

13-121

UWUCC: App - 1/21/14
Senate: Info - 2/25/14

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: JAPN 102-802 Elementary Japanese II

Instructor(s) of Record: Dr. Yongtaek Kim

Phone: 724-357-7529

Email: yt.kim@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature]
Signature of Department Designee

12/6/13
Date

Endorsed:

[Signature]
Signature of College Dean

12/17/13
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature]
Signature of Committee Co-Chair

1/21/14
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

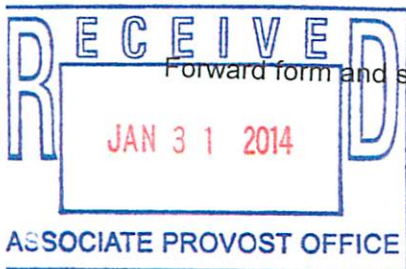
Approved as distance education course

Rejected as distance education course

[Signature]
Signature of Provost

2/17/14
Date

Forward form and supporting materials to Associate Provost.



Received

DEC 17 2013

Liberal Studies

Undergraduate Distance Education Review Directions

Step One: Proposer

- A. Provide a brief narrative rationale for each of the items, A1- A5.
1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
 2. How will each objective in the course be met using distance education technologies?
 3. How will instructor-student and student-student, if applicable, interaction take place?
 4. How will student achievement be evaluated?
 5. How will academic honesty for tests and assignments be addressed?
- B. Place the Undergraduate Distance Education Review Form on top of the Proposal and then submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.
-

7

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: JAPN 102 Elementary Japanese II

Instructor(s) of Record: Dr. Yongtaek Kim

Phone: 724-357-7529

Email: yt.kim@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

2. How will each objective in the course be met using distance education technologies?

3. How will instructor-student and student-student, if applicable, interaction take place?

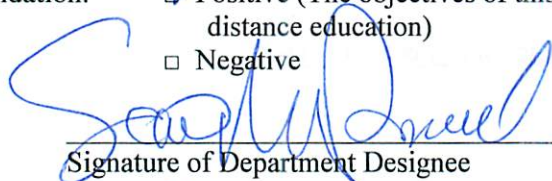
4. How will student achievement be evaluated?

5. How will academic honesty for tests and assignments be addressed?

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative



Signature of Department Designee

12/6/2013

Date

Endorsed:



Signature of College Dean

12/17/13

Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Signature of Committee Co-Chair

Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Signature of Provost

Date

Forward form and supporting materials to Associate Provost.

Table of contents

1. Narrative Rationale A1-A5	4-7
2. Syllabus of Record	8-12
3. I-TV Syllabus	13-28
4. Sample Lesson	29

A. Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Kim will be teaching the course via I-TV (Interactive Television). The class will be taught in a special I-TV classroom equipped with one large monitor capable of split screen technology. No special technical expertise is required of the faculty since a technician will be present during the delivery of the class at the remote site. Dr. Kim has had training on how to use I-TV equipment from IT Support and taught JAPN 101-802 in fall 2013. The class will be taught in the target language (Japanese) as much as possible.

The instructor will use the *Edmodo*, a social learning platform for teachers and students, to interact with students inside and out of the classroom. He will use this platform to make materials available to the students and to collect written work from them.

Dr. Kim has met in person and communicated via email with Dr. Janet Irons (Lock Haven University) since spring 2012 to discuss distance education classes delivered via I-TV.

Dr. Kim already teaches Japanese language at IUP. Hence, he is very knowledgeable in the areas of Japanese language and culture. He holds an MA in Linguistics at Sophia University in Japan and a PhD. in Linguistics with the specialty of comparative linguistics of Japanese, Korean and English at the University of Oregon. He has also taught Japanese language and culture at Western Washington University (2009-2010), University of North Carolina at Charlotte (2010-2012) and IUP (2012-present).

2. How will each objective in the course be met using distance education technologies?

As mentioned in item #1 above, Dr. Kim will be teaching the course via I-TV, allowing instruction to proceed like a regular non-distance education class since the students at the remote site(s) will be able to follow each session on their I-TV screens almost as if they were present at the home site, and the instructor and students at the home site will likewise see them on their screen(s). The course objectives can thus be met by requiring students to be present in their I-TV classrooms, participate actively during regular class sessions, and complete all assignments in a timely fashion. The instructor will also be using the *Edmodo* course management system as well as e-mail and a variety of online resources to facilitate access to information, submission of assignments, and interaction between instructor and students as well as students with each other outside the classroom.

The eight course objectives will be met using distance education technologies as follows:

1. Identify main ideas or significant information from spoken or recorded Japanese

Students will respond to the teacher's questions via I-TV. The instructor will also call on distance-education students after such students have done pair work and group work so as to give necessary guidance and corrections.

2. Speak Japanese with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners

Students will have the opportunity to ask such questions directly to the teacher via I-TV. The instructor will also call on distance-education students after such students have done pair work and group work so as to give necessary guidance and corrections.

3. Communicate effectively in uncomplicated everyday situations

The instructor will call on distance-education students in the same manner as he does for IUP students. Hence, the distance-education students will have the opportunity to give such information directly to the teacher via I-TV.

4. *Communicate in any of the three modes (interpersonal, interpretive, and presentational) in the following ways*
- a. *describe people in terms of their appearance and their physical and mental health*
 - b. *list present, future, and past activities of self and others, including daily routine and leisure-time activities*
 - c. *ask questions in order to obtain specific information about persons, places, and things*
 - d. *describe foods and meals, and order food in a restaurant*
 - e. *use appropriate pronouns in order to avoid the unnatural repetition of nouns*
- Students will have the opportunity list activities in present and past time frames directly to the teacher via I-TV. The instructor will also call on distance-education students after such students have done pair work and group work so as to give necessary guidance and corrections.

5. *Identify and write hiragana and katakana characters, and approximately 90 kanji characters (all characters learned during this course)*

6. *Communicate effectively in written form through paragraphs about events in the present, future, and past*
- Students will have the opportunity to tell the instructor about likes and dislikes via I-TV. The instructor will also call on distance-education students after such students have done pair work and group work so as to give necessary guidance and corrections.

7. *Recognize the relationships among selected products, practices, and perspectives of Japanese cultures*
- Students will have the opportunity to count and give information about self and other directly to the teacher via I-TV. The instructor will also call on distance-education students after such students have done pair work and group work so as to give necessary guidance and corrections.

8. *Compare and contrast selected aspects of Japanese cultures with their own culture*
- Students will have the opportunity to ask such questions directly to the teacher via I-TV. The instructor will also call on distance-education students after such students have done pair work and group work so as to give necessary guidance and corrections.

3. How will instructor-student and student-student, if applicable, interaction take place?

A variety of formal and informal interactions (both in class and online) will be built into the course. There will be a mixture of prepared written and spontaneous oral interactions, e.g., *With your partner or in your group, practice a dialogue and present it to the class*. These activities will take place in class (oral exchanges) as well as via *Edmodo*. The role of the instructor will be that of a facilitator who guides the students through an activity, clarifies information, supplies cultural background, corrects pronunciation, intonation and expressions, provides feedback regarding the content as well as the socio-cultural appropriateness, and assures that students work with each other in a courteous and respectful manner. The instructor will assist individual students or groups as needed to assure a successful completion of the task, whether it be a discussion, a group project, or a formal presentation. Additional instructor-student and student-student interactions will take place via the *Edmodo* Discussions tool and occasionally via course e-mail. The instructor will also be available for consultation during office hours (in person, via e-mail, by phone, and possibly via Skype) regarding any questions a student may have.

4. How will student achievement be evaluated?

Student achievement will be determined as follows:

Participation (10%)

Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.

Quizzes (10%)

Most classes will begin with a short quiz of one question, including the vocabulary, kanji, and grammar points. It is either a review question (answering a question in Japanese) from previous class or a class preparation question (dictation and comprehension question) from the class of the day. The lowest quiz grade will not count toward one's final quiz average. There are no make-ups given except for verified family or medical emergencies, University-sponsored educational activities or military exercises.

