

# **JPNS 1010: Basic Japanese II**

## **SYLLABUS (Spring 2007)**

### **INSTRUCTORS:**

Instructor of JPNS 1010: Sayaka Hirano  
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Coordinator of JPNS 1000/2000/3000 Level Courses: Yumi Takahashi-Ede  
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Japanese Language Program Related Website: <http://homepages.wmich.edu/~jangles/>

### **COURSE MEETINGS:**

MTWR      1:00-1:50pm      Dunbar Hall 3216

### **PREREQUISITE:**

This course is designed with the assumption that students have completed Japanese 1000 at WMU or the equivalent. Students who have not taken JPNS1000 should request a permission from the instructor to take the course.

### **COURSE DESCRIPTION:**

This course is a continuation of JPNS 1000. All four skills (speaking, listening, writing, and reading) will be equally emphasized and practiced in this course. Beginning level communicative competence of the Japanese language will be acquired in all these skills throughout the semester. Some aspects of Japanese culture will be also discussed during the semester.

**COURSE OBJECTIVES:**

1. To acquire beginning level communicative competence of Japanese language in all four skills: speaking, listening, writing and reading.
  - Speaking → To be able to carry out daily conversation in some situations such as:
    - talking about trips,
    - making suggestions,
    - making requests,
    - asking about permissions,
    - talking about prohibition and regulation,
    - offering a help,
    - explaining about reasons,
    - describing family and friends,
    - describing person's appearance,
    - expressing one's opinions,
    - conveying messages to someone, and
    - make plans about events.

- Listening → To be able to understand daily conversation in the above situations.
  - Writing → To be able to write paragraphs, memos, letters, journals, and short composition.
  - Reading → To be able to read the required kanji for the semester as well as to read paragraphs, memos, letters, journals, and short stories.
2. To acquire knowledge of Japanese grammar sufficient for carrying out conversation in the above situations.
  3. To acquire 57 kanji.
  4. To become familiar with some aspects of Japanese culture.

### **REQUIRED MATERIALS:**

1. <Textbook> ***GENKI: An Integrated Course in Elementary Japanese I***  
Banno, Eri, Yutaka Ohno, Yoko Sakane, and Chikako Shinagawa. *Genki: An Integrated Course in Elementary Japanese I*. Tokyo: The Japan Times, 1999.
2. <Workbook> ***GENKI: An Integrated Course in Elementary Japanese I Workbook***  
Banno, Eri, Yutaka Ohno, Yoko Sakane, and Chikako Shinagawa. *Genki: An Integrated Course in Elementary Japanese I Workbook*. Tokyo: The Japan Times, 2000.
3. <CD> ***GENKI: An Integrated Course in Elementary Japanese I Student CD***

### **COURSE REQUIREMENTS:**

1. **Attendance and Participation (Total of 307 points)**

(1) Attendance is mandatory. Role will be taken in each class meeting. Active classroom participation and full attention are expected all the time. Do not be late for the class. **Three late arrivals will be considered one absence. If students miss class 10 times a semester, the students will not get an A grade no matter how well they did on other things.** Each attendance will be worth 5 points.

The criteria for attendance/participation grades:

<b>5 points</b>	<ul style="list-style-type: none"> <li>• Is exceptionally well prepared for class</li> <li>• Actively participates and performs well in activities/practices</li> <li>• Speaks Japanese most of the time</li> </ul>
<b>4 points</b>	<ul style="list-style-type: none"> <li>• Is well prepared for class</li> <li>• Actively participates and performs in activities/practices</li> <li>• Speaks Japanese most of the time</li> </ul>
<b>3 points</b>	<ul style="list-style-type: none"> <li>• Is adequately prepared for class</li> <li>• Participates and performs in activities/practices not actively but passively</li> <li>• Speaks Japanese but speaks English more than Japanese</li> </ul>
<b>2 points</b>	<ul style="list-style-type: none"> <li>• Is insufficiently prepared for class; shows lack of preparation</li> <li>• Poorly participates and performs in activities/practices</li> <li>• Speaks English most of the time and speaks Japanese little</li> </ul>
<b>1 point</b>	<ul style="list-style-type: none"> <li>• Comes to class without any preparation</li> <li>• Shows very poor participation and performance in activities/practices</li> <li>• Shows inappropriate behaviors in the classroom setting (such as disruptive behaviors, disrespectful behaviors, and falling asleep)</li> <li>• Speaks English all the time; No attempt to speak Japanese</li> </ul>
<b>0 point</b>	<ul style="list-style-type: none"> <li>• Absent</li> <li>• Comes to class but sleeps most of the class period</li> </ul>

(2) There will be 8 dialogue presentations during the semester. Each presentation will be worth 4 points and will be added to the attendance and participation points.

