

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

14-55  
App 8-26/14  
Senate Info-9/9/14

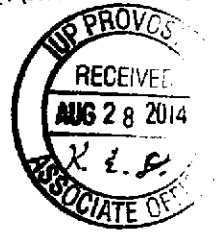
**Existing Course**

**Course:** JAPN 201 Intermediate Japanese

**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.

Received  
JUL 16 2014  
Liberal Studies

**Step Two: Departmental/Dean Approval**

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

*Sean McDaniel*  
\_\_\_\_\_  
Signature of Department Designee

*7-8-14*  
\_\_\_\_\_  
Date

Endorsed:

*A. Am*  
\_\_\_\_\_  
Signature of College Dean

*7-15-14*  
\_\_\_\_\_  
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

*Gail Stockmest*  
\_\_\_\_\_  
Signature of Committee Co-Chair

*8/27/14*  
\_\_\_\_\_  
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

*Timothy S. McDaniel*  
\_\_\_\_\_  
Signature of Provost

*8/28/14*  
\_\_\_\_\_  
Date

Forward form and supporting materials to Associate Provost.

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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 and JAPN 102-802 in spring 2014. 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 seven 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. *Identify and write hiragana and katakana characters, and approximately 90 kanji characters (all characters learned during this course)*

5. *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.

6. *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.

7. *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 201 Intermediate Japanese

4 class hours  
0 lab hours  
4 credits  
(4c-01-4cr)

**Prerequisite:** JAPN 102 or equivalent

A continuation of JAPN 102. Focusing on communication through listening, speaking, reading, and writing so that students can function in everyday situations. Students continue to learn to identify and write intermediate kanji characters. Also imparts knowledge of Japanese culture and society. Liberal Studies credit is given. Students may not register for or take a D/F repeat in JAPN 201 when credit has already been received for a higher-numbered JAPN course.

### **II. Course Outcomes**

At the completion of Japanese 201, 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 in any of the three modes (interpersonal, interpretive, and presentational) in the following ways:
  - a. give an extended description of self and others in present, future, and past time frames;
  - b. give instructions using formal and familiar commands with appropriate social register;
  - c. list and describe events in present, future, and past time frames;
  - d. ask questions to negotiate meaning and elicit additional information;
  - e. negotiate survival situations with simple complications (e.g., reporting lost luggage, travel problems, looking for a job);
  - f. discuss and ask questions about topics such as transportation and travel, work and jobs, celebrations and parties, and other life events;
4. identify and write hiragana and katakana characters, and approximately 90 kanji characters (all characters learned during this course);
5. communicate effectively in written form through paragraphs about events that occurred in the past;
6. recognize the relationships among selected products, practices, and perspectives of Japanese cultures;
7. compare and contrast selected aspects of Japanese cultures studied with their own culture.

**Outcomes 1-5: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners:***

**Rationale for Outcomes 1-5 (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 6:**

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 6:** 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 7:**

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

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

**Rationale for Outcome 7:** 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.

**Review of basic skills from JAPN 102 (7 hours)**

**Unit 1 Looking for a Part-time Job (9 hours)**

- Vocabulary: part-time jobs and emotions, 16 new kanji characters
- Grammar: potential verb conjugation, ~そうです to express similarity
- Communicative skills emphasized in this unit: describing what someone can do, anticipating and answering questions in a job interview, talking about conditions (grammar: ~なら)
- Culture: Japanese names of years

**Unit 2 Talking about Giving/Receiving Gifts (9 hours)**

- Vocabulary: giving/receiving gifts, 16 new kanji characters
- Grammar: あげる/くれる/もらう to express giving/receiving, certainty
- Communicative skills emphasized in this unit: giving and receiving gifts, expressing gratitude
- Culture: festivals in Japan

**Unit 3 Visiting a Friend's House (9 hours)**

- Vocabulary: sightseeing vocabulary, 16 new kanji characters
- Grammar: making suggestions; ~ておく to express future use
- Communicative skills emphasized in this unit: asking questions about bus or train schedules, suggesting a plan in an informal register
- Culture: Japanese hotels