Dictation (15%)

Students practice listening comprehension by transcribing dialogues. Audio files of each unit are made available. Students will write down dialogues in hiragana and summarize them in English, and submit them by the due dates the instructor provides. No late submission will be accepted.

Workbook (10%)

Students must submit workbook assignments before the following class period. No late submission will be accepted. Incorrect answers will be underlined and students must make corrections and discuss them with the instructor since most of the quizzes and tests heavily depend on workbook assignments.

Writing assignments (5%)

At the end of most reading/writing sections, students will be given a composition topic on which to write. Specific instructions will be provided in class. *The use of translation software is prohibited.*

Unit tests: Written (20%)

A written test will be given upon the completion of each unit. These tests will be graded on listening comprehension, reading comprehension, accuracy of characters, grammatical accuracy, vocabulary usage, and functional ability in Japanese. *No make-up exams will be given without prior communication and arrangement with the instructor.*

Unit tests: Oral (5%)

Oral tests will be graded on communication (meaningful exchange of information), content (use of new vocabulary), accuracy of vocabulary and grammar, and fluency/pronunciation. *No make-up exams will be given without prior communication and arrangement with the instructor.*

Final Oral Interaction (10%)

In the final weeks of the semester each student will be expected to meet individually with the instructor for this assessment. The oral final lasts between 7 and 10 minutes. The student is presented with six situation cards, placed faced down; the actual test situations are not revealed ahead of time; the student selects a card, and then engages with the professor in the role-play described on the card.

Final Exam: written only (15%)

This exam will be cumulative, covering Units 7 through 12. *No make-up exams will be given without prior communication and arrangement with the instructor.*

5. How will academic honesty for tests and assignments be addressed?

Academic honesty will be addressed and maintained as follows. Students will be informed of and become familiar with the current Academic Integrity Policy and Procedures as listed in IUP's Undergraduate Catalog during the first week of class. The instructor will place special emphasis on the importance of ethical behavior regarding academic work and personal conduct. Students will understand that certain improper actions will result in receiving a lower or failing grade for an assignment or even failing the course. The following behaviors are unacceptable: giving and/or receiving unauthorized assistance, using unauthorized materials or devices, plagiarizing, and using the same work more than once without instructor permission. The following statement will be on the syllabus for this class:

All students are expected to adhere to IUP's Academic Integrity Policy and Procedures as they appear in the Undergraduate Catalog for the current academic year.

Specific information regarding academic year and page numbers in the Undergraduate Catalog will be provided as well as the link to the online version of the document:

<http://www.iup.edu/registrar/catalog/default.aspx>

The following methods will be employed to verify the authenticity of student work and academic honesty:

- **Written assignments:** as the semester progresses, the instructor will keep a careful eye to note any dramatic changes in the use of vocabulary or grammatical structures. Any irregularities will be investigated. If they resulted from unauthorized assistance (e.g., use of translation websites or receiving help from persons other than those approved by the instructor) or academic dishonesty, punitive actions will be taken, e.g., giving a lower or failing grade for the assignment or even failing the course, depending on the gravity of the offense.
- **Quizzes and tests:** certain quizzes will be administered through the *Edmodo* Quizzes tool. Such online quizzes will only be available for a specific time period set by the instructor, and students will only have a set amount of minutes to complete the quiz. Students at the remote site(s) will hand in-class quizzes and tests immediately upon completion. Such tests will be scanned and then emailed to the instructor. The in-class technicians and/or colleagues at the host site(s) will be asked to collect, scan and send the tests and quizzes via email as well as send the originals to the instructor. The instructor will ascertain the availability of scanners before scheduling in-class tests or quizzes.

SYLLABUS OF RECORD

I. Catalog Description

JAPN 102 Elementary Japanese II

4 class hours
0 lab hours
4 credits
(4c-0l-4cr)

Prerequisite: JAPN 101 or equivalent

A continuation of JAPN 101. Focusing on communication through listening, speaking, reading, and writing. Students continue to learn to identify and write basic kanji characters. The course builds on the three modes of communication—interpretive, interpersonal, and presentational—to build proficiency in using the Japanese language in real-life situations. Also imparts knowledge of Japanese culture and society. Students may not register for or take a D/F repeat in JAPN 102 when credit has already been received for a higher-numbered JAPN course.

II. Course Outcomes

At the completion of Japanese 102, students will be able to...

1. identify main ideas or significant information from spoken or recorded Japanese;
2. speak Japanese with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;
3. communicate effectively in uncomplicated everyday situations;
4. communicate in any of the three modes (interpersonal, interpretive, and presentational) in the following ways:
 - a. describe people in terms of their appearance and their physical and mental health;
 - b. list present, future, and past activities of self and others, including daily routine and leisure-time activities;
 - c. ask questions in order to obtain specific information about persons, places, and things;
 - d. describe foods and meals, and order food in a restaurant;
 - e. use appropriate pronouns in order to avoid the unnatural repetition of nouns;
5. identify and write hiragana and katakana characters, and approximately 90 kanji characters (all characters learned during this course);
6. communicate effectively in written form through paragraphs about events in the present, future, and past;
7. recognize the relationships among selected products, practices, and perspectives of Japanese cultures;
8. compare and contrast selected aspects of Japanese cultures with their own culture

Outcomes 1-6: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*:

Rationale for Outcomes 1-6 (language-related outcomes): As *Informed Learners*, students acquire knowledge of vocabulary and grammar. As *Empowered Learners* in a language course, students must solve problems of communication by determining how to convey their ideas in a way that is appropriate and understandable within given contexts. In essence, students creatively synthesize linguistic and cultural information into their own messages. In order to accomplish these tasks, the students may need to access, evaluate, interpret, and use information from a variety of sources. Class activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 7:

Students will be able to recognize the relationships among selected products, practices, and perspectives of Japanese cultures.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 7: Products include but are not limited to artifacts, objects, texts, and films. Practices include but are not limited to everyday activities, special events, and celebrations. Perspectives include but are not limited to values, beliefs, attitudes, and points of view. Assignments and class activities will require students to become *informed* about products, practices, and perspectives of the culture studied, as well as their interrelationships. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

Outcome 8:

Students will be able to compare and contrast selected aspects of Japanese cultures with their own culture.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 8: Assignments and class activities will require students to become *informed* about cultural customs and societal changes, as well as to recognize interrelationships, commonalities, and differences among cultures. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

III. Detailed Course Outline (Total of 56 hours of classroom instruction)

Each unit includes homework assignments, in-class activities, quizzes, and a unit exam. All outcomes may be goals for all units. While students will learn the specified number of characters in this course, they are also expected to have a working knowledge of characters learned in previous courses. This outline notes the particular communicative skills that are specifically stressed in the units due to their themes. Individual instructors may select from a variety of cultural topics; cultural topics listed here are examples. Instructors may modify chapter content based on current textbook. In no case may the course description and outcomes be altered in any way.

