

Carleton University
School of Linguistics and Applied Language Studies
JAPA 2110 – Intensive Second-Year Japanese
Summer 2010

Instructor: Mika Yoshimoto, Ph.D.
Office: 237 Paterson Hall
E-mail: **myoshimo@connect.carleton.ca**
Phone: 613-520-2600 x6639
Office Hours: TBA

Section A TBA

Calendar Description

Intensive Second-Year Japanese

Further study of Japanese to reach a more advanced level of ability in a range of situations. Equal emphasis on oral and written language. Compulsory attendance. Precludes additional credit for JAPA 1200 and JAPA 1201 (no longer offered).

Prerequisite: grade of C or higher in JAPA 1110, or permission of the School.

16 hours a week (one summer term).

Course Outline

Building upon the basic skills acquired in JAPA 1110, this course will provide students with expanded communication skills, grammar, kanji, and social and cultural guidance so that students can continue to pursue an appropriate level of communicative competence according to the individual needs or interests of each student.

The course focuses on continued practice of reading, writing, listening, and speaking skills, as well as examining Japanese cultural phenomena and contrasting cultural differences between Japan and other countries. The development of an understanding of difference will aid the student in developing an appreciation for Japanese culture as well as an understanding of the underpinnings of some semantic features of the Japanese language.

By the end of the course, students will be able to:

- Conduct simple conversations regarding daily life, conduct simple interactions, and describe people and objects
- Read and write all hiragana and katakana and approximately 140 kanji and their compounds
- Write and respond to short compositions about simple subjects
- Construe the main idea(s) of simple written or oral narrative
- Explain certain Japanese cultural phenomena, their relevance and differences between Japanese culture and one's own culture

Classroom Environment

To ensure your success in this course, it is critically important that you:

1. Complete assigned homework and readings before the next class
2. Consult with your peers and instructor for assistance

3. Vigilantly practice speaking, reading, writing and listening
4. Attentively pursue your personal learning aspiration and cultural study
5. Attend all classes
6. Keep your motivation alive

During class we will focus on oral, reading, writing and listening skills in various contexts. Students will engage in pair and group work so that they have a context in which to practice speaking and exchanging information and ideas.

Throughout schooling, students are often told that they should not be afraid to ask questions or make mistakes. While this attitude prevails, there is often another more prevalent attitude that emerges from the competitive nature of schooling and society that suggests that asking questions and making mistakes exposes one's ignorance. I wish to dispel this idea. In fact, asking questions and making mistakes is particularly important in language learning. By making mistakes and bringing up areas of confusion in class we are able to learn collectively through the experiences of our peers. So, please don't be afraid to make mistakes while we are communicating!

In language learning, new concepts often build upon previously learned ones. To that end, it is extremely important that you regularly review material covered in class and practice the four main skills (speaking, reading, writing, listening), even if it is not explicitly assigned as homework. Students are also expected to make regular progress in meeting their personal aspiration. Moreover, cultural study plays a critical role in language learning. I would encourage all students to participate in Japanese cultural events and explore Japanese culture as much as possible.

This term will include a greater focus on the development of self-study skills. In order to complete all requirements for the term, students will be required not only to review material covered in class, but also to consult the textbook as outlined in the course schedule **before** coming to class. An initial familiarity with concepts will serve you well in facilitating a more complete understanding of classroom discussions. Students are reminded that this is an **intensive** language course, worth 1.0 full credit for the term. To achieve success, students should strive to ensure that their degree of self-study reflects this.

During the course of the term, WebCT may be used at times to provide supplementary resources for students' self-study. Students are therefore encouraged to check WebCT on a regular basis and make use of materials provided.

Creating a study group with peers and/or exchanging e-mails can often be extremely helpful. In previous years, some of the most successful students were those who networked with their peers and studied as a collective. The WebCT discussion board feature also offers an excellent opportunity for interaction among classmates outside of class time. If there are difficulties that arise for whatever reason during the term of the course, it is important that you come to see me immediately so that we can make accommodations should they be necessary.

I would like to remind students that attendance in this course is mandatory. However, not only is it mandatory, it is critically important to your success in this course.

Course Resources

Primary Textbook (Required)

Nakama 1b (2008)

Authors: Seiichi Makino, Yukiko Abe Hatasa, Kazumi Hatasa.
Publisher: Houghton Mifflin Company

Video Resources (In Class, provided)

Kiki's Delivery Service (魔女の宅急便) (1989). Studio Ghibli.

My Neighbor Totoro (となりのトトロ) (1988). Studio Ghibli.

Grave of the Fireflies (火垂るの墓) (1988). Studio Ghibli.

