



California State University Monterey Bay

School of World Languages and Cultures

Dr. Shigeko Sekine * e-mail. shigeko_sekine @csumb.edu
 ph. (831)392-7271 * office. bldg 49/109 * office hours. MW3-3:50 &
 by appointment

Syllabus JAPN - 301 • Advanced Japanese I

Advanced Japanese I

Fall 2009

TR 16:00 – 17:50 PM

Building 49/119

Students are welcome to visit the instructor during regularly scheduled office hours or by appointment. If you need any help, please do not hesitate to see me.

Students with disabilities who may need to be accommodated please see your instructor by September 3rd during office hours or make an appointment by email. You also need to contact student_disability_resources@csumb.edu Building 47, Student Services, First Floor (Phone: (831)582-3672 voice, or 582-4024 fax/TTY; <http://sdr.csumb.edu/>)

Course Description

This course is designed for students who have completed two or more years of Japanese or have reached an intermediate level of proficiency, and want to continue to build a higher level of proficiency. This course counts toward fulfilling CSUMB's MLO 1~4 (Major Learning Outcomes¹) and the minor in Japanese Language and Culture. It is designed to develop four areas of communicative language skills in Japanese: listening, speaking, reading, and writing through various communicative activities including authentic and semi authentic materials, viewing videos, and conducting projects. Students will develop strategies to comprehend authentic materials without translation and discuss features of Japanese culture that influence the use of the language in daily life. Students will learn a variety of useful expressions that will help them to communicate smoothly with native speakers.

LANGUAGE PROFICIENCY

All WLC majors at CSUMB will demonstrate ACTFL [American Council on the Teaching of Foreign Languages] **Advanced-High** proficiency level in the four major skills (speaking, listening, reading and writing), of the world language they choose to pursue. The language proficiency level for Japanese is Intermediate-High for all four skills.

- MLO 1. Speaking: Intermediate-High*
 MLO 2. Listening: Intermediate-High*
 MLO 3. Writing: Intermediate-High*
 MLO 4. Reading: Intermediate-High*
- Read the description in the appendix

Course Learning Outcomes

1. Demonstrate interpersonal communication skills by reading and listening to authentic and semi-authentic materials.
2. Demonstrate an understanding of major ideas as well as important information using effective reading and listening strategies to interpret authentic and semi-authentic materials.
3. Demonstrate presentation skills in writing and speaking through essays and PowerPoint Presentations and other projects.
4. Demonstrate an understanding of Japanese cultural practices and the perspectives.
5. Compare and contrast various elements of Japanese culture with the student's own cultures.

Textbook and instructional materials

日本語中級 J3 0 1 —基礎から中級— by Satoshi Toki, et al. (スリーエーネットワーク, 1995)

Specific Learning Outcomes

- 第一課 舌を出したアインシュタイン
- 第二課 わたしと小鳥と鈴と
- 第三課 「デスクトップ型」？「ブック型」？
- 第四課 なが〜い日本列島 —南北でこんなに違う梅の開花日
- 第五課 待ってイライラ。あなたはどれだけ待てますか？
- 第六課 お化けと幽霊
- 第七課 あのときはどうも
- 第八課 クジラと日本人
- 第九課 サルの視力検査
- 第十課 子どもの絵

Project

- オリジナルストーリーの制作（映画）
- ラブレターを書く
- 詩を作る
- 怪談映画の制作
- お礼状を書く
- 環境問題のディスカッションを書く

Technology

You are required to bring your computer to class and set it up with Sanako 100 and get ready for the class. Students are provided an HP Tablet with Sanako Lounge 100 if she/he doesn't have one.

Recommended References and Dictionaries

- A Dictionary of Basic Japanese Grammar by Makino and Tsutsui, The Japan Times

- A Dictionary of Intermediate Japanese Grammar by Makino and Tsutsui, The Japan Times, Ltd.
- Kodansha's Furigana Japanese Dictionary: Japanese-English English-Japanese, Kodansha
- Kodansha's Furigana English-Japanese Dictionary, Kodansha
- Kodansha's Compact Kanji Guide. Kodansha International.
- New Japanese-English Character Dictionary. Kenkyusha
- Random House Japanese-English English-Japanese Dictionary
- The New Nelson Japanese-English Character Dictionary: Based on the Classic Edition by Andrew N. Nelson, Tuttle
- The Kodansha Kanji Learner's Dictionary (Japanese for Busy People) by Jack Halpern, National Textbook Co.

Hand-held Electronic dictionary

*Wordtank: Super, Canon.

Evaluation Criteria:

The assessment criteria for this course are determined by your ability to speak, read, write and understand Japanese. Grades will be based on the following:

Grading	%
Chapter tests	30
Projects	30
Quizzes	10
Homework	10
Attendance & Participation	10
Proficiency test: OPI	05
Proficiency test: Writing	05
Total	100

Grading Scale:

Your grade will be based on your exams/quizzes, assignments, attendance and class participation. I want you to do the best you can and earn the highest grade possible, but remember it is ultimately you who has to perform and do the necessary work. If you need help, please contact your instructor immediately. Do not wait!