Review of basic skills from JAPN 101 (5 hours)

Unit 1 Talking about Family (8 hours)

- Vocabulary: family members, physical attributes, counting words, leisure activities, 14 new kanji characters
- Grammar: present perfect (grammar: ~ている), connecting two adjectives
- Communicative skills emphasized in this unit: describing people in terms of physical attributes, asking about and describing activities
- Culture: Japanese kinship terms

Unit 2 Parties and Outdoor Events (8 hours)

- Vocabulary: food items and common dishes, parties and outdoor activities, weather, 14 new kanji characters
- Grammar: indirect discourse, formal affirmative and negative commands, informal present speech
- Communicative skills emphasized in this unit: quoting a person's utterances, describing foods and meals, asking about and describing the weather
- Culture: Japanese foods

Unit 3 Kabuki (Japanese Theater) (8 hours)

- Vocabulary: colors and time expressions, 15 new kanji characters
- Grammar: informal past speech, relative clauses

- Communicative skills emphasized in this unit: describing people, places, and things; giving reasons
- Culture: Japanese traditional culture, such as Japanese theater and sports

Unit 4 Discussing Vacation Plans (8 hours)

- Vocabulary: transportation, travel, and sports, 14 new kanji characters
- Grammar: future plans (grammar: ~つもり), comparisons and superlatives
- Communicative skills emphasized in this unit: discussing and asking about vacation plans, purchasing tickets, expressing comparisons and superlatives
- Culture: public transportation in Japan

Unit 5 Returning from Vacation (8 hours)

- Vocabulary: nature and occupations, 16 new kanji characters
- Grammar: personal experiences, multiple events (grammar: ~たり~たりする), たい to express a speaker's hope
- Communicative skills emphasized in this unit: discussing and asking questions about personal experiences, listing past and present activities, expressing a speaker's hope or aspiration
- Culture: Japanese New Year

Unit 6 Describing Common Illnesses and Injuries (8 hours)

- Vocabulary: common symptoms, illnesses, and injuries, 14 new kanji characters
- Grammar: giving advice (grammar: ~ほうがいいです), expressing obligation
- Communicative skills emphasized in this unit: describing and asking questions about physical health, symptoms, illnesses and injuries; giving advice
- Culture: Japanese climate

Review and Practice for Final Oral Interaction: 2 hours

Final Oral Interaction: 1 hour

Culminating Activity: Final Written Exam

IV. Evaluation Methods

Participation (10%)

Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.

Quizzes (10%)

Most classes will begin with a short quiz of one question, including the vocabulary, kanji, and grammar points. It is either a review question (answering a question in Japanese) from previous class or a class preparation question (dictation and comprehension question) from the class of the day. The lowest quiz grade will not count toward one's final quiz average. There are no make-ups given except for verified family or medical emergencies, University-sponsored educational activities or military exercises.

Dictation (15%)

Students practice listening comprehension by transcribing dialogues. Audio files of each unit are made available. Students will write down dialogues in hiragana and summarize them in English, and submit them by the due dates the instructor provides. No late submission will be accepted.

Workbook (10%)

Students must submit workbook assignments before the following class period. No late submission will be accepted. Incorrect answers will be underlined and students must make corrections and discuss them with the instructor since most of the quizzes and tests heavily depend on workbook assignments.

Writing assignments (5%)

At the end of most reading/writing sections, students will be given a composition topic on which to write. Specific instructions will be provided in class. *The use of translation software is prohibited.*

Unit tests: Written (20%)

A written test will be given upon the completion of each unit. These tests will be graded on listening comprehension, reading comprehension, accuracy of characters, grammatical accuracy, vocabulary usage, and functional ability in Japanese. *No make-up exams will be given without prior communication and arrangement with the instructor.*

Unit tests: Oral (5%)

Oral tests will be graded on communication (meaningful exchange of information), content (use of new vocabulary), accuracy of vocabulary and grammar, and fluency/pronunciation. *No make-up exams will be given without prior communication and arrangement with the instructor.*

Final Oral Interaction (10%)

In the final weeks of the semester each student will be expected to meet individually with the instructor for this assessment. The oral final lasts between 7 and 10 minutes. The student is presented with six situation cards, placed faced down; the actual test situations are not revealed ahead of time; the student selects a card, and then engages with the professor in the role-play described on the card.

Final Exam: written only (15%)

This exam will be cumulative, covering Units 7 through 12. *No make-up exams will be given without prior communication and arrangement with the instructor.*

V. Grading Scale

91-100=A, 82-90=B, 73-81=C, 64-72=D, 0-63=F

VI. Course Attendance Policy

Attendance is required. [The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

VII. Required Textbooks, Supplemental Books, and Readings

Required textbooks:

Eri Banno et al.: *GENKI: An Integrated Course in Elementary Japanese I*. Tokyo: The Japan Times, 2011. (2nd Edition)

Eri Banno et al.: *GENKI: An Integrated Course in Elementary Japanese I Workbook*. Tokyo: The Japan Times, 2011. (2nd Edition)

These are the currently used texts. The Japanese section reserves the right to change materials in the future since new textbooks and updated versions of current editions are published frequently. The instructor(s) will select materials most conducive to achieving the desired course outcomes.

Supplemental materials:

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. However, the students' linguistic skills at this level are not advanced enough to tackle a book-length reading assignment. In keeping with the spirit of this requirement, though, each faculty member will incorporate pedagogically suitable materials into the course that allow student learning to extend beyond textbook-based activities. Some sample reading activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. immigration, environmental politics, holidays, current events) and discussing their findings in class or using them in a creative activity (i.e. debate the benefits of recycling, compare the American and Japanese attitudes toward immigrants on a basic level).
- Asking students to locate or to read background information on a well-known figure or cultural product; students would bring the information to class for an oral communication activity. For example: information on designers Kenzo or Issey Miyake for a discussion on fashion; or biographical information on Soseki Natsume prior to reading one of his short stories; or biographical information on singers X Japan and Mr. Children prior to a discussion on their music; or information on baseball player Ichiro Suzuki or actor Yakusho Koji for discussions of their lives.

VIII. Special Resource Requirements

Students need to have access to the internet for web-based activities.

IX. Bibliography

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National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st Century*, (3rd ed.). Lawrence, KS: Allen Press.

- Okada, Hideo. (1999). Japanese. In *Handbook of the International Phonetic Association: A guide to the usage of the International Phonetic Alphabet* (pp. 117-119). Cambridge, England: Cambridge University Press.
- Shibatani, Masayoshi. (1990). *The languages of Japan*. Cambridge: Cambridge University Press.
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- Tsujimura, Natsuko. (2006). *An Introduction to Japanese Linguistics* (2nd ed.). Blackwell: Cambridge (USA) and Oxford.

Instructor: Dr. Yongtaek Kim
Office: 408 Sutton Hall
Phone: 724-357-7529
E-mail: yt.kim@iup.edu

Office Hours: Specific information will be added when the course is taught. The instructor will be available in person in her office, by phone, e-mail, and possibly Skype. If I-TV rooms are available at all participating locations immediately after class sessions, students at the remote site(s) may meet with the instructor using this medium, if they prefer. Additional office hours will be available by appointment.

I. Course Description

Title: JAPN 102 Elementary Japanese II
Prerequisites: JAPN 101 or equivalent
Credits: 4 credits

Description:

Prerequisite: JAPN 101 or equivalent

A continuation of JAPN 101. Focusing on communication through listening, speaking, reading, and writing. Students continue to learn to identify and write basic kanji characters. The course builds on the three modes of communication—interpretive, interpersonal, and presentational—to build proficiency in using the Japanese language in real-life situations. Also imparts knowledge of Japanese culture and society. Students may not register for or take a D/F repeat in JAPN 102 when credit has already been received for a higher-numbered JAPN course.

II. Course Outcomes

At the completion of Japanese 102, students will be able to...