Online Resources

Jim Breen's Japanese Page: A collection of resources about Japanese language and culture
<http://www.csse.monash.edu.au/~jwb/japanese.html>

Useful practice exercises and tests based on Nakama, Kanji stroke order (animations):
Maintained by Satoru Shinagawa
<http://marinebat.com/nakama/>

Japanese Language Link Collection: Another large collection of language-related links
<http://infohost.nmt.edu/~armiller/japanese/japanese.htm>

JWPCE: Japanese word processor that includes an extremely useful dictionary feature
<http://www.physics.ucla.edu/~grosenth/jwpce.html>

Brovision: Streaming Video about life in Japan
<http://www.brovision.com/>

Assessment and Evaluation

Chapter Tests	30
Assignments	10
Free Writing	5
Journal Writing	5
Oral Assignments	5
Skit Presentation	10
Personal Aspiration	5
Final Assignment	30
Total	100%

Note: A final minimum grade of C is required to enroll in JAPA 3010.

Chapter Tests (30%)

There will be **5** chapter tests. Each test is based on the material covered in previous lessons including, but not limited to: grammar, vocabulary, reading and writing, kanji, culture and classroom discussions. **Any student found to be participating in any form of duplicitous action, including sharing answers, during tests will be assigned a mark of zero for that test.**

Assignments (10%)

There will be a variety of in-class and homework assignments throughout the term. Students must attend the class in order to do the in-class assignments; **there will be no make-up assignments.**

Free Writing (5%)

Two times during the term, students will write in Japanese about a given topic, in class. Students should feel free to ask questions and use any dictionary of their choice (no internet chat programs or translation software) in order to do so. Free writing compositions will be evaluated on the basis of the level of communicative competence demonstrated by the student.

Journal Writing (5%)

Students will submit three journal entries. Journal entries will differ slightly from free writing compositions in that they should demonstrate a deeper level of reflection on the part of the student. Students will write about a topic that is personally meaningful. These journal entries should be hand-written and will be evaluated on the basis of the level of communicative competence demonstrated by the student and the extent to which a student explores their chosen topic in their writing. Journals should be hand-written, **in Japanese**. Students should also note that these entries must reflect their own knowledge and understanding, and strive to limit the assistance they seek from other individuals.

Oral Assignments (5%)

A few times during the term, students will be assigned randomly selected role-play exercises based on various scenarios to practice in pairs. Students will be responsible for practicing based on their scenarios with their partners on their own time, and will later present a short (about 1 minute) dialogue in front of the class. These exercises will allow students to practice real-time speaking skills and help prepare for their final skit presentations.

Skit Presentation (10%)

During the semester, students will create and perform an original skit **in Japanese**, in groups of three or four. Students are expected to memorize their dialogue and are encouraged to be as creative as possible. Presentations should be approximately 2 minutes in length per group member. **Students must submit a typed or neatly hand-written script on the day of their presentation.** Marks will be given based on individual performance.

Personal Aspiration (5%)

At the beginning of this course, students will describe their motivation for enrolling in this course in a short one-page composition. Since motivation is crucial to second language learning, the first report should show the student's reflections and self-awareness of why they want to study Japanese, what they hope to gain from it, etc. At the end of the term, students will demonstrate the extent to which they have developed knowledge and understanding, and how they have or have not progressed toward their goals during the course of their studies, in a one-page reflection report. **These reports should be typed, in English.**

Final Assignment (30%)

The final classes of the semester will be used to conduct a summative in-class assignment. These assignments will include elements of listening comprehension, grammar, vocabulary, reading comprehension, writing and cultural awareness. In the event of severe illness or other emergencies, appropriate supporting documentation (e.g. doctor's note) will be accepted, provided you contact Professor Yoshimoto within 24 hours of the missed assignment to discuss arrangements.

Remarks Regarding Assessment and Evaluation

If a student misses a test, quiz, free writing, or in-class assignment, there will not be an opportunity for a make-up assignment, which means no mark for the missed assessment. If a student is unable to attend class on the day of a presentation, I will allow for another opportunity to present upon receiving appropriate supporting documentation.

Attendance Policy

Attendance is compulsory. Absences (of any kind – including medical and employment-related absences) and cumulative late arrivals may reduce the personal aspiration mark. **A student must attend a minimum 80% of classes in order to qualify for a passing grade.** Failure to meet this requirement will automatically result in a failing grade.

Academic Offences

In all written work, students must avoid plagiarism, i.e. presenting the work or ideas of another as one's own. Forms of plagiarism include (but are not limited to) copying from the work of another author or person without proper use of footnotes and quotations marks, using the ideas of others without acknowledging the source, extensive paraphrasing, or submitting the work of another as one's own. The same piece of work may not be submitted for more than one course or may not have been submitted previously to fulfill any other course requirement. For undergraduate students, academic offences will be reported to the Office of the Dean of the Faculty of Arts and Social Sciences. For more information about plagiarism and cheating, please consult the *JAPA 1110/2110 Statement on Plagiarism and Cheating*, distributed with this syllabus.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. **Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.**

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at **<http://carleton.ca/equity/accommodation>**