

JAPN116B: Language and Culture of the Japanese and the Japanese in America

Department of Foreign Languages: MRP 2051, (Phone) 278-6333, & (Fax) 278-5502
Computer Labs: Teaching Lab at MRP 2000 & Practice Lab at MRP 2002

Days & Hours: TR 4:00–5:15
Classroom: Mariposa 2030
Course Call # 34665

Instructor: Kazue Masuyama, Ph.D.
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(Use the e-mail system on WebCT)

講師：増山和恵 オフィスアワー：火・水・木（11時～12時）研究室：マリポサホール 2061 電話：278-5667

COURSE DESCRIPTION

JAPN 116B is a continuation of JAPN 116A in more advanced modern Japanese. This course is designed to bring students from the beginner level to the intermediate level where they can reinforce, utilize, and expand what they have learned in communicating in Japanese. Equal emphasis will be placed on the four skills of listening, speaking, reading, and writing plus cultural knowledge.

Prerequisite: JAPN 002B (Second-year Japanese), or instructor permission. 3 units. JAPN116A is highly recommended before this course. This course counts towards a Japanese Minor.

Listening: Listen to the tapes everyday in order to learn native-like conversation, and build up your vocabulary and grammar. **聞く力:** テープをよく聞いて、聞く力をつけます。聞き取りの練習と宿題もあります

Speaking: Study native-like way of speaking using dialogues and useful expression. Cultural knowledge such as in/out group, honorific, in/formality, and superior/inferior relationship will be stressed. **話す力:** 教科書のダイアログを覚えたり、使ったりして、日本人らしい話し方を勉強します。フォーマルな話し方とカジュアルな話し方の違いや、文化、敬語もたくさん練習します。

Reading: Other than reading materials in the textbook, we will practice scanning and skimming skills using web pages, or ads. **読む力:** テキストの読み物のほかに、ウェブページ、広告など読みます。Scanningやskimmingの練習もします。

Writing: Learn how to write composition, letters and postcards using authentic materials. **書く力:** 作文、手紙、メモなどの書き方を勉強します。

Culture: Conduct internet search to gain more in-depth understanding of culture

TEXTBOOKS & MATERIALS 教科書（きょうかしよ）と教材（きょうざい）

- **Required.** 中級の日本語
Miura and McGloin, *An Integrated Approach to Intermediate Japanese*, The Japan Times, 1994. You can purchase the book at the bookstore.
- **Required.** 日本語基本文法辞典
Makino and Tsutsui, *A Dictionary of Basic Japanese Grammar* ISBN: 4789004546. Required for all upper-division courses as your self-reference. It is highly recommended that you use *A Dictionary of Intermediate Japanese Grammar* by the same authors. ISBN: 4789007758.
- **Required.** 基本漢字 500
Kano, etc. *Basic Kanji Book Vol. 2* (Bonjinsha co, 1992) – Required for all upper division courses. It is highly recommended that you use *Intermediate Kanji Book* by the same authors if you are an advanced learner of the Japanese language.

- **Other materials**

- Audio files: *An Integrated Approach to Intermediate Japanese* audio files is available at Practice Lab (MRP 2002) & WebCT. To get personal copies of audio files, bring one blank CD to the Lab. A lab assistant will duplicate the files.
- 毎日の聞き取り 50日 (Everyday Listening: 50 days) is only available via WebCT
- Online dictionaries: Rikai: <http://www.rikai.com/perl/Home.pl>
Jim Breen's: <http://www.csse.monash.edu.au/~jwb/wwwjdic.html>
- Online Vocabulary, Kanji, & Grammar Quizzes and Exercises in WebCT
- All Useful Web Resources are compiled and found at WebCT: Homepage
Also see <http://www.csus.edu/indiv/m/masuyama/Courses/links.html>

STUDENT LEARNING OUTCOMES FOR THIS COURSE: Intermediate Low ~ Mid

Upon successful completion of this course (300 ~ 350 instructional hours), students will achieve Intermediate Low ~ Mid. They are able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. At this stage (Intermediate Low and Mid), learners' 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 (e.g. teachers and tutors) can understand the Intermediate-Mid speaker. NOTE: Those students with Intermediate Mid/High, or Advanced level of the Japanese language proficiency are expected to improve their language skills to a higher level throughout the semester. Please read "[The Japanese Language Program – Minor](#)"

STUDENT LEARNING OUTCOMES FOR THIS COURSE: Communication and Culture

The performance indicators of this course are also described in terms of Communication and Cultures. These set of expectations are minimum, which means that all students should be able to do these by the end of their study.