1. identify main ideas or significant information from spoken or recorded Japanese;
2. speak Japanese with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;
3. communicate effectively in uncomplicated everyday situations;
4. communicate in any of the three modes (interpersonal, interpretive, and presentational) in the following ways:
 - f. describe people in terms of their appearance and their physical and mental health;
 - g. list present, future, and past activities of self and others, including daily routine and leisure-time activities;
 - h. ask questions in order to obtain specific information about persons, places, and things;
 - i. describe foods and meals, and order food in a restaurant;
 - j. use appropriate pronouns in order to avoid the unnatural repetition of nouns;
5. identify and write hiragana and katakana characters, and approximately 90 kanji characters (all characters learned during this course);
6. communicate effectively in written form through paragraphs about events in the present, future, and past;
7. recognize the relationships among selected products, practices, and perspectives of Japanese cultures;
8. compare and contrast selected aspects of Japanese cultures with their own culture

Outcomes 1-6: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*:

Rationale for Outcomes 1-6 (language-related outcomes): As *Informed Learners*, students acquire knowledge of vocabulary and grammar. As *Empowered Learners* in a language course, students must solve problems of communication by determining how to convey their ideas in a way that is appropriate and understandable within given contexts. In essence, students creatively synthesize linguistic and cultural information into their own messages. In order to accomplish these tasks, the students may need to access, evaluate, interpret, and use information from a variety of sources. Class activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 7:

Students will be able to recognize the relationships among selected products, practices, and perspectives of Japanese cultures.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 7: Products include but are not limited to artifacts, objects, texts, and films. Practices include but are not limited to everyday activities, special events, and celebrations. Perspectives include but are not limited to values, beliefs, attitudes, and points of view. Assignments and class activities will require students to become *informed* about products, practices, and perspectives of the culture studied, as well as their interrelationships. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

Outcome 8:

Students will be able to compare and contrast selected aspects of Japanese cultures with their own culture.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 8: Assignments and class activities will require students to become *informed* about cultural customs and societal changes, as well as to recognize interrelationships, commonalities, and differences among cultures. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

III. Detailed Course Outline (Total of 56 hours of classroom instruction)

Each unit includes homework assignments, in-class activities, quizzes, and a unit exam. All outcomes may be goals for all units. While students will learn the specified number of characters in this course, they are also expected to have a working knowledge of characters learned in previous courses. This outline notes the particular communicative skills that are specifically stressed in the units due to their themes. Individual instructors may select from a variety of cultural topics; cultural topics listed here are examples. Instructors may modify chapter content based on current textbook. In no case may the course description and outcomes be altered in any way.

Review of basic skills from JAPN 101 (5 hours)

Unit 1 Talking about Family (8 hours)

- Vocabulary: family members, physical attributes, counting words, leisure activities, 14 new kanji characters
- Grammar: present perfect (grammar: ~ている), connecting two adjectives

- Communicative skills emphasized in this unit: describing people in terms of physical attributes, asking about and describing activities
- Culture: Japanese kinship terms

Unit 2 Parties and Outdoor Events (8 hours)

- Vocabulary: food items and common dishes, parties and outdoor activities, weather, 14 new kanji characters
- Grammar: indirect discourse, formal affirmative and negative commands, informal present speech
- Communicative skills emphasized in this unit: quoting a person's utterances, describing foods and meals, asking about and describing the weather
- Culture: Japanese foods

Unit 3 Kabuki (Japanese Theater) (8 hours)

- Vocabulary: colors and time expressions, 15 new kanji characters
- Grammar: informal past speech, relative clauses
- Communicative skills emphasized in this unit: describing people, places, and things; giving reasons
- Culture: Japanese traditional culture, such as Japanese theater and sports

Unit 4 Discussing Vacation Plans (8 hours)

- Vocabulary: transportation, travel, and sports, 14 new kanji characters
- Grammar: future plans (grammar: ~つもり), comparisons and superlatives
- Communicative skills emphasized in this unit: discussing and asking about vacation plans, purchasing tickets, expressing comparisons and superlatives
- Culture: public transportation in Japan

Unit 5 Returning from Vacation (8 hours)

- Vocabulary: nature and occupations, 16 new kanji characters
- Grammar: personal experiences, multiple events (grammar: ~たり~たりする), たい to express a speaker's hope
- Communicative skills emphasized in this unit: discussing and asking questions about personal experiences, listing past and present activities, expressing a speaker's hope or aspiration
- Culture: Japanese New Year

Unit 6 Describing Common Illnesses and Injuries (8 hours)

- Vocabulary: common symptoms, illnesses, and injuries, 14 new kanji characters
- Grammar: giving advice (grammar: ~ほうがいいです), expressing obligation
- Communicative skills emphasized in this unit: describing and asking questions about physical health, symptoms, illnesses and injuries; giving advice
- Culture: Japanese climate

Review and Practice for Final Oral Interaction: 2 hours

Final Oral Interaction: 1 hour

Culminating Activity: Final Written Exam

IV. Evaluation Methods

Participation (10%)

Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.

Quizzes (10%)

Most classes will begin with a short quiz of one question, including the vocabulary, kanji, and grammar points. It is either a review question (answering a question in Japanese) from previous class or a class preparation question (dictation and comprehension question) from the class of the day. The lowest quiz grade will not count toward one's final quiz average. There are no make-ups given except for verified family or medical emergencies, University-sponsored educational activities or military exercises.

Dictation (15%)

Students practice listening comprehension by transcribing dialogues. Audio files of each unit are made available. Students will write down dialogues in hiragana and summarize them in English, and submit them by the due dates the instructor provides. No late submission will be accepted.

Workbook (10%)

Students must submit workbook assignments before the following class period. No late submission will be accepted. Incorrect answers will be underlined and students must make corrections and discuss them with the instructor since most of the quizzes and tests heavily depend on workbook assignments.

Writing assignments (5%)

At the end of most reading/writing sections, students will be given a composition topic on which to write. Specific instructions will be provided in class. **The use of translation software is prohibited.**

Unit tests: Written (20%)

A written test will be given upon the completion of each unit. These tests will be graded on listening comprehension, reading comprehension, accuracy of characters, grammatical accuracy, vocabulary usage, and functional ability in Japanese. **No make-up exams will be given without prior communication and arrangement with the instructor.**

Unit tests: Oral (5%)

Oral tests will be graded on communication (meaningful exchange of information), content (use of new vocabulary), accuracy of vocabulary and grammar, and fluency/pronunciation. **No make-up exams will be given without prior communication and arrangement with the instructor.**

Final Oral Interaction (10%)

In the final weeks of the semester each student will be expected to meet individually with the instructor for this assessment. The oral final lasts between 7 and 10 minutes. The student is presented with six situation cards, placed faced down; the actual test situations are not revealed ahead of time; the student selects a card, and then engages with the professor in the role-play described on the card.

Final Exam: written only (15%)

This exam will be cumulative, covering Units 1 through 6. **No make-up exams will be given without prior communication and arrangement with the instructor.**

V. Grading Scale

91-100=A, 82-90=B, 73-81=C, 64-72=D, 0-63=F

VI. Attendance Policy

Only regular attendance and thorough preparation will ensure a satisfying learning experience and a successful completion of this course. Students should spend at least two hours of review and preparation for each class session. All students are expected to be present at each class session in the scheduled I-TV

rooms at their respective institutions. Up to four absences per term will not affect the final grade, more than that will. Students missing class because of illness, personal emergency, or participation in a university-sponsored activity are required to present a written excuse to the instructor as soon as possible after returning to class. More specific wording will be added when the class is taught.

VII. Special Resource Requirements

This course will be taught via I-TV (Interactive Television). Students wishing to participate in this course need to have access to a special classroom equipped with either several large-screen monitors or one large monitor capable of split screen technology. The class will be taught like a regular course at the home site. Students at the remote site(s) will interact with the instructor and students at the home site via large TV screens. Students also need to have access to the Internet for selected readings, viewings of videos, and other pertinent information located on the Web as well as the *Edmodo* course management system. The IUP e-mail system (Iemail) is an official means of communication and will be used for the exchange of information outside the classroom. Students should check their IUP e-mail at least once a day. The *Edmodo* notification tool may be used in addition to or instead of the IUP Iemail system if this should prove to be more practical for course management purposes. Technical support for computer problems is available through IUP's IT Support Center located in Delaney Hall, Suite G35, 950 Grant Street, Indiana, PA 15705. Opening hours are: Monday–Friday, 7:30 a.m.–5:30 p.m. A problem may also be reported by phone: 724-357-4000 or e-mail: it-support-center@iup.edu. A form for requesting assistance or reporting an online learning problem is available at: <http://www.iup.edu/itsupportcenter/help/default.aspx>

VIII. Technology Skills

Students enrolled in this course should possess the following technology skills:

- The ability to use word processing software
- The ability to use the IUP e-mail system (Iemail)
- The ability to attach files to an e-mail message
- The ability to use PowerPoint
- The ability to access information on the Internet
- The ability to copy and paste images from a website
- The ability to use the *Edmodo* course management system
- The ability to access the IUP library web pages or their respective institutions' library resources to find information on assigned topics

IX. Participation Expectations

Students are expected to actively participate in all aspects of the course. This includes contributing to in-class and online discussions as well as completing any assigned reading, writing, viewing tasks, and tests or quizzes by the due date provided by the instructor. The instructor teaching the course will decide on the policies regarding late work and whether to accept it at all. Students are advised to work on their time management skills so as never to be unprepared for class or hand in work late.

