

# **JPNS 2010: Intermediate Japanese II SYLLABUS (Spring 2007)**

## **INSTRUCTORS:**

Instructor of JPNS 2010: Yumi Takahashi-Ede

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## **COURSE MEETINGS:**

MTWR            4:00-4:50pm            Trimpe Hall 1221

## **PREREQUISITE:**

This course is designed with the assumption that students have completed JPNS 2000 at WMU or the equivalent. Students who have not taken JPNS 2000 should request permission from the instructor to take the course.

## **COURSE DESCRIPTION:**

This is a continuation of JPNS 2000. All four skills (speaking, listening, writing, and reading) will be equally emphasized and practiced in this course. Intermediate level communicative competence of Japanese language will be acquired in all these skills throughout the semester. Some aspects of Japanese culture will also be discussed during the semester.

## **COURSE OBJECTIVES:**

1. To acquire intermediate level communicative competence of Japanese language in all four skills --- speaking, listening, writing and reading.

- Speaking → able to carry out comprehensive conversation in different situations by using the following grammar structures (in addition to the grammar structured introduced in JPNS 1000, 1010, and 2000):
 

<ul style="list-style-type: none"> <li>a. Potential verbs</li> <li>b. ーしーし (Giving two or more reasons)</li> <li>c. ーそうです(It looks like ...)</li> <li>d. ーてみる (To try something and see what effect it might have)</li> <li>e. ーなら (Limitation; Contrast)</li> <li>f. <u>(period) に (frequency)</u> [(frequency) per (period)]</li> <li>g. ほしい (To want something)</li> <li>h. ーかもしれません (Probably; Likely)</li> <li>i. あげる／くれる／もらう (To give)</li> <li>j. ーたらどうですか (Giving recommendation)</li> </ul>	<ul style="list-style-type: none"> <li>k. (number)も／(number)しか+neg. [As many as / only]</li> <li>l. Volitional form of a verb</li> <li>m. ーておく (An action performed in preparation for something)</li> <li>n. More relative clause</li> <li>o. ーてくれる／あげる／もらう (Describing the giving and receiving of services)</li> <li>p. ーていただけませんか／くれませんか／くれませんか? (Making a request)</li> <li>q. ーといい (I hope ...)</li> <li>r. ー時 (When)</li> <li>s. ーてすみませんでした (To apologize)</li> </ul>
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  - Listening → able to understand comprehensive conversation in different situations.
  - Writing → able to write memos, journals, essays, letters, and compositions both in hand-writing and on the computer.
  - Reading → able to read required kanji for the semester (and hiragana/katakana) as well as to read long paragraphs and stories.
2. To acquire knowledge of Japanese grammar sufficient for carrying out different functions.
  3. To acquire 64 kanji and approximately 24 recognizable kanji (compound kanji words).
  4. To become familiar with some aspects of Japanese culture.

### REQUIRED MATERIALS:

1. <Textbook> **GENKI: An Integrated Course in Elementary Japanese II**  
Banno, Eri, Yutaka Ohno, Yoko Sakane, and Chikako Shinagawa. *Genki: An Integrated Course in Elementary Japanese II*. Tokyo: The Japan Times, 1999.
2. <Workbook> **GENKI: An Integrated Course in Elementary Japanese II Workbook**  
Banno, Eri, Yutaka Ohno, Yoko Sakane, and Chikako Shinagawa. *Genki: An Integrated Course in Elementary Japanese II Workbook*. Tokyo: The Japan Times, 2000.
3. <CD> **GENKI: An Integrated Course in Elementary Japanese II 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>	<b>Fluent performance</b> <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>	<b>Very good performance</b> <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>	<b>Good performance</b>

	<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>	<b>Mediocre Performance</b> <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>	<b>Poor performance</b> <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> <li>• Students comes to class late and misses the presentation time</li> </ul>

## 2. Weekly Quizzes: Kanji Quizzes (Total of 120 points)

There will be 8 kanji quizzes throughout the semester. Each kanji quiz will be worth 15 points. The 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 13, 14, 15, and 16), 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: Monday, April 23, 5:00-7:00pm**

## 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 1087 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) 8 Kanji quizzes: Total of 120 points (15 pts each) [11%]

(3) 4 Lesson tests: Total of 200 points (50 pts each) [18%]

(4) Final exam: Total of 200 points [18%]