Communication - Communicating in Japanese

① Interpretive Communication – Understanding

Students are able to understand

- sentence-long questions, descriptions, suggestions, requests, instructions, AND messages in the content in which they are familiar with and they studied.
- the gist or the main ideas of what they read and listen even though they are slightly unfamiliar with these ideas, by using listening and reading strategies.
- e-mail messages, chat messages, letters, name, resume, simple articles on familiar topics, short essays, stories, etc.
- announcements, video clips, TV or radio broadcasting, narration, etc. of daily or familiar topics, as well as topics that they have studied.

② Interpersonal Communication - Conversation

Students are able to

- maintain face-to-face conversations and handle social situations in the familiar content, using communication strategies such as asking for clarifications.
- ask and answer questions, initiate and respond to simple statements in situations that are somewhat beyond their immediate daily needs.

③ Presentational – Oral and Written

Students are able to

- make announcements and talk about familiar topics on Japanese geography, culture, people, and society in Japanese.
- write e-mail messages, letters, and compositions on familiar topics in Japanese.
- present a topic that they research effectively

Cultures - Gaining Knowledge and Understanding of Japanese

Students are able to

- discuss typical behavior of their Japanese peer group, social interactions (including their use of appropriate register), and their activities.
- identify and give simple descriptions/explanations in Japanese on most of the national holidays and annual events, daily customs, Japanese university (education), Japanese society, and other familiar topics.
- write a short article in Japanese on the above cultural topics.
- express their views and perspective on familiar cultural topics.
- identify, analyze, and discuss various patterns of behavior or interaction that commonly occur in Japanese culture such as gift giving, bathing, traveling, and so on.
- identify and discuss cultural perspectives within Japanese cultural contexts, such as their tendency to ask personal questions and these attitudes about personal space.

METHOD OF INSTRUCTION:

This course is conducted in Japanese as much as possible. The student will learn the language through class discussion, oral practice in small groups, role-playing, interaction with the instructor, writing and listening exercises, daily homework assignment, and online exercises and quizzes on WebCT.

COURSE PROCEDURES

In 116B, you will study Lesson 7, 8, 9, & 10. You are expected to recognize and read 125 kanji. You are also expected to write additional 50 kanji from Basic Kanji Book Vol. 2 (L39, 40, 41, 42, & 43). The information and material related to this course will be posted on WebCT. Go to <http://online.csus.edu>. Log in with your SaLink ID and password. Click JAPN116B: Language and Culture of the Japanese and the Japanese in America. WebCT students resources can be found at <http://www.csus.edu/webct/student/>. The students are required to log on WebCT and do the following tasks.

- Check Daily Schedule
- Work on weekly WebCT assignment
- Create an e-Portfolio
- Study and review the posted materials
- Take Online Quizzes and Exercises
- Do Online Discussion using the Discussion Board/ Chat

We will spend 2-3 weeks for each lesson. Check the tentative schedule for an entire semester.

Day 1: Dialogue (1) / 会話 (1)

- Lesson 7 Dialogue (1) Vocabulary Quiz / 第一課会話 (1) 単語クイズ (5分)
- One-minute Speech / 1分間スピーチ

Before the lesson, make sure to study the dialogue - Step 1 ~5

- Step 1: Grasp the main point of the lesson / メインポイントは何か
- Step 2: Listen to the target conversation / 会話を聞こう
- Step 3: Understand the dialogue / 会話を理解 (りかい) する
- Step 4: Practice newly introduced vocabulary and expressions/ 新しい単語と表現の練習
- Step 5: Go over "Grammar Notes" for underlined phrases/expressions

In class,

- Step 5: Learn culture and society
- Step 6: Practice the dialogue/ 会話を練習 (れんしゅう) する
- Step 7: Apply what you learned/ 応用練習 (おうようれんしゅう)

Day 2 & 3 : Dialogue 会話 (2 & 3)

- Similar to Day 1

Day 4: Reading / 読み物

- Lesson 7 Reading Vocabulary Quiz / 第一課読み物単語クイズ (5分)
- One-minute Speech / 1分間スピーチ

Before the lesson, make sure to study the reading – step 1 ~ 7)