X. E-mail and Online Etiquette

The IUP e-mail system is an official means of communication and will be used to share information outside of class. Students should check their Iemail account and/or the *Edmodo* at least once a day. The instructor will not send class-wide messages to non-institutional accounts. Students are expected to follow the e-mail etiquette described below when sending a message to the instructor:

1. Always specify the course number in the subject line as well as the reason for contacting me, e.g. *JAPN 102: Question regarding assignment #1*
2. Use a proper form of address. Please begin e-mails with “Hi, Dr. _____” or “Hello, _____” rather than just “Hey”.

3. State your inquiry clearly and succinctly. Do not text but write proper sentences. You are at an institution of higher learning, and the language you use in your e-mails should reflect that fact.
4. Put your name at the end of the message. It is frequently not obvious who is contacting me if you are using a non-IUP account. If you do not sign your name, I may not know who you are, and I will not reply to your message.
5. I will answer your e-mails as time permits. I have a number of commitments outside of class (office hours, committee meetings, research, etc.) and will not always be able to respond immediately, but I will make every effort to get back to you in a timely fashion.

With regard to the *Edmodo* Discussions tool, I expect everyone to be courteous and respectful in their postings. Remember that any exchanges are to be made for class purposes only, so follow the instructions carefully and conduct yourself in a collegial and professional manner. It is inappropriate to use any language that could be considered aggressive, offensive, or derogatory.

Keep your comments brief and focused on the task. Be aware that your posts are documented and can be revisited, so choose your words carefully and check grammar and spelling before submitting your comments.

XI. Classroom Civility Policy

I want my classroom to be a place where students learn and apply new skills in a non-threatening and stimulating environment. I expect everyone to be courteous and helpful to each other. Each student has a special set of skills and abilities that can help others improve their performance. Please share your talents generously since assisting others will help you expand your own competencies. Receiving calls and/or texting during class is very disruptive. It will distract your fellow students as well as your instructor and sends the message that this course has a low priority for you. This is not the impression you want to leave in an academic setting, so **turn off your cell phone in class!**

XII. Students with Disabilities

Students requiring special accommodations because of a disability (learning, psychological or physical disability, attention deficit disorder, etc.) are encouraged to talk to the instructor about their special needs so arrangements can be made to ensure successful participation in this class.

XIII. Academic Integrity

IUP's Academic Integrity Policy and Procedures will be reviewed during the first week of class to stress the importance of ethical behavior inside and out of the classroom. Improper actions regarding academic work and/or personal conduct will result in receiving a lower or failing grade for an assignment or even failing the course. The following behaviors are unacceptable: giving and/or receiving unauthorized assistance, using unauthorized materials or devices, plagiarizing, using the same work more than once without instructor permission, conducting oneself in a manner that is disruptive or threatening to others, and using computer technology in any way other than for the purposes intended for the course. Please note:

All students are expected to adhere to IUP's Academic Integrity Policy and Procedures as they appear in the Undergraduate Catalog for the current academic year.

Specific information is available at: <http://www.iup.edu/registrar/catalog/default.aspx>

Please note: The following course schedule is tentative. The instructor will allow some

flexibility, e.g. spend a little more or less time on a certain grammar depending on the needs of the class. Any changes will be announced in class.

COURSE PLAN

JAPN 102

W	Contents (in class)	Reading & Assignments (before/after class)
1	<ul style="list-style-type: none"> • Course introduction <ul style="list-style-type: none"> - Self-introduction - Syllabus & schedule: How to read this schedule Class Tomodachi system, GroupStudy Shadow Practice, Dictation & Speed reading Three cultural activities [Extra Credit] 	<ul style="list-style-type: none"> • Post self-introduction and your tomodachi on Edmodo by 2/1 [EC] http://www.edmodo.com/kojatong • Study Ch 1-3
	Review of Ch 1-3 Vocab & Kanji, Grammar	<ul style="list-style-type: none"> • Study Ch 4-6
	Review of Ch 4-6 Vocab & Kanji, Grammar	<ul style="list-style-type: none"> ▪ CLASS PREPARATION • Shadow Practice of Dialogue I (p 166) • Dictation of Dialogue I (p 166) • Memorize Vocabulary of Dialogue I (p 168, 169) • Memorize Kanji: 京、子、小、会、社 & their shaded phrases (p 318) • Study Grammar 1 ~ている (p 170-172), Practice I & II (p 176, 177), Grammar 3 Te-form of Adjectives (p 173), Practice IV (p 179-181)
2	<p style="text-align: center;">Chapter 7 Family Picture</p> <ul style="list-style-type: none"> ▪ DIALOGUE I (p 166) • Vocabulary of Dialogue I (p 168, 169) • Kanji: 京、子、小、会、社 (p 318) • Shadow Practice of Dialogue I (p 166) • Grammar 1 ~ている (p 170-172) • Practice I & II (p 176, 177) • Grammar 3 Te-form of Adjectives (p 173) • Practice IV (p 179-181) 	<ul style="list-style-type: none"> • SUBMIT <u>Dictation of Dialogue I</u> [Extra Credit] • HW: WB p 64-66, 68, 137 (京、子、小、会、社)

2	<p>Conversation practice:</p> <ul style="list-style-type: none"> • Q&A: WB: p 64-66, 68 • Talk about “White Day” • Review of Dialogue I • Grammar 2 XはYが²Adjective (p 172, 173) • Practice III (p 178, 179) • Grammar 5 Counting People (p 174, 175) • Practice VI (p 182) 	<ul style="list-style-type: none"> • SUBMIT WB p 64-66, 68 • HW: WB p 67, 70 <p>▪ CLASS PREPARATION</p> <ul style="list-style-type: none"> • Shadow Practice of Dialogue II (p 167) • Dictaton of Dialogue II (p 167) • Memorize Vocabulary of Dialogue II (p 168, 169) • Memorize Kanji: 父、母、高、校 & their shaded phrases (p 312) (p 318) • Study Grammar 1 ~ている (p 170-172), Practice I & II (p 176, 177), Grammar 3 <i>Te</i>-form of Adjectives (p 173), Practice IV (p 179-181)
	<ul style="list-style-type: none"> • Q&A: WB: p 67 ▪ DIALOGUE II (p 167) • Vocabulary of Dialogue II (p 168, 169) • Kanji: 父、母、高、校 (p 318, 319) • Shadow Practice of Dialogue II (p 167) • Grammar 4 Pre-masu + ~にいく (p 174) • Practice V (p 181, 182) 	<ul style="list-style-type: none"> • SUBMIT WB p 67 • HW: WB p 69, 137 (父、母、高、校) <p>▪ CLASS PREPARATION</p> <ul style="list-style-type: none"> • Study Review Exercises VII (p 183), Culture Note: Kinship Terms (p 184), Useful Expressions: Body Parts (p 185) • Bring your family picture
	<ul style="list-style-type: none"> • Q&A: WB: p 69, 70 • Review of Dialogue II • Kanji: 毎、語、文、帰、入 (p 319) • Review Exercises VII (p 183) • Culture Note: Kinship Terms (p 184) • Useful Expressions: Body Parts (p 185) 	<ul style="list-style-type: none"> • SUBMIT WB p 69, 70 • HW: WB p 72, 137 (毎、語、文、帰、入), 138 <p>▪ CLASS PREPARATION</p> <ul style="list-style-type: none"> • Answer Reading (p 320) • Practice Writing (p 322 III-B)
3	<ul style="list-style-type: none"> • Q&A: WB: p 72 • Review of kanji (p. 318-319) • Reading (p 320-322 II) • Writing (p 322 III-B) 	<ul style="list-style-type: none"> • SUBMIT WB p 72, 137, 138 • HW: Writing Assignment TB p 322 III-B • HW: WB p 71
	<ul style="list-style-type: none"> • WB Listening (p. 71) • Additional Listening: My Kikitori (Lesson 7) • Review of Dialogues in Ch. 6 & 7 	<ul style="list-style-type: none"> • SHOW [before class] & SUBMIT HW: WB p 71 • SUBMIT Dictation of WB p 71 [SUPER Extra Credit] • SUBMIT Writing Assignment TB p 322 III-B • BRING YOUR Ch 7 Qs & WB
	Review of Chapter 7	Preparation of Chapter 7 Test
	Chapter 7 Test (Written & Oral)	
<p>Review of Chapter 7 Test Review of Chapter 7 KARAOKE 2</p>	<p>▪ CLASS PREPARATION</p> <ul style="list-style-type: none"> • Shadow Practice of Dialogue I (p 186) • Dictaton of Dialogue I (p 186) • Memorize Vocabulary of Dialogue I (p 188, 189) • Memorize Kanji: 員、新、聞、作 & their shaded phrases (p 323) 	