The criteria for dialogue presentation grades:

<b>4.0 points</b>	<p><b><i>Fluent performance</i></b></p> <ul style="list-style-type: none"> <li>• Could be easily understood by native speakers</li> <li>• No major grammatical or pronunciation problems that inhibit understanding</li> </ul>
<b>3.5 points</b>	<p><b><i>Very good performance</i></b></p> <ul style="list-style-type: none"> <li>• Could be understood with little problem by native speakers</li> <li>• Conversation has some minor problems that inhibit understanding, such as missed pronunciation, some hesitancy, or minor word choice problems</li> </ul>
<b>3.0 points</b>	<p><b><i>Good performance</i></b></p> <ul style="list-style-type: none"> <li>• Could be understood by native speakers</li> <li>• Conversation has some problems that inhibit understanding, such as excessive hesitance, mispronunciation, or grammatical problems</li> </ul>
<b>2.5 points</b>	<p><b><i>Mediocre Performance</i></b></p> <ul style="list-style-type: none"> <li>• Could be understood by native speakers with moderate difficulty</li> <li>• Conversation has serious problems that inhibit understanding, such as excessive hesitancy, severe mispronunciation, or moderate grammatical errors</li> </ul>
<b>2.0 points</b>	<p><b><i>Poor performance</i></b></p> <ul style="list-style-type: none"> <li>• Native speakers would have serious difficulty understanding</li> <li>• Conversation has serious problems that seriously inhibit understanding, such as excessive hesitancy, severe mispronunciation, or serious grammatical errors</li> </ul>
<b>1.0 point</b>	<ul style="list-style-type: none"> <li>• Student comes to class</li> <li>• Performs but did not memorize the assigned dialogue</li> </ul>
<b>0.0 point</b>	<ul style="list-style-type: none"> <li>• Student does not come to class</li> </ul>

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|---|
| <ul style="list-style-type: none"> <li>• Students comes to class late and misses the presentation time</li> </ul> |
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## 2. Weekly Quizzes: Kanji Quizzes (Total of 80 points)

There will be 8 kanji quizzes. Each kanji quiz will be worth 10 points. Quiz dates will be announced in advance.

**If students must leave the class right after a quiz for unavoidable reasons, students should come to the instructor's office prior to the class meeting time and take the quiz in the office, not in the classroom. Students should not come to class only to take a quiz and then leave after the quiz.**

## 3. Lesson Tests (Total of 200 points)

There will be 4 lesson tests during the semester. After each lesson (Lessons 5, 6, 7, and 8), there will be a lesson test. Students will be informed a week in advance. All tests will include grammar and speaking sections. Each test will be worth 50 points.

## 4. Skit and Final Examination (Total of 200 points)

There will be a skit presentation as a part of the final exam (a speaking section) before the final week. Each skit presentation should be no longer than five minutes. Students will form a small group for this presentation. The presentation date will be announced in advance. The skit presentation will be worth 50 points.

Final exam is a comprehensive exam. It will include kanji, grammar, and listening sections. Final exam will be worth 150 points.

**Final Exam Date: Thursday, April 26, 12:30-2:30pm**

## 5. Homework Assignment (Total of 260 points)

The workbook is the major homework in this course. Students will be informed in advance which section(s) in the workbook to be completed. The workbook homework will be worth 160 points in total.

In addition to the workbook, some of the handout materials that will be distributed in the classroom will also be assigned as homework. Students will be informed in advance which handout(s) to be submitted as homework. The handout homework will be worth 100 points in total.

**\*Homework is due every Monday.**

## **6. Make-up Work and Late Work**

### **(1) Make-up Work**

If students must miss a quiz or a test because of serious circumstances such as death in the family, car accident, illness, and so on, the students need to provide documentation. It is strongly recommended that the students inform the instructor ahead of time. The students must make up the missed quiz/test within a calendar week. Make-up work is only reserved for serious circumstances, not for lack of time to study ahead of time. Students are granted **up to three make-up quizzes** during the semester.

