



**California State University Monterey Bay
School of World Languages and Cultures**

Dr. Shigeko Sekine, Assistant Professor

e-mail. shigeko_sekine@csumb.edu

ph. (831) 582-4308 * office. Bldg 49/109 * office hours. TBA

**JAPN 302 Advanced Japanese II:
History of Japan, Spring 2008**

Tentative Class Schedule: 3:00-3:50 (M, T, W, R) Bldg 49, Room 119

Students with disabilities who may need to be accommodated please see me by January 30th during office hours or make an appointment by email (shigeko_sekine@csumb.edu). You also need to contact: student_disability_resources@csumb.edu, phone: 831/582-3672 voice, or 582-4024 fax/TTY: <http://www.sdr.csumb.edu/>.

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

Students with disabilities who may need assistance please see me by February 1st during office hours or make an appointment by email. You also need to contact: student_disability_resources@csumb.edu, phone: 831/582-3672 voice, or 582-4024 fax/TTY, <http://www.sdr.csumb.edu>.

Course Description:

This course is designed for students who are interested in developing a functional use of Japanese through Japanese history and culture, including its literature, religion, politics and philosophy.

Students will develop four areas of communicative language skills in Japanese: listening, speaking, reading, and writing through various communicative activities including discussions and projects using authentic and semi-authentic materials, CDs, DVDs, and videos. Students will develop strategies to comprehend authentic materials without translation and discuss functions of Japanese language and features of culture that influence the use of the language in daily life. Class will be conducted mainly in Japanese.

Students will learn a variety of useful expressions that will help them to communicate smoothly at Intermediate to Advanced level (see Appendix for the ACTFL guidelines) with native speakers. Japanese culture courses provide the context and content area.

These are web-enhanced lessons and are open for students on different CSU campuses through concurrent enrollment. 4 Units.

This course counts toward fulfilling MLO 1~4 (Major Learning Outcomes¹) at CSUMB, the minor in Japanese at CSUS and in Japanese Language and Culture at CSUMB.

Unit Topics (http://wlcmedia.csumb.edu/Japanese/JAPN302/l_index.html)Unit 1 (6th century~11th century)

聖徳太子	万葉集	藤原道長	紫式部	清少納言
------	-----	------	-----	------

Unit 2 (12th century ~13th century)

源氏と平家	日蓮	神風	平家物語	方丈記
-------	----	----	------	-----

Unit 3 (16th century ~19th century)

織田信長	豊臣秀吉	徳川家康	シーボルト	江戸時代の俳諧
------	------	------	-------	---------

Unit 4 (19th century ~20th century)

幕末と明治維新	文明開化	伊藤博文	板垣退助	君が代
---------	------	------	------	-----

東京オリンピック	戦後の日本	世界の中の日本		
----------	-------	---------	--	--

Course Procedures and Expectation:

The information and material related to this course will be posted on iLearn (formally known as Moodle) (<http://ilearn.csumb.edu>). Log in with your Otter ID and password. In each lesson, you will find the following elements:

- I. Read Lesson Schedule
- II. Read Overview: Outcomes
- III. Steps with Exercises, Assignments, and Activities

ステップ1 : テキストを読む

ステップ2 : 単語の練習 (れんしゅう)

ステップ3 : 漢字の練習

ステップ4 : テキストの理解

ステップ5 : 文法 (ぶんぽう) の理解

ステップ6 : 宿題の問題を解く

ステップ7 : ディスカッションの準備 (じゅんび) をする。

Materials

1. Textbook: 「中級日本語読本 日本の歴史と文化」 Intermediate Reader: Japanese History and Culture. Watabe, M. (2002). Bringham Young University Press
2. Workbook
3. Audio CD that accompanies your textbook.
4. Additional materials will be uploaded on the iLearn.

Prerequisites:

This course is designed for students who have completed two or more years of Japanese at college level or have reached an intermediate level of proficiency and are willing to continue to build a higher level of proficiency.

Course Outcomes:**1. Language Proficiency:**

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

- 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

Learning Outcomes: (See also p. 7 for Language ULR and p. 8 for ACTFL guidelines)

In this course, you will acquire the following practical Japanese skills:

Course Outcome 1: Cultural Analysis and Comparison

Students recognize Japanese culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze and evaluate cultural themes, values and ideas. They are able to explore relationships among cultural perspectives and social institutions and understand how cultural practices and products exemplify the perspectives of Japanese culture.