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

(5) Homework assignment: Total of 260 points [24%]

- Workbook 160 pts
  - a. Grammar Section (30 pts each x 4) 120 pts
  - b. 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:

1087-979 pts (100~91%)	A
978-924 pts (90~86%)	BA
923-870 pts (85~81%)	B
869-816 pts (80~76%)	CB
815-761 pts (75~71%)	C
760-707 pts (70~66%)	DC
706-642 pts (65~60%)	D
Less than 641 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, 「えい語でもいいですか。」 (“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 studied 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 2010

クラススケジュール (4時のクラス)

Spring 2007

\*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 2000 3. Lesson 13: Introduction (Potential verbs)	
	1/9 (火)	Lesson 13 • Potential verbs	
	1/10 (水)	Lesson 13 • Potential verbs	
	1/11 (木)	Lesson 13 • Giving two or more reasons: ーしーし • かんじ (物/鳥/料/理/特/安/飯/肉)	
<b>WEEK 2</b>	1/15 (月)	<b>NO CLASS</b>	
	1/16 (火)	Lesson 13 • Giving two or more reasons: ーしーし	<b>Homework Due 1</b>
	1/17 (水)	Lesson 13 • It looks like ...: ーそうです。	<b>Dialogue presentation 1 (L13: D-I)</b>
	1/18 (木)	Lesson 13 • It looks like ...: ーそうです。 • かんじ (悪/体/空/港/着/同/海/昼)	<b>かんじクイズ 1</b>
<b>WEEK 3</b>	1/22 (月)	Lesson 13 • To try something: ーてみる	<b>Homework Due 2</b>
	1/23 (火)	Lesson 13 • To try something: ーてみる	<b>Dialogue presentation 2 (L13: D-II)</b>

	1/24 (水)	Lesson 13 <ul style="list-style-type: none"> <li>• Limitation/contrast: 一なら</li> <li>• (frequency) per (period): (period) に (frequency)</li> </ul>	かんじクイズ 2
	1/25 (木)	Lesson 13 <ul style="list-style-type: none"> <li>• Limitation/contrast: 一なら</li> <li>• (frequency) per (period): (period) に (frequency)</li> </ul>	
<b>WEEK 4</b>	1/29 (月)	Lesson 13 <ul style="list-style-type: none"> <li>• Review of Lesson 13</li> </ul>	<b>Homework Due 3</b>
	1/30 (火)	<b>LESSON TEST 1 (Lesson 13): Speaking Test</b>	
	1/31 (水)	<b>LESSON TEST 1 (Lesson 13): Writing Test</b>	
	2/1 (木)	Lesson 14 <ul style="list-style-type: none"> <li>• To want something: ほしい</li> <li>• かんじ (彼/代/留/族/親/切/英/店)</li> </ul>	
<b>WEEK 5</b>	2/5 (月)	Lesson 14 <ul style="list-style-type: none"> <li>• To want something: ほしい</li> <li>• Probably/likely (may): 一かもしれません</li> </ul>	<b>Homework Due 4</b>
	2/6 (火)	Lesson 14 <ul style="list-style-type: none"> <li>• Probably/likely (may): 一かもしれません</li> </ul>	<b>Dialogue presentation 3 (L14: D-II)</b>
	2/7 (水)	Lesson 14 <ul style="list-style-type: none"> <li>• To give: あげる/くれる/もらう</li> </ul>	かんじクイズ 3
	2/8 (木)	Lesson 14 <ul style="list-style-type: none"> <li>• To give: あげる/くれる/もらう</li> <li>• かんじ (去/急/乗/当/音/楽/医/者)</li> </ul>	
<b>WEEK 6</b>	2/12 (月)	Lesson 14 <ul style="list-style-type: none"> <li>• Giving recommendation: 一たらどうですか。</li> </ul>	<b>Homework Due 5</b>
	2/13 (火)	Lesson 14 <ul style="list-style-type: none"> <li>• Giving recommendation: 一たらどうですか。</li> <li>• Number+も (as many as)/number+しか+negative (only)</li> </ul>	<b>Dialogue presentation 4 (L14: D-III)</b>