### **(2) Late Work**

If students must submit homework late, one point per day will be degraded.

## **EVALUATION:**

1. A total point of this course is 1047 points. A breakdown of the points is as follows:

(1) Attendance and participation: Total of 307 points [29%]

- Daily attendance and participation      5 pts each (x 55)
- Dialogue presentations                      4 pts each (x 8)

(2) Kanji quizzes: Total of 80 points (10 pts each x 8) [8%]

(3) Lesson tests: Total of 200 points (50 pts each x 4) [19%]

(4) Final exam: Total of 200 points [19%]

- Skit presentation (Speaking) 50 pts
- Final exam (Writing) 150 pts

(5) Homework assignment: Total of 260 points [25%]

- Workbook 160 pts
  - Grammar Section (30 pts each x 4) 120 pts
  - Writing Section (10 pts each x 4) 40 pts
- Handout materials 100 pts

2. The semester letter grade will be determined in the following way:

1047-943 pts (100~91%)	A
942-890 pts (90~86%)	BA
889-838 pts (85~81%)	B
837-786 pts (80~76%)	CB
785-733 pts (75~71%)	C
732-681 pts (70~66%)	DC
680-618 pts (65~60%)	D
Less than 617 pts (Under 59%)	E

## **ROLES OF STUDENTS AND THE INSTRUCTOR:**

### **1. Role of students**

- Students should take charge of their own learning! The instructor expects that students will come to class having already thoroughly familiarized themselves with the new material (grammatical notes, vocabulary, new kanji, etc.) for the day. The student should come prepared to PRACTICE the new material, NOT to learn it from scratch. Most

college courses expect that students will prepare at least two hours per hour of in-class time. This means a minimum of eight hours of preparation/homework per week for the course.

- Students should listen as much as possible to the CD-ROM accompanying the textbook so that they can understand the new material (words, phrases, and grammar) when they hear it. Students should also repeat after the CD-ROM so that they come to class already somewhat able to produce the new words, grammar, etc.
- The class will be taught mainly in Japanese so students should speak as much Japanese as possible inside and outside of class. When students have difficulty with some complicated matter, ask in Japanese, 「えいごでもいいですか。」 (“May I speak in English?”)

## 2. Role of the instructor

- The instructor’s role is not to teach the contents of the textbook to students from scratch, but to help students better understand the grammar, new phrases, and words that they should have already stated studying at home on their own. The instructor will do this by putting the new material into context, providing explanations when necessary, and guiding students through situations in which they must speak aloud.
- The instructor will do her best to be available to students before class, during regular office hours, or via email and/or telephone.

### **THE WAYS TO ACHIEVE GOALS IN JAPANESE LANGUAGE CLASSES:**

**Commitment:** Students should commit as least **one hour a day** to language study.

**Preparation:** Students should finish the homework assignments before the class. Students are expected to come to class having thoroughly familiarized themselves with the new material for the day.

**In Class Participation:** Students are responsible for participation in class activities. Students should come prepared to PRACTICE the new material, NOT to learn it from scratch.

**Outside the Classroom:** Students should listen as much as possible to the CD-ROM accompanying the textbook so that they can understand the new material. Students are encouraged to have language partners and receive private tutorial assistance as much as possible.

## **POLICIES:**

### **1. Academic Integrity**

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 271-272) [Graduate (pp. 24-26)] Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

If students have used outside sources in any writing, all the sources must be cited appropriately either in MLA format or in Chicago style. Outside sources include books, book chapters, journal articles, newspapers, web pages, etc.

### **2. Disability Policy**

Students who have disabilities (physical, mental, or learning disabilities) and need special accommodations should inform the instructor at the beginning of the semester not at the middle or end of the semester. It is students' responsibility to inform the instructor of their special need(s).

### **3. Email address policy**

The only email address that should be used for communication between WMU students and WMU faculty is the email address associated with a Bronco Net ID. This email address typically takes the form "firstname.middleinitial.lastname@wmich.edu."