They exhibit familiarity with important geographical features, contemporary and historical issues, cultural attitudes and proprieties, daily living patterns, and social institutions. They are also able to identify the roles and contributions of major political figures, artists and cultural icons and references made to them in the culture.

They are able to interpret ideas, values, and beliefs that represent the Japanese culture's traditions and contemporary variations and are able to compare the contrast social, historical, and artistic traditions in the Japanese culture with those of other cultures.

Course Outcome 2: Language and Communication

Students demonstrate the ability to understand a variety of text types, and to accurately comprehend ideas and vocabulary across a range of historical content as well as literature, politics, society and historical events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret both limited and extended descriptions in various time frames, speeches and debates. Students are not only able to identify the main ideas and supporting details but also to infer the meaning of unfamiliar words from their contexts, interpret oral messages on a number of levels, analyze them from multiple perspectives, and give detailed personal interpretations that are supported by a rich range of cultural knowledge and understanding. They also demonstrate the ability to think critically in relation to logical and stylistic standards and social relationships as well as to express themselves through social and professional topics.

Students speak with good pronunciation and intonation and with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and are able to narrate and describe in major time frames, providing detailed accounts and exhibiting good control of aspect. Students demonstrate the ability to accurately express ideas in culturally appropriate language across a range of content, including art, literature, politics, society and historical events, as well as everyday communications and interactions. Finally, they are able to deliver oral presentations on a wide range of topics, employing strategies and vocabulary tailored to the speaking situations, and present narrations and descriptions that relate relevant and supporting

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 Compact Kanji Guide. Kodansha International.
- New Japanese-English Character Dictionary. Kenkyusha
- 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.

Recommended Online Dictionary:

- 英辞郎 <http://www.alc.co.jp/>
- 理解 <http://rikai.com>
- チュー太 <http://language.tiu.ac.jp>
- Latest Recommendations – See iLearn

Course Requirements

- Attendance is mandatory. Absences will hurt your progress in the language, and will most definitely affect your grade. Your active participation in class activities will greatly important in this course and enhance your progress in Japanese. You are encouraged to speak only in Japanese in this course.
- Prepare for the next class
- Review after the class
- Read the schedule and turn in assignments on time

Classroom Policy

- Speak Japanese in class at all times. Don't be afraid to make mistakes. The important thing is to use Japanese as much as you can.
- No cell phone usage during the class. Respect the academic environment.
- Turn in all your assignments on due dates before the class starts. No late assignments are accepted.
- No make-up quizzes, tests, or exams unless you have a proof based on the University policies.

Grading

Your grade for this course is determined by your ability to speak, read, write and understand Japanese. Your grade will be based on your quizzes, tests, exams, attendance, class participation and all other required assignments.

Class Participation	10%
Assignment	15%
Kanji Test (x 12)	10%
Mid-term Exam	10%
Oral Presentation (x 2)	15%
Final Exam	15%
Final Project	20%
Portfolio	5%

Grade Criteria

A+	A	A-	
100 - 99	98 - 94	93 - 90	
B+	B	B-	
89 - 88	87 - 84	83 - 80	
C+	C	C-	
79 - 78	77 - 74	73 - 70	
D+	D	D-	F
69 - 68	67 - 64	63 - 60	59 - 0

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/site/x2161.xml>

How to Study Effectively

1. Come prepared. Read appropriate lesson with the accompanied CD and try to do the exercises before class.
2. Actively participate in class.
 - * Bring any questions that you might have from the reading.
 - * You may want to take some notes during class, but do not let that get in the way of keeping up with what is going on in class.
 - * Use Japanese ALWAYS (When you need to ask questions in English, you are encouraged to do so before or after the class).
 - * Be aware of the culturally appropriate body language when speaking -- this is an important part of speaking in any language.
3. Develop a systematic way of organizing the materials for which you will be responsible. Language learning requires constant review of previously-learned material. You may want to make vocabulary lists according to word groups. Find your own learning and organizational style, and continue reviewing on a daily basis.