		<ul style="list-style-type: none"> • Study Grammar 1 Short forms (p 190, 191), Practice I (p 198), Grammar 3 ~と思います/言っていました (p 193), Practice III, IV (p 199-201)
4	<p style="text-align: center;">Chapter 8 Barbecue</p> <ul style="list-style-type: none"> ▪ DIALOGUE I (p 186) • Vocabulary of Dialogue I (p 188, 189) • Kanji: 員、新、聞、作 (p 323) • Shadow Practice of Dialogue I (p 186) • Grammar 1 Short forms (p 190, 191) • Practice I (p 198) • Grammar 3 ~と思います/言っていました (p 193) • Practice III, IV (p 199-201) 	<ul style="list-style-type: none"> • SUBMIT Dictation of Dialogue I [Extra Credit] • HW: WB p 73, 75, 76, 139 (員、新、聞、作)
	<ul style="list-style-type: none"> • Q&A: WB: p 73, 75, 76 • Review & Practice Dialogues in Ch. 7 & 8 • Talk about college life in Japan (Home Party) 	<ul style="list-style-type: none"> • SUBMIT WB p 73, 75, 76 ▪ CLASS PREPARATION • Memorize Kanji: 仕、事、電、車、休 & their shaded phrases (p 323, 324) • Study Grammar 2 Informal Speech (p 192), Practice II (p 198, 199), Grammar 6 が (p 195, 196), Practice VII (p 203)
	<ul style="list-style-type: none"> • Review of Dialogue I • Kanji: 仕、事、電、車、休 (p 323, 324) • Grammar 2 Informal Speech (p 192) • Practice II (p 198, 199) • Grammar 6 が (p 195, 196) • Practice VII (p 203) 	<ul style="list-style-type: none"> • HW: WB p 74, 79-I, 139 (仕、事、電、車、休) ▪ CLASS PREPARATION • Memorize Vocabulary of Dialogue II (p 188, 189) • Study Grammar 4 ~ないでください (p 194), Practice V (p 202), Grammar 5 が (p 194, 195), Practice VI (p 202, 203)
5	<ul style="list-style-type: none"> • Q&A: WB: p 74, 79-I ▪ DIALOGUE II (p 186) • Vocabulary of Dialogue II (p 188, 189) • Shadow Practice of Dialogue II (p 186) • Grammar 4 ~ないでください (p 194) • Practice V (p 202) • Grammar 5 が (p 194, 195) • Practice VI (p 202, 203) 	<ul style="list-style-type: none"> • SUBMIT WB p 74, 79-I • HW: WB p 77, 78 ▪ CLASS PREPARATION • Memorize Kanji: 言、読、思、次、何 & their shaded phrases (p 324) • Study Grammar 7 なにか/なにも (p 196), Practice VIII (p 204), Review Exercises IX (p 204-206), Culture Note: Japanese Food (p 207)
	<ul style="list-style-type: none"> • Q&A: WB: p 77, 78 • Kanji: 言、読、思、次、何 (p 324) • Grammar 7 なにか/なにも (p 196) • Practice VIII (p 204) • Review Exercises IX (p 204-206) • Culture Note: Japanese Food (p 207) 	<ul style="list-style-type: none"> • SUBMIT WB p 77, 78 • HW: WB p 79-II, 81, 139 (言、読、思、次、何), 140 ▪ CLASS PREPARATION • Answer Reading (p 325-I) • Practice Writing (p 327 III)
	<ul style="list-style-type: none"> • Q&A: WB: p 79-II, 81 • Review of kanji (p. 323-324) • Reading (p 325-327 II) 	<ul style="list-style-type: none"> • SUBMIT WB p 79-II, 81, 139, 140 • HW: Writing Assignment TB p 327 III

	<ul style="list-style-type: none"> • Writing (p 327 III) 	<ul style="list-style-type: none"> ▪ CLASS PREPARATION • SHOW [before class] & SUBMIT <u>HW: WB p 80</u> • SUBMIT <u>Dictation of WB p 80</u> [SUPER Extra Credit]
	<p>Conversation practice:</p> <ul style="list-style-type: none"> • WB Listening (p. 80) • Additional Listening: My Kikitori (Lesson 8) • Review of Dialogues in Ch. 7 & 8 	<ul style="list-style-type: none"> • SUBMIT Writing Assignment TB p 327 ▪ CLASS PREPARATION • BRING YOUR Ch 8 Qs & WB
	Review of Chapter 8	Chapter 8 Test is 4/8 (MON)
	Chapter 8 Test (Written & Oral)	
6	<p>Review of Chapter 8 Test Review of Chapter 8 Cultural Activities II</p>	<ul style="list-style-type: none"> ▪ CLASS PREPARATION • Shadow Practice of Dialogue I (p 186) • Dictaton of Dialogue I (p 186) • Memorize Vocabulary of Dialogue I (p 188, 189) • Memorize Kanji: 午、後、前、名、白 & their shaded phrases (p 328) • Study Grammar 1 Past Tense Short forms (p 212, 213), Practice I~IV (p 217-221)
	<p>Chapter 9 Kabuki</p> <ul style="list-style-type: none"> ▪ DIALOGUE I (p 208) • Vocabulary of Dialogue I (p 210, 211) • Kanji: 午、後、前、名、白 (p 328) • Shadow Practice of Dialogue I (p 208) • Grammar 1 Past Tense Short forms (p 212, 213) • Practice I~IV (p 217-221) 	<ul style="list-style-type: none"> • HW: WB p 82-85, 141 (午、後、前、名、白)
7	<p>Conversation practice:</p> <ul style="list-style-type: none"> • Review of Dialogues in Ch. 8 & 9 	<ul style="list-style-type: none"> • SUBMIT <u>WB p 82-85</u> ▪ CLASS PREPARATION • Memorize Kanji: 雨、書、友、間、家 & their shaded phrases (p 328, 329) • Study Grammar 4 から (p 215, 216), Practice VII (p 223-224), Grammar 2 Qualifying Nouns with Verbs and Adjectives (p 213-214), Practice V (p 221-222)
	<ul style="list-style-type: none"> • Kanji: 雨、書、友、間、家 (p 328, 329) • Grammar 4 から (p 215, 216) • Practice VII (p 223-224) • Grammar 2 Qualifying Nouns with Verbs and Adjectives (p 213-214) • Practice V (p 221-222) 	<ul style="list-style-type: none"> • HW: WB p 86 [4/15], 88, 141(雨、書、友、間、家) ▪ CLASS PREPARATION • Memorize Vocabulary of Dialogue II & III (p 210, 211) • Study Grammar 3まだ~いません (p 214, 215), Practice VI (p 222-223)