An example is buster.h.bronco@wmich.edu. Students cannot automatically forward email from this address to other addresses. Students can access this email account or get instructions for obtaining a Bronco Net ID at GoWMU.wmich.edu.

**BASIC RULES IN JAPANESE LANGUAGE CLASS:**

- No food (Do not eat food or chew gum during the class period.)
- No drink
- No cell phone

## 日本語 1010

## クラススケジュール

Fall 2006

\*Class schedule and assignments are tentative (may vary depending on pace).

WEEK	DATE	TOPIC	QUIZ, DIALOGUE PRESENTATION, AND HOMEWORK DUE
<b>WEEK 1</b>	1/8 (月)	1. Introduction to the course 2. Review of JPNS 1000	
	1/9 (火)	Lesson 5 • Adjectives (Present, polite form)	
	1/10 (水)	Lesson 5 • Adjectives (Present, polite form) • かんじ (山/川/元/気/天/私/今)	
	1/11 (木)	Lesson 5 • Adjectives (Past, polite form)	
<b>WEEK 2</b>	1/15 (月)	MLK day – no class	
	1/16 (火)	Lesson 5 • Adjective + noun	<b>Workbook Due 1</b> <b>Dialogue presentation 1 (L5: D-I)</b>
	1/17 (水)	Lesson 5 • Adjectives	かんじクイズ1
	1/18 (木)	Lesson 5 • Likes & Dislikes • かんじ (田/女/男/見/行/食/飲)	
<b>WEEK 3</b>	1/22 (月)	Lesson 5 • Suggestion forms of verbs (～ましょう/～ましょうか)	<b>Workbook Due 2</b>
	1/23 (火)	Lesson 5 • Suggestion forms of verbs (～ましょう/～ましょうか)	<b>Dialogue presentation 2 (L5: D-III)</b>

	1/24 (水)	Lesson 5 • Review of Lesson 5	かんじクイズ2
	1/25 (木)	<b>Speaking Test 1 (Lesson 5)</b>	
<b>WEEK 4</b>	1/29 (月)	<b>Lesson Test 1 (Lesson 5)</b>	<b>Workbook Due 3</b>
	1/30 (火)	Lesson 6 • Te-form of verbs • 「〜てください。」 (Please do...)	
	1/31 (水)	Lesson 6 • 「〜てもいいですか。／〜てはいけません。」 (May I do.../You may not do...)	
	2/1 (木)	Lesson 6 • Te-form of verbs • かんじ (東／西／南／北／口／出／右／左)	
<b>WEEK 5</b>	2/5 (月)	Lesson 6 • Describing two activities	<b>Workbook Due 4</b>
	2/6 (火)	Lesson 6 • Describing two activities • Explaining reasons (〜から)	<b>Dialogue presentation 3 (L6: D-I)</b>
	2/7 (水)	Lesson 6 • Explaining reasons (〜から) • Offering assistance (〜ましょうか)	かんじクイズ3
	2/8 (木)	Lesson 6 • Offering assistance (〜ましょうか) • かんじ (分／先／生／大／学／外／国)	
<b>WEEK 6</b>	2/12 (月)	Lesson 6 • Review of Te-form of verbs	<b>Workbook Due 5</b>
	2/13 (火)	Lesson 6 • Review of Te-form of verbs • Review of Lesson 6	<b>Dialogue presentation 4 (L6: D-III)</b>

	2/14 (水)	Lesson 6 • Review of Lesson 6	かんじクイズ4
	2/15 (木)	<b>Speaking Test 2 (Lesson 6)</b>	
<b>WEEK 7</b>	2/19 (月)	<b>Lesson Test 2 (Lesson 6)</b>	<b>Workbook Due 6</b>
	2/20 (火)	Lesson 7 • Te-form + いる (A past event that is connected with the present)	
	2/21 (水)	Lesson 7 • Describing people ○ Te-form + いる ○ (parts of body) が (adjective)	
	2/22 (木)	Lesson 7 • Describing people • かんじ (京/子/小/会/社/父/母)	
<b>WEEK 8</b>	2/26 (月)	Lesson 7 • Te-form of adjectives	<b>Workbook Due 7</b>
	2/27 (火)	Lesson 7 • Te-form of adjectives	<b>Dialogue presentation 5 (L7: D-I)</b>
	2/28 (水)	Lesson 7 • Expressing the purpose of movement (Purpose particle に)	かんじクイズ5
	3/1 (木)	Lesson 7 • Expressing the purpose of movement (Purpose particle に) • かんじ (高/校/毎/語/文/帰/入)	
<b>WEEK 9</b>	3/5 (月)   3/8 (木)	Spring break	