	2/14 (水)	Lesson 14 • Number+も (as many as)/number+しか+negative (only)	かんじクイズ 4
	2/15 (木)	Lesson 14 • Review of Lesson 14	
<b>WEEK 7</b>	2/19 (月)	<b>LESSON TEST 2 (Lesson 14): Speaking Test</b>	<b>Homework Due 6</b>
	2/20 (火)	<b>LESSON TEST 2 (Lesson 14): Writing Test</b>	
	2/21 (水)	Lesson 15 • Volitional form of verbs	
	2/22 (木)	Lesson 15 • Volitional form of verbs • かんじ (死/意/味/注/夏/魚/寺/広)	
<b>WEEK 8</b>	2/26 (月)	Lesson 15 • Describing an action performed in preparation for something: 〜ておく	<b>Homework Due 7</b>
	2/27 (火)	Lesson 15 • Describing an action performed in preparation for something: 〜ておく	<b>Dialogue presentation 5 (L15: D-I)</b>
	2/28 (水)	Lesson 15 • Relative clause	かんじクイズ 5
	3/1 (木)	Lesson 15 • Relative clause • かんじ (転/借/走/建/地/場/足/通)	
<b>WEEK 9</b>	3/12 (月)	Lesson 15 • Relative clause	<b>Homework Due 8</b>  <b>Dialogue presentation 6 (L15: D-II)</b>
	3/13 (火)	Lesson 15 • Review of Lesson 15	かんじクイズ 6

	3/14 (水)	<b>LESSON TEST 3 (Lesson 15): Speaking Test</b>	
	3/15 (木)	<b>LESSON TEST 3 (Lesson 15): Speaking Test</b>	
<b>WEEK 10</b>	3/19 (月)	Lesson 16 <ul style="list-style-type: none"> <li>Describing the giving and receiving of services: ～てくれる／あげる／もらう</li> </ul>	<b>Homework Due 9</b>
	3/20 (火)	Lesson 16 <ul style="list-style-type: none"> <li>Describing the giving and receiving of services: ～てくれる／あげる／もらう</li> </ul>	
	3/21 (水)	Lesson 16 <ul style="list-style-type: none"> <li>Making a request: ～ていただけませんか／くれませんか／くない？</li> </ul>	
	3/22 (木)	Lesson 16 <ul style="list-style-type: none"> <li>Making a request: ～ていただけませんか／くれませんか／くない？</li> <li>かんじ (供／世／界／全／部／始／週／以)</li> </ul>	
<b>WEEK 11</b>	3/26 (月)	Lesson 16 <ul style="list-style-type: none"> <li>I hope ...: ～といいですね／～といいんですが。</li> </ul>	<b>Homework Due 10</b>
	3/27 (火)	Lesson 16 <ul style="list-style-type: none"> <li>I hope ...: ～といいですね／～といいんですが。</li> <li>When: ～時</li> </ul>	<b>Dialogue presentation 7 (L16: D-I)</b>
	3/28 (水)	Lesson 16 <ul style="list-style-type: none"> <li>When: ～時</li> </ul>	かんじクイズ7
	3/29 (木)	Lesson 16 <ul style="list-style-type: none"> <li>When: ～時</li> <li>かんじ (考／開／屋／方／運／動／教／室)</li> </ul>	
<b>WEEK 12</b>	4/2 (月)	Lesson 16 <ul style="list-style-type: none"> <li>To apologize: ～てすみませんでした。</li> </ul>	<b>Homework Due 11</b>
	4/3 (火)	Lesson 16 <ul style="list-style-type: none"> <li>To apologize: ～てすみませんでした。</li> </ul>	<b>Dialogue presentation 8 (L16: D-III)</b>

	4/4 (水)	Lesson 16 • Review of Lesson 16	かんじクイズ 8
	4/5 (木)	<b>LESSON TEST 4 (Lesson 16): Speaking Test</b>	
<b>WEEK 13</b>	4/9 (月)	<b>LESSON TEST 4 (Lesson 16): Writing Test</b>	<b>Homework Due 12</b>
	4/10 (火)	TBA	
	4/11 (水)	TBA	
	4/12 (木)	TBA	
<b>WEEK 14</b>	4/16 (月)	Review for Final Exam	<b>Homework Due 13</b>
	4/17 (火)	Review for Final Exam	
	4/18 (水)	Review for Final Exam	
	4/19 (木)	<b>Skit Presentation</b>	
<b>Final Exam Week</b>	四月二十三日 (月) 5 : 0 0 ~ 7 : 0 0		