- Step 1: Go over Kanji List: its reading and meaning
- Step 2: Reading material - Look at title, picture, etc. to guess what this article is about
- Step 3: Translate the complete title
- Step 4: Find English meaning of all the content words using vocabulary list
- Step 5: List all proper nouns and katakana words. Then, write their descriptions
- Step 6: List all the key words (repeated words)
- Step 7: Go over the grammar points using textbook and grammar dictionary

In class,

- Step 8: Read for general meaning – Go over “Grammar Notes” for underlined phrases/expressions
- Step 9: Read for specific meaning (Reading Task Sheet will be given in class)

Day 5: Grammar 文法

Before the class, work on 文法練習 Grammar Practice in the textbook. When you encounter problems, go over “Grammar Notes,” “*A Dictionary of Basic Japanese Grammar*,” or ask teachers and tutors. If you do not know the reading of some kanji on the Grammar Exercises, go to WebCT (Home – Specific lesson – Audio file – Grammar Notes). In class, we will go over your examples.

Day 6: Application Exercise / 運用練習 (うんようれんしゅう)

- Kanji Reading Quiz (5分)
- Practice dialogue
- Practice writing an essay

Day 7: Performance Day / ロールプレイ

- Grammar Quiz 文法クイズ (10～15分)
- Role Play or Presentation

Day 8: New Lesson

- Submit an essay 作文提出 (さくぶんていしゅつ)

EVALUATIONS 評価 (ひょうか)

1. Active participation in class and WebCT	5%
2. Homework Assignments:	15%
3. In class and online quizzes & exercises:	25%
4. Role play / Presentation (5% x 4 times)	20%
5. Essays / Writing (5% x 4 times)	20%
6. Projects:	15%
7. Extra points	Up to 5%

1. Attendance (5%):

Active participation of the student in class is the most essential and important key to improve your language skills. Do not miss any classes. When you have attended all classes (including online meeting) without any late and leave early marks, you will be given “*kaikin sho*” (perfect attendance reward), which is extra 2 points to your final points (i.e. Suppose your total points add up to 87 points “B+”, but when you receive *kaikin sho*, your total point becomes 89 – “A-”). If you miss more than a week, contact your instructor. If you missed 4 face-to-face classes, you will receive one lower grade (A -> B). If you miss more than 3 weeks of class (6 class meetings), you will not pass the course.

5 points	Participate actively in class
4 points	Present for the whole class period
3 points	Active, but 5 minutes late for class
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)

2. Homework Assignment (15%):

Homework is as follows:

- One-minute speech – You can talk about anything – but only ONE minute!

- 文法練習 Textbook Grammar Exercise (10 pts each x 4 times)
- 読み物内容質問 Reading Task Sheet (10 pts each x 4 times)
- Discussion posting (10 pts each x 4~5 times)
- Everyday Listening (10 pts each x 5 exercises)

Make sure to check the lesson schedule on WebCT. Incomplete and late homework will receive a lower grade. One-class late homework (e.g. due on Tuesday, but submit on Thursday) is 90% maximum. More than a week late homework (2 class period) will not be accepted and receive no points. For those who want to **REDO** the homework, do so by the following class. For example, when you got back your homework on Thursday, you need to submit your redo by the following Tuesday. You can work with the tutors or me to correct your homework. You are encouraged to reflect why you made errors and come up to correct answers. Redo your mistakes on a separate paper and indicate "REDO" on the top of the paper. Then, staple your REDO sheet with the original homework. You may receive a better grade.

3. Quizzes & Exercises (25%):

You will be given paper-pencil quizzes in class and online quizzes and exercises. They include: Vocabulary, Kanji, Grammar, Review Quizzes, Speed Reading Exercise (速読), & Listening Exercises (聞き取りの練習). Most in-class paper-pencil quizzes 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. As for Kanji quizzes on Basic Kanji Book (Lesson 39, 40, 41, 42, 43), you are allowed to take them before and after class as many times as you want during the assigned week.

It is **your responsibility** to complete Online Review Exercises during the assigned period. Remember that maintaining good quiz grades is necessary for success in the course. Individual differences may be found in listening & speaking proficiency, but everyone is expected to do well on the quizzes (10 points each). The three lowest quizzes and exercises scores will be automatically omitted at the end of the semester.

4. Role Play / Presentation (20%):

There are four oral performances (role play or presentation). At the end of each lesson, you will be expected to make a skit presentation (3-4 minutes) with your partner(s) or make a presentation on the assigned topic. Since your main audience is your classmates, present your skit or presentation in a way that they would comprehend. You are encouraged to use drawings, pictures, handouts, etc. More information is posted on WebCT.