A+	100 - 98	A	97 -94	A-	93- 90
B+	89 - 87	B	86 - 84	B-	83 - 80
C+	79 - 77	C	76 - 74	C-	73 - 70
D+	69 - 67	D	66 - 63	D-	63 - 60
F	< 60				

Grading Criteria

Quizzes

Kanji Quizzes

A list of kanji for each chapter is available on the course blackboard. It is the students' responsibility to go to BB to print out the list and study it.

Other Quizzes

There will be small quizzes without any notice. They will be based on materials you learned in class. Be sure to understand the materials you learned in class and if you have any questions, please do not hesitate to ask me or work with language facilitators.

Homework

Homework assignments are clearly indicated in the daily schedule -- No Late Homework is accepted!

Read: Please read the assigned textbook pages or handouts before coming to class. Check vocabulary items you do not understand and make sure you are able to read and understand the vocabulary meaning.

Write: Please write the answers on the sheet you receive. Your instructor will check at the beginning of each class. When we go over it in class, please use a different color pen to correct your mistakes and turn it in at the end of class. It will be graded based on your efforts at answering the questions.

Class Participation

Your class participation will be evaluated daily. In order to effectively participate in class, check the class schedule and do your homework.

Chapter Tests

There will be three written chapter tests.

Proficiency test: Oral Performance Interview (OPI)

At the end of the semester, an instructor will meet with you individually and conduct an oral interview. It will be 15 to 30 minutes per person.

Proficiency test: Writing

At the end of the semester, you will receive a prompt for writing an essay in class. You will have 20 to 30 minutes to write your essay.

Project

There will be six projects.

Sample Project 1: Story telling project

You will create a figure with clay and create a character. Then you will draw at least three background scenes. You will create a story to share with the local

community. The story must contain a moral or lesson. Create a quick time movie using iMovie. (Evidence to turn in: your movie saved as QuickTime, and a typed script)

Sample Project 2: Presentations

Choose an assignment from the list below and write a 2 page essay typed in Japanese on a word processor. Double space and allow a 1 inch margin all-around. (Check schedule for due date). Present the summary using PPT (Evidence: typed essay, PPT and PPT presentation: record your voice)

- ❑ Read at least 5 short children's stories WITHOUT translation.
- ❑ Watch at least 2 movies, animation films, or TV programs WITHOUT English subtitles and read at least 3 websites related to that film in Japanese. (Submit the urls)
- ❑ Read on any chosen topic of Japanese pop culture. Read at least 10 websites in Japanese: (submit the urls)
- ❑ You can propose your project to your instructor. In this case, you must first get written approval from your instructor.

Portfolio

Keep your selected good work to be included in your graduation portfolio that you will submit in your capstone course WLC 400.

Language Lab <http://languagelab.csUMB.edu/>

Language lab is located in Bldg. 48. There is a PC lab and Mac lab.

Lab Hours 8:00a.m - 8:00p.m. Monday through Thursday, 8:00a.m. - 4:00p.m. on Friday. The Lab is closed on Saturday and Sunday.

Language Facilitation

Language facilitators are available to assist you. There will be a sign-up sheet on the facilitator's desk.

Classroom Policy Speak Japanese in class at all times. Help your friends to stay on the Japanese course. Don't be afraid to make mistakes. The important thing is to use Japanese as much as you can.

Class Attendance

The importance of attendance for a language class cannot be overemphasized. Therefore, daily class attendance is mandatory. Absences will hurt your progress in the language, and will most definitely affect your grade if you miss quizzes and turn in homework late.

No Make Ups

There will be no make-ups unless there are extreme good reasons.

Academic Integrity

Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community, and therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include: cheating, fabrication, plagiarism, and collusion in any of these activities. We value informal resolution of academic integrity allegations; however, students discovered to have engaged in academic dishonesty will be sanctioned. For more information regarding the Academic Integrity Policy please go to <http://policy.csumb.edu/site/x16011.xml#students>. For more information about Student Conduct and Responsibilities please refer to <http://csumb.edu/academic/catalog/archive/fall2007/x2161.html>.

Study Abroad Program in Japan

Do you want to study in Japan? Or accelerate your progress in learning Japanese and Culture? Here are some great opportunities! CSUMB has an exchange student agreement with the following Universities in Japan (Pay tuition at CSUMB and study in Japan. Credits you receive in Japan are transferred back to CSUMB.).

1. Obirin University, Tokyo Japan
2. Nagoya Gaikokugo University, Nagoya Japan (Scholarship may also be available from Nagoya Gaikokugo University)
3. Chuo University, Tokyo Japan
2. CSU System/Waseda University

For more info, please contact Dr. Saito-Abbott or Dr. Sekine.

ACTFL Guidelines for Language Proficiency

Speaking: Intermediate-High

Able to successfully handle most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Listening: Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is lower in quantity and poorer in quality.

Reading: Intermediate-High

Able to read consistently with full understanding of simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing: Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.