	<ul style="list-style-type: none"> • Q&A: WB: p 86 ▪ DIALOGUE II (p 208) • Vocabulary of Dialogue II (p 210, 211) • Shadow Practice of Dialogue II (p 208) • Grammar 3まだ~いません (p 214, 215) • Practice VI (p 222-223) ▪ DIALOGUE III (p 208) • Vocabulary of Dialogue III (p 210, 211) • Shadow Practice of Dialogue III (p 208) 	<ul style="list-style-type: none"> • SUBMIT <u>WB p 86</u> • HW: WB p 87 ▪ CLASS PREPARATION • Memorize Kanji: 話、少、古、知、来 & their shaded phrases (p 329) • Study Review Exercise VIII (p 224, 225), Culture Note (p 226), Useful Expressions: Colors (p 227)
	<ul style="list-style-type: none"> • Kanji: 話、少、古、知、来 (p 329) • Review Exercise VIII (p 224, 225) • Culture Note: Japanese Traditional Culture (p 226) • Useful Expressions: Colors (p 227) 	<ul style="list-style-type: none"> • SUBMIT <u>WB p 87, 88</u> • HW: WB p 141(話、少、古、知、来), 142 ▪ CLASS PREPARATION ▪ Answer Reading (p 330-I) • Practice Writing (p 333 III-B)
	<ul style="list-style-type: none"> • Q&A: WB: p 141, 142 • Review of kanji (p. 328-329) • Reading (p 330-I) • Writing (p 333 III-B) 	<ul style="list-style-type: none"> • SUBMIT <u>WB p 141, 142</u> • HW: Writing Assignment TB p 333 III-B
8	<p>Conversation practice:</p> <ul style="list-style-type: none"> • WB Listening (p. 89) • Additional Listening: My Kikitori (Lesson 9) • Review of Dialogues in Ch. 8 & 9 	<ul style="list-style-type: none"> • SUBMIT <u>Dictation of WB p 89</u> [SUPER Extra Credit] • SUBMIT Writing Assignment <u>TB p 333 III-B</u> ▪ CLASS PREPARATION • SHOW [before class] & SUBMIT <u>HW: WB p 89</u> • BRING YOUR Ch 9 Qs & WB
	Review of Chapter 9	Chapter 9 Test is 4/22 (MON)
Chapter 9 Test (Written & Oral)		
9	Spring Break (no class)	
10	<p style="text-align: center;">Review of Chapter 9 Test Review of Chapter 9 KARAOKE 3</p>	<ul style="list-style-type: none"> ▪ CLASS PREPARATION • Shadow Practice & Dictation of Dialogue I (p 228) • Memorize Vocabulary of Dialogue I (p 230, 231) • Memorize Kanji: 住、正、年、売、買 & their shaded phrases (p 334) • Study Grammar 1, 2 Comparison (p 232, 233), Practice I, II (p 237-239)
	<p style="text-align: center;">Chapter 10 Winter Vacation Plans</p> <ul style="list-style-type: none"> ▪ DIALOGUE I (p 228) • Vocabulary of Dialogue I (p 230, 231) • Kanji: 住、正、年、売、買 (p 334) • Shadow Practice of Dialogue I (p 228) • Grammar 1, 2 Comparison (p 232, 233) • Practice I, II (p 237-239) 	<ul style="list-style-type: none"> • SUBMIT <u>Dictation of Dialogue I (p 228)</u> [Extra Credit] • HW: WB p 91, 92, 143 (住、正、年、売、買)
	Conversation practice:	▪ CLASS PREPARATION

	<ul style="list-style-type: none"> • Review of Dialogues in Ch. 9 & 10 • Talk about traveling in Japan 	<ul style="list-style-type: none"> • Memorize Kanji: 町、長、道、雪 & their shaded phrases (p 334, 335) • Study Grammar 4 ~つもりだ (p 234), Practice IV (p 241-242), Grammar 5 adjective + なる (p 234, 235), Practice V (p 242, 243)
	<ul style="list-style-type: none"> • Q&A: WB p 91, 92 • Kanji: 町、長、道、雪 (p 334, 335) • Grammar 4 ~つもりだ (p 234) • Practice IV (p 241-242) • Grammar 5 adjective + なる (p 234, 235) • Practice V (p 242, 243) 	<ul style="list-style-type: none"> • SUBMIT WB p 91, 92 • HW: WB p 94, 95, 143 (町、長、道、雪) ▪ CLASS PREPARATION • Shadow Practice & Dictation of Dialogue II (p 228) • Memorize Vocabulary of Dialogue II (p 230, 231) • Study Grammar 6 どこかに/どこにも (p 235), Exercise VI (p 244, 245, Grammar 7 で (p 236), Practice VII (p 245, 246)
11	<ul style="list-style-type: none"> • Q&A: WB p 94, 95 ▪ DIALOGUE II (p 228) • Shadow Practice of Dialogue II (p 228) • Vocabulary of Dialogue II (p 230, 231) • Grammar 6 どこかに/どこにも (p 235) • Practice VI (p 244, 245) • Grammar 7 で (p 236) • Practice VII (p 245, 246) 	<ul style="list-style-type: none"> • SUBMIT WB p 94 • SUBMIT Dictation of Dialogue II (p 228) [Extra Credit] • HW: WB p 96 ▪ CLASS PREPARATION • Memorize Kanji: 自、立、夜、朝、持 & their shaded phrases (p 335) • Study Grammar 3 adjective/noun + の (p 233-234), Practice III (p 240-241), Review Exercise VIII (p 246, 247), Culture note: Japanese Public Transportation (p. 247), Useful Expressions: At the Station (p 248, 249)
	<ul style="list-style-type: none"> • Q&A: WB p 95, 96 • Kanji: 自、立、夜、朝、持 (p 335) • Grammar 3 adjective/noun + の (p 233-234) • Practice III (p 240-241) • Review Exercise VIII (p 246, 247) • Culture note: Japanese Public Transportation (p. 247) • Useful Expressions: At the Station (p 248, 249) 	<ul style="list-style-type: none"> • SUBMIT WB: p 95, 96 • HW: WB p 93, 99, 143 (自、立、夜、朝、持), 144 ▪ CLASS PREPARATION • Answer Reading (p 336, 337 II-A) • Practice Writing (p 339 III)
	<ul style="list-style-type: none"> • Q&A: WB p 93, 99 • Review of kanji (p. 334-335) • Reading (p 336-339 II) • Writing (p 339 III) 	<ul style="list-style-type: none"> • SUBMIT WB p 93, 99, 143, 144 • HW: Writing Assignment TB p 339 III ▪ CLASS PREPARATION • WB: Listening Comprehension (p 97, 98)
	<p>Conversation practice:</p> <ul style="list-style-type: none"> • WB: Listening Comprehension (p 97, 98) • Additional Listening: My Kikitori (Lesson 10) • Review of Dialogues in Ch. 9 & 10 	<ul style="list-style-type: none"> • SUBMIT Writing Assignment TB p 339 III ▪ CLASS PREPARATION • SHOW [before class] & SUBMIT HW: WB p 97, 98 • SUBMIT Dictation of WB p 97, 98 [SUPER Extra Credit] • BRING YOUR Ch 10 Qs & WB