5. Essay (20%):

You will be asked to write an essay on the assigned topic for each lesson (4 times: 3 essays and resume writing). Submit your first draft on the assigned day. You can type the first draft, but the final draft will be hand-writing using *Genkoo Yooshi*. As for the essay, the expected length is one or two pages of *Genkoo yooshi* (one *genkoo yooshi* is 400 letters). Exceptionally well-written essays will receive extra points.

第7課 作文「スポーツと私」

第8課 履歴書(りれきしょ) —履歴書用紙(ようし)を使う

第9課 作文「うれしかった贈り物」

第10課 作文「楽しかった旅行」or「私の旅行プラン」(Report style)

6. Projects (15%):

- Developing your e-Portfolio: 5%
Continue to improve your e-Portfolio. Complete the sections: Introduction, Philosophy, Goal, and My Work (your four oral performance script in L7, 8, 9, & 10, three essays, resume, and final project). It is recommended to use PDF or html files for upload, but Word files are also accepted.
- Individual or Group project: 10%
Project planning (2%), Project Presentation (4%), Product (4%)
Choose a topic of your interest. Present your project at the end of the semester. Exceptional projects may receive additional points. If you participate in Japan Night and perform something using Japanese, it could be considered as a project for this course. More information will be given in class.

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

Take advantage of the opportunities to gain more points.

- (1) Kaikin Shoo (perfect attendance point - 2%)
- (2) Extra points for Exceptional Individual or Group Project
- (3) Write a Journal entry on daily life, review/report on Japanese movies, drama, games, etc. using blog (e.g. Once a week-15 entries, use of kanji)
- (4) Making Japanese language learning material

Grading Scale

A	93.0-100 % of possible points
A-	89.0-92.9 %
B+	86.0-88.9%
B	83.0-85.9 %
B-	79.0-82.9%
C+	76.0-78.9%
C	73.0-75.9%
C-	69.0-72.9 %
D+	66.0-68.9 %
D	63.0-65.9 %
D-	59.0-62.9%
F	0-58.9 %

Note: (1) To go on to other upper-division courses (JAPN110), you need a C - or better.

(2) 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 being 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.

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/UJA00150.htm>

* 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 2006-08 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.")

* 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

今年もよろしくおねがいします。

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

2008年=平成20年=ねずみ年(Year of Rat)



1912, 1924, 1936, 1948, 1960, 1972, 1984, 1996

People born in the Year of the Rat are noted for their charm and attraction for the opposite sex. They work hard to achieve their goals, acquire possessions, and are likely to be perfectionists. They are basically thrifty with money. Rat people are easily angered and love to gossip. Their ambitions are big, and they are usually very successful. They are most compatible with people born in the years of the Dragon, Monkey, and Ox.

(Cited from <http://www.c-c-c.org/chineseculture/zodiac/Rat.html>)

Curriculum Overview: An Integrated Approach to Intermediate Japanese

	大切な表現 (ひょうげん)
第1課 紹介	キャロル・ベーカーと申します。 ベーカーですか。ど うぞよろしく。 こちらは、僕の友だちのトム・ブラウン君。 加藤です。どうぞよろしく。 はじめまして。トム・ブラウン
第2課 あいさつ言葉	いいお天気ですねえ。 しばらくだなあ。 寒いですね。 失礼します。 先日はどうも。
第3課 日本への留学	たのむ もう一つ お願いがあるんですけど。 前の日に受けさせていただけないでしょうか 推薦状を書いていただけないでしょうか 貸してくれない？ もらってきてくれない？
第4課 ホームステイ	許可 (きょか) ちょっと見せてもらってもいい？ 電話をかけてもいいですか。 連れきたいんですけど、いいでしょうか。 六時半でもかまいませんか。
第5課 大学で	質問する ちょっとうかがいたんですが。 もう一つ質問してもいいですか。 アドバイスを求める／与える ちょっと相談したいことがあるんですが、今よろしいでしょうか。 移った方がいいかと思うんですが。 様子を見たらどうですか。 様子を見た上で、またご相談にあがります。 そうしたら？ その時に決めたらどう。
第6課 レストランで	注文する 親子 お願いします。 私は 天どん。 コカコーラの大きいの一つください。 引用する 百年以上前からやっているお店なんですって。 ここのは、おいしいっていう話ですよ ここはおいしいと言われているので、いつ来ても込んでるんですよ。 違うって聞いてたけど、ほんとうに違うね。