<b>WEEK 10</b>	3/12 (月)	Lesson 7 <ul style="list-style-type: none"> <li>Counting people</li> </ul>	<b>Workbook Due 8</b>
	3/13 (火)	Lesson 7 <ul style="list-style-type: none"> <li>Review of Te-forms of verbs and adjectives</li> </ul>	<b>Dialogue presentation 6 (L7: D-II)</b>
	3/14 (水)	Lesson 7 <ul style="list-style-type: none"> <li>Review of Lesson 7</li> </ul>	かんじクイズ6
	3/15 (木)	<b>Speaking Test 3 (Lesson 7)</b>	
<b>WEEK 11</b>	3/19 (月)	<b>Lesson Test 3 (Lesson 7)</b>	
	3/20 (火)	Lesson 8 <ul style="list-style-type: none"> <li>Plain forms of adjectives and noun+です (Present tense)</li> <li>Review of plain form of verbs</li> <li>Informal speech</li> </ul>	<b>Workbook Due 9</b>
	3/21 (水)	Lesson 8 <ul style="list-style-type: none"> <li>「〜とおもう」 (I think that...)</li> <li>「〜という」 (Quotations)</li> </ul>	
	3/22 (木)	Lesson 8 <ul style="list-style-type: none"> <li>「〜とおもう」 (I think that...)</li> <li>「〜という」 (Quotations)</li> <li>かんじ (員/新/聞/作/仕/事/電)</li> </ul>	
<b>WEEK 12</b>	3/26 (月)	Lesson 8 <ul style="list-style-type: none"> <li>「〜ないでください」</li> </ul>	<b>Workbook Due 10</b>
	3/27 (火)	Lesson 8 <ul style="list-style-type: none"> <li>「〜ないでください」</li> </ul>	<b>Dialogue presentation 7 (L8: D-I)</b>
	3/28 (水)	Lesson 8 <ul style="list-style-type: none"> <li>「(verb)のが好きです」 (I like doing...)</li> </ul>	かんじクイズ7
	3/29 (木)	Lesson 8 <ul style="list-style-type: none"> <li>「(verb)のが好きです」 (I like doing...)</li> <li>かんじ (車/休/言/読/思/次/何)</li> </ul>	

<b>WEEK 13</b>	4/2 (月)	Lesson 8 <ul style="list-style-type: none"> <li>• Particle が</li> <li>• なにか&amp;なにも (Something/anything/ nothing)/anything/ nothing)</li> </ul>	<b>-Workbook Due 11</b>
	4/3 (火)	Lesson 8 <ul style="list-style-type: none"> <li>• Particle が</li> <li>• なにか&amp;なにも (Something/anything/ nothing)/anything/ nothing)</li> </ul>	<b>-Dialogue presentation 8 (L8: D-II)</b>
	4/4 (水)	Lesson 8 <ul style="list-style-type: none"> <li>• Review of Lesson 8</li> </ul>	かんじクイズ8
	4/4 (木)	<b>Speaking Test 4 (Lesson 8)</b>	
<b>WEEK 14</b>	4/9 (月)	<b>Lesson Test 4 (Lesson 8)</b>	
	4/10 (火)	1. Dialogue for describing family 2. Dialogue at stores <ul style="list-style-type: none"> <li>• At the post office</li> <li>• At a photo shop</li> </ul>	
	4/11 (水)	Dialogue for giving and asking directions	
	4/12 (木)	Review for Final Exam	
<b>WEEK 15</b>	4/16 (月)	Review for Final Exam	
	4/17 (火)	Review for Final Exam	
	4/18 (水)	TBA	
	4/19 (木)	<b>Skit Presentation</b>	
<b>FINAL EXAM WEEK</b>	<b>13:00~13:50 class: Thursday, April 26, 12:30pm~2:30pm</b> <b>15:00~15:50 class: Thursday, April 26, 2:45pm~4:45pm</b>		

