (p. 15) 第一課 ステップ3 はじめに・聴解・意識化・文法 *(宿) Introduction (p. 16) Listen to CD before coming to class!	2/19 文法・語彙・ペアワーク *単語クイズ (はじめに/聴解) *(宿) Focus on Language (pp. 18-19) & Vocabulary Building (p. 20)	3. て形 4. 意志形 * SacCT Online Exercise 2/12 - 2/26
W5	2/24 作文・まとめ *L1-Step3 文法クイズ	2/26 ** 第一課まとめ1: ビデオを使った「自己紹介」	5. 可能形 6. 使役形 * SacCT Online Exercise 2/19 - 3/5
W6	3/3 *L1-Step3 語彙・漢字クイズ *L1-Step3 の作文を出す (p. 22) 第二課 ステップ1 はじめに・聴解・意識化・文法 *(宿) Introduction (p. 24) Listen to CD before coming to class!	3/5 文法・語彙・ペアワーク *単語クイズ (はじめに/聴解) *(宿) Focus on Language (p. 27)	7. 受身形 8. 敬語 * SacCT Online Exercise 2/26 - 3/12
W7	3/10 作文・まとめ *L2-Step1 文法クイズ	3/12 *L2-Step1 語彙・漢字クイズ *L2-Step1 の作文を出す (p. 29) 第二課 ステップ2 はじめに・聴解・意識化・文法 *(宿) Introduction (p. 30) Listen to CD before coming to class!	9. そう・よう・らしい 10. と・ば・たら・なら * SacCT Online Exercise 3/5 - 3/19
W8	3/17 文法・語彙・ペアワーク *単語クイズ (はじめに/聴解) *(宿) Focus on Language (pp. 33-34)	3/19 作文・まとめ *L2-Step2 文法クイズ	11. 助詞 * SacCT Online Exercise 3/12 - 3/26
W9	3/24 *L2-Step2 語彙・漢字クイズ	3/26	12. 副詞 * SacCT Online Exercise

	はじめに・聴解・意識化・文法 *(宿) Introduction (p. 37) Listen to CD before coming to class!		
W10	3/31 春休み	4/2 春休み	第二部 重要語 4 0 A * SacCT Online Exercise 3/26 – 4/9
W11	4/7 文法・語彙・ペアワーク *単語クイズ (はじめに/聴解) *(宿) Focus on Language and Vocabulary Building (pp. 40-41)	4/9 作文・まとめ *L2-Step3 文法クイズ	第二部 重要語 4 0 B * SacCT Online Exercise 4/2 – 4/16
W12	4/14 ** 第二課まとめ2:「町」の紹介	4/16 *L2-Step3 語彙・漢字クイズ *L2-Step3 の作文を出す (p. 42) 第五課 ステップ1 はじめに・聴解・意識化・文法 *(宿) Introduction (p. 90) Listen to CD before coming to class!	第二部 重要語 4 0 C * SacCT Online Exercise 4/9 – 4/23
W13	4/21 文法・語彙・ペアワーク *単語クイズ (はじめに/聴解) *(宿) Focus on Language (pp. 93-94) & Vocabulary Building (p. 94)	4/23 作文・まとめ *L5-Step1 文法クイズ	第二部 重要語 4 0 D * SacCT Online Exercise 4/16 – 4/30
W14	4/28 *語彙・漢字クイズ *L5-Step1 の作文を出す (p. 95) 第五課 ステップ2 はじめに・聴解・意識化・文法 *(宿) Introduction (p. 97) Listen to CD before coming to class!	4/30 文法・語彙・ペアワーク *単語クイズ (はじめに/聴解) *(宿) Focus on Language (pp. 100-101)	Review Week * SacCT Online Exercise 4/23 – 5/7
W15	5/5 作文・まとめ *L5-Step2 文法クイズ	5/7 ** オンライン文法テスト (3級) ** * Conducted using SacCT (very similar quiz to JLPT Level 3 Review Quiz.	
W16	5/12 *L5-Step2 語彙・漢字クイズ *L5-Step2 の作文を出す (p. 102) プロジェクト発表	5/14 *Last day to upload your 4 favorite essays (final draft) to your e-Portfolio プロジェクト発表	
W17	プロジェクト発表		

Schedule is subject to change