<p>第7課 レクリエーション</p> <p>BKB L41: 漢語-2 pp. 185-194</p>	<ul style="list-style-type: none"> 招待（しょうたい）のしかたと断り方 道順（みちじゅん）のいい方 日本や自国のレクリエーション（例：スポーツ、映画） 日本の祝日、冠婚葬祭（かんこんそうさい） <p>人を誘う 野球を見に行くんですけど、みんなで行きませんか。 グラントさんもどうですか。 一緒に行かないか。 見に行こうよ。</p> <p>人に誘われる ご一緒させてください。 ええ、僕もよろこんで。 私はちょっと、、、。 残念ですけど、またいつかお願いします。 じゃ、遠慮なくお邪魔（じゃま）させていただきます。 じゃ、楽しみにしています。</p>
<p>第8課 アルバイト探し</p> <p>BKB L42: 大学生活 pp. 195-204</p>	<ul style="list-style-type: none"> 仕事の探し方 アルバイトについて（職種、労働条件、給与） 電話のかけかた <p>仕事をさがす 英会話の教師の仕事のことで、ちょっと伺いたいんですが。 そちらで英会話教師を探していらっしゃるって伺ったので、お電話いたしました。 何かアルバイトしたいんですけど、いいアルバイト知らない？ アルバイトをしたいと思っているんですが、何かないでしょうか。</p>
<p>第9課 贈り物</p> <p>BKB L43: 動詞の変化 pp. 205-214</p>	<ul style="list-style-type: none"> あげる／もらう 贈り物文化：お歳暮、お年始、披露宴、おみやげ、お年玉、バレンタイン・デー <p>これつまらない物ですけど、お歳暮のおしるしに。 どうも恐れ入ります。 これ京都で買って来たから、あげるよ。 ずいぶん教えてもらったから、そのお礼なんだ。 これ、使わせてもらうよ。 どうもありがとう。</p>
<p>第10課 旅行</p> <p>BKB L39: 空港 pp. 164-172</p> <p>BKB L40: 地理 pp. 173-184</p>	<ul style="list-style-type: none"> 予約のしかた、切符の買い方 日本の旅館、お風呂のはいりかた 交通機関（こうつうきかん）、時刻表の読み方 日本の地理、特産物（とくさんぶつ=specialty goods) <p>予約する／切符を買う 新幹線の切符がほしいんですけど。 あしたから一泊で箱根に行きたいんですが、どこか静かであり高い旅館はない でしょうか。</p>

STUDENT INFORMATION SLIP (JPN 116 B: Spring 2006)

Please fill out this form to help us know your background.

Name (English and 日本語): _____

Phone #: _____ Saclink ID: _____

Regular Email Address: Please write neatly! _____

Year (freshman, etc.): _____ Major: _____

Native Language / Language spoken at home: _____

Foreign Language(s) that you learned: _____

• Please check if you have taken the following course and mark your grade

002A	: Yes /No	002B	: Yes /No
116A	: Yes /No	110 - Japanese literature	: Yes /No
150 - Advanced Grammar	: Yes /No	120 - Japanese Civilization	: Yes /No
199 – Independent Study	: Yes /No	Any other upper-division courses? 194 ____ 195 ____	

• Please reflect your knowledge and skills (A = most confident, D = least confident)

Listening: A __ B __ C __ D __
Speaking: A __ B __ C __ D __
Reading: A __ B __ C __ D __
Writing: A __ B __ C __ D __
Culture: A __ B __ C __ D __

Computer

- Have you ever taken WebCT course? Yes _____ No _____
- Are you familiar with Japanese word processing? Yes _____ No _____
- Have you ever participated in online chat in Japanese? Yes _____ No _____
- Can you tell me about your overall computing skills? Novice _ Intermediate _ Advanced _ Superior _

Minor/Major/Study Abroad

- Do you plan to minor or minor in Japanese? Yes __ No __
- Do you plan to do or are you doing a Special Second Major (24 units) in Japanese? Yes __ No __
- Do you plan to participate in a long-term study abroad in Japan? Yes __ No __

• We have tutorial sessions. Do you have any requests or suggestions?

• What sort of cultural activities would you like to engage in?

• Why are you taking this course? What are your expectations for this course?

• Please tell me something about yourself (e.g. hobbies, skills, strengths, etc.) in Japanese.