**Unit 4 Asking for a Recommendation Letter (9 hours)**

- Vocabulary: academic life, advanced education, and apologies, 16 new kanji characters
- Grammar: expressing the giving and receiving of services, structuring polite requests, connecting two clauses
- Communicative skills emphasized in this unit: making polite requests and apologies, finding lost items
- Culture: gift-giving in Japan

**Unit 5 Making Complaints and Reporting Rumors (9 hours)**

- Vocabulary: work-related complaints, duties, and schedules (overtime, vacations, etc.), 15 new kanji characters
- Grammar: ~そうです to report what you heard, ~前に~てから to put events in chronological order
- Communicative skills emphasized in this unit: reporting rumors or news
- Culture: Japanese gestures

**Review and Practice for Final Oral Interaction: 2 hours****Final Oral Interaction: 2 hours****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**

90-100% A                      80-89% B                      70-79% C                      60-69% D                      59% or less F

**VI. 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 II*. Tokyo: The Japan Times, 2011. (2<sup>nd</sup> Edition)

Eri Banno et al.: *GENKI: An Integrated Course in Elementary Japanese II Workbook*. Tokyo: The Japan Times, 2011. (2<sup>nd</sup> 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

American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines—speaking* (3rd ed.). Alexandria, VA: Author. Available: <http://actflproficiencyguidelines2012.org>

Akademikku Japanîzu kenkyûkai. (2004). *Daigaku Daigakuin ryûgakusei no Nihongo: Dokkai hen*. Japanese for International College/Graduate Students: Reading Comprehension. Tokyo: Aruku.

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Kano, Chieko et al. (2001). *Intermediate Kanji Book: kanji 1000 plus*. Vol. 1. Tokyo: Bonjinsha.

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- Shibatani, Masayoshi. (1990). *The languages of Japan*. Cambridge: Cambridge University Press.
- Tsujimura, Natsuko. (Ed.) (1999). *The handbook of Japanese linguistics*. Malden, MA: Blackwell Publishers.
- Tsujimura, Natsuko. (2006). *An Introduction to Japanese Linguistics* (2<sup>nd</sup> ed.). Blackwell: Cambridge (USA) and Oxford.

**Instructor:** Dr. Yongtaek Kim  
**Office:** 408 Sutton Hall  
**Phone:** 724-357-7529  
**E-mail:** [yt.kim@iup.edu](mailto: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 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 201 Intermediate Japanese  
**Prerequisites:** JAPN 102 or equivalent  
**Credits:** 4 credits

### Description:

**Prerequisite:** JAPN 102 or equivalent

A continuation of JAPN 102. Focusing on communication through listening, speaking, reading, and writing so that students can function in everyday situations. Students continue to learn to identify and write intermediate kanji characters. Also imparts knowledge of Japanese culture and society. Liberal Studies credit is given. Students may not register for or take a D/F repeat in JAPN 201 when credit has already been received for a higher-numbered JAPN course.

## II. Course Outcomes

At the completion of Japanese 201, 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 in any of the three modes (interpersonal, interpretive, and presentational) in the following ways:
  - g. give an extended description of self and others in present, future, and past time frames;
  - h. give instructions using formal and familiar commands with appropriate social register;
  - i. list and describe events in present, future, and past time frames;
  - j. ask questions to negotiate meaning and elicit additional information;
  - k. negotiate survival situations with simple complications (e.g., reporting lost luggage, travel problems, looking for a job);
  - l. discuss and ask questions about topics such as transportation and travel, work and jobs, celebrations and parties, and other life events;
4. identify and write hiragana and katakana characters, and approximately 90 kanji characters (all characters learned during this course);
5. communicate effectively in written form through paragraphs about events that occurred in the past;
6. recognize the relationships among selected products, practices, and perspectives of Japanese cultures;
7. compare and contrast selected aspects of Japanese cultures studied with their own culture.

**Outcomes 1-5: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*:**

**Rationale for Outcomes 1-5 (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 6:**

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 6:** 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 7:**

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

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