4. Work to develop a strong personal desire to learn Japanese that relates to your career objectives. Make Japanese friends. Your study of Japanese will have its highs and lows, so it is important to have broader perspectives in order to keep going. Find enjoy the learning!
5. Spend as much time as possible studying with the Audio CD.
 - * Actively use the CD. Stop the CD in order to repeat the lines of the dialogs. The CD can also be used for dictation practice.
 - * Also spend time reviewing previous lessons on the CD. This should give you confidence in speaking with fluency.

Study Abroad Opportunities

Pay tuition at CSUMB and attend one-year as an exchange student at:

- Obirin University, Tokyo,
- Nagoya Gaikogugo University, Nagoya, Japan
- Chuo (Chuu-oo) University, Tokyo Japan

CSU System Wide program

- Waseda University, Tokyo, Japan – CSU System Wide

For more information, please contact me.

WLC Major with Japanese emphasis and Japanese Minors

Students who are taking Japanese may elect to pursue a major or minor in World Languages and Cultures. There are two minors: Japanese Language and Culture; Japanese Culture and History.

For further information, please contact me.

LANGUAGE ULR

MINIMUM FOREIGN LANGUAGE PROFICIENCY FOR CSUMB GRADUATES

LEARNING OUTCOMES:

- OUTCOME 1** Students will be able to communicate in a designated language other than English with native speakers of that language. (See listed languages on p.9)
- OUTCOME 2** Students will be able to describe and appreciate cultural customs, practices, products, and perspectives.
- OUTCOME 3** Students will be able to compare their own culture with another culture with respect to customs, practices, products, and perspectives.

EVIDENCE:

- Classroom conversations
- Portfolios
- Oral presentations
- Papers
- Oral interviews
- Projects
- Audio/videotapes
- Exams
- Reading responses
- Journals
- CWCA
- COCI

CRITERIA AND STANDARDS:

Communicative Competency (Criteria for Outcomes 1)

Students entering CSUMB as **freshmen or sophomores** must successfully demonstrate Intermediate proficiency levels in speaking, listening, reading and writing for this ULR as follows:

- for Category One and Two languages such as Spanish, Italian, and Portuguese the expected level of proficiency is **ACTFL (American Council on The Teaching of Foreign Languages)** Intermediate-mid level
- for Category Three and Four languages such as Japanese, Chinese and Korean, the expected level of proficiency is the **ACTFL** Intermediate-low level (see description below)

Cultural Appropriateness (Criteria for Outcomes 1)

EXEMPLARY	Consistently uses respectful, accepted and appropriate vocabulary, expressions and body language for individuals and situations and can explain the reason for use.
SATISFACTORY	Usually uses respectful, accepted and appropriate vocabulary, expressions and body language for individuals and situations and can explain the reason for use.
UNSATISFACTORY	Rarely uses respectful, accepted and appropriate vocabulary, expressions, and body language and does not understand the reason for use.

Depth of Understanding (Criteria for Outcomes 2 & 3)

EXEMPLARY	Consistently describes extensive examples of cultural practices and comments in detail on the historical origins and significance to the culture and does so with sensitivity/respect (lack of bias and stereotype).
SATISFACTORY	Usually describes multiple examples of cultural practices and comments on the historical origins and significance to the culture and does so with sensitivity/respect (lack of bias and stereotype).
UNSATISFACTORY	Can provide few examples of cultural practices with very limited comments on historical origins and significance to the culture and with a lack of respect for the culture.

ACTFL: INTERMEDIATE-High LANGUAGE PROFICIENCY LEVELS

The following are detailed descriptions of the **ACTFL LANGUAGE PROFICIENCY LEVELS** (1986, ACTFL) that have been adopted by CSUMB. Assessment of the different skills (speaking, listening, reading, and writing) will occur at regular intervals via authorized language examinations (in each skill area) during each semester.

INTERMEDIATE-HIGH PROFICIENCY LEVELS:

The **Intermediate High level** is characterized below:

Intermediate-High Listening:

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 less in quantity and poorer in quality.

Intermediate-High Speaking:

Able to handle successfully 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.

Intermediate-High Reading:

Able to read consistently with full understanding 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.

Intermediate-High Writing:

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.