	Review of Chapter 10	Chapter 10 Test is 5/6 (MON)
	Chapter 10 Test (Written & Oral)	
12	Review of Chapter 10 Test Review of Chapter 10 Cultural Activities II	CLASS PREPARATION • Shadow Practice & Dictation of Dialogue I (pp. 250) • Vocabulary of Dialogue I (pp. 252, 253) • Grammar 2. ~たり~たりする (pp. 255, 256) • Exercise II (pp. 261, 262) • Grammar 1. ~たい (pp. 254, 255) • Exercise I (pp. 259, 260)
	Review of Chapter 10 Test Chapter 11 After the Vacation • Shadow Practice of Dialogue I (pp. 250) • Vocabulary of Dialogue I (pp. 252, 253) • Grammar 2. ~たり~たりする (pp. 255, 256) • Exercise II (pp. 261, 262) • Grammar 1. ~たい (pp. 254, 255) • Exercise I (pp. 259, 260)	• SUBMIT <u>Writing: pp. 339 III</u> (10~15 sentences) • SUBMIT <u>Dictation of Dialogue I (pp. 250)</u> [Extra credits] HW: WB pp. 100, 101 CLASS PREPARATION • Shadow Practice & Dictation of Dialogue II, III (pp. 250, 251) • Vocabulary of Dialogue II, III (pp. 252, 253) • Grammar: 3. ~ことがある (pp.256) • Exercise III (pp. 262) • Grammar: 4. Noun AやNoun B (pp.256) • Exercise IV (pp. 263)
13	• Q&A: WB: pp. 100, 101 • Shadow Practice of Dialogue II, III (pp. 250, 251) • Vocabulary of Dialogue II, III (pp. 252, 253) • Grammar: 3. ~ことがある (pp.256) • Exercise III (pp. 262) • Grammar: 4. Noun AやNoun B (pp.256) • Exercise IV (pp. 263)	• SUBMIT <u>WB: pp. 100, 101</u> • SUBMIT <u>Dictation of Dialogue II, III (pp. 252, 253)</u> [Extra credits] HW: WB pp. 102, 103, 105 CLASS PREPARATION • Review Exercises V (pp. 263, 264) • Useful Expressions (pp. 265)
	• Q&A: WB: pp. 102, 103, 105 • Review Exercises V (pp. 263, 264) • Useful Expressions (pp. 265)	• SUBMIT <u>WB: pp. 102, 103, 105</u> CLASS PREPARATION • WB: Listening Comprehension (pp. 104)
	• WB: Listening Comprehension (pp. 104) Kanji	• SHOW <u>WB: Listening Comprehension (pp. 104)</u> CLASS PREPARATION • Vocabulary of Reading & Writing section (pp. 343)
	• Reading & Writing section (pp. 342-345)	Submit Kanji • Writing: pp. 345 III-B (10~15 sentences) Preparations for Chapter 11 Test
	Chapter 11 Test (Written & Oral)	
	Review of Chapter 11 Test Review of Chapter 11 Cultural Activities III	CLASS PREPARATION • Shadow Practice of Dialogue I (pp. 266) • Vocabulary of Dialogue I (pp. 268, 269)

14		<ul style="list-style-type: none"> • Grammar: 1. ~んです (pp. 270, 271) • Exercise I, II (pp. 276-278) • Grammar: 2. ~すぎる (pp. 272) • Exercise II (pp. 278-279) • Grammar: 3. ~ほうがいいです (pp. 272) • Exercise III (pp. 280)
	<p style="text-align: center;">Chapter 12 Feeling III</p> <ul style="list-style-type: none"> • Shadow Practice of Dialogue I (pp. 266) • Vocabulary of Dialogue I (pp. 268, 269) • Grammar: 1. ~んです (pp. 270, 271) • Exercise I, II (pp. 276-278) • Grammar: 2. ~すぎる (pp. 272) • Exercise II (pp. 278-279) • Grammar: 3. ~ほうがいいです (pp. 272) • Exercise III (pp. 280) 	<ul style="list-style-type: none"> • SUBMIT <u>Writing</u>: pp. 345 III-B (10~15 sentences) • SUBMIT <u>Dictation of Dialogue I</u> (pp. 266) <p>[Extra credits] HW: WB pp.106-108 CLASS PREPARATION</p> <ul style="list-style-type: none"> • Shadow Practice & Dictation of Dialogue II (pp. 266) • Vocabulary of Dialogue II (pp. 268, 269) • Grammar: 4. ~ので(pp. 273) • Exercise IV (pp. 281)
	<ul style="list-style-type: none"> • Q&A: WB: pp. 106-108 • Shadow Practice of Dialogue II (pp. 266) • Vocabulary of Dialogue II (pp. 268, 269) • Grammar: 4. ~ので(pp. 273) • Exercise IV (pp. 281) 	<ul style="list-style-type: none"> • SUBMIT <u>WB</u>: pp. 106-108 • SUBMIT <u>Dictation of Dialogue II</u> (pp. 266) <p>[Extra credits] CLASS PREPARATION</p> <ul style="list-style-type: none"> • Grammar: 5. ~なければいけません/~なきやいけません (pp. 273, 274) • Exercise IV (pp. 282, 283) • Grammar: 6. ~でしょう (pp. 274, 275) • Exercise IV (pp. 283, 284)
15	<ul style="list-style-type: none"> • Grammar: 5. ~なければいけません/~なきやいけません (pp. 273, 274) • Exercise IV (pp. 282, 283) • Grammar: 6. ~でしょう (pp. 274, 275) • Exercise IV (pp. 283, 284) 	<p>HW: WB pp. 109-111, 113 CLASS PREPARATION</p> <ul style="list-style-type: none"> • Review Exercises VII (pp. 284, 285) • Useful Expressions (pp. 287, 288)
	<ul style="list-style-type: none"> • Q&A: WB: pp. 109-111, 113 • Review Exercises VII (pp. 284, 285) • Useful Expressions (pp. 287, 288) 	<ul style="list-style-type: none"> • SUBMIT <u>WB</u>: pp. 109-111, 113 <p>CLASS PREPARATION</p> <ul style="list-style-type: none"> • WB: Listening Comprehension (pp. 112) • Kanji (pp. 346-348-I)
	<ul style="list-style-type: none"> • WB: Listening Comprehension (pp. 112) • Kanji (pp. 346-348-I) 	<ul style="list-style-type: none"> • SHOW <u>WB: Listening Comprehension</u> (pp. 112) <p>HW: WB pp. 147, 148 CLASS PREPARATION</p> <ul style="list-style-type: none"> • Vocabulary of Reading & Writing section (pp. 350)
	<ul style="list-style-type: none"> • Q&A: WB: pp. 147, 148 • Reading & Writing section(pp. 348 II-350) 	<ul style="list-style-type: none"> • SUBMIT <u>WB</u> pp. 147, 148 • Writing: pp. 350 III (10~15 sentences) <p>Practice of Oral Performance</p>
16	Oral performance & Student evaluation	
	FINAL EXAM Chapter 7-12 (Written only), 10:15 a.m.-12:15 pm.	

XIII. Bibliography

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Sample Lesson for JAPN 102 Elementary Japanese I

Week 6

Genki Chapter IX Kabuki (=Japanese dancing-drama), Grammar & Practice of informal past speech

Topic	1. Asking and describing what one did in the past informally 2. Reporting what someone said
Objectives	At the end of the class, students will be able to: 1. Learn how to express what they did in the past informally 2. Report what someone said

Procedures

Show a YouTube video on Kabuki
Collect HW

[5 min]

I. Warm up and introduction

[7 min]

- a. Greeting (1 min)
- b. Outline of the class (1 min)
- c. Review; Conjugation of informal present tense (5 min)

II. Vocab

[10 min]

- a. Show vocabulary picture with pronunciation

III. Grammar & Practice of Informal Past Tense

[31 min]

- a. Explanation of informal past tense of verb & adjectives (8 min)
- b. Practice I (TB p 217) (6 min)
- Q&A between the instructor and students (3 min)
- c. Practice II (TB p 218) (14 min)
- Have students make a pair and practice II-B on p 219 (10 min)
- Have two pairs present a short conversation (2-3 min)
- Q&A between the instructor and students (1 min)

IV. Review

[1 min]

Have students make a sentence about their own life on informal past tense

V. Homework

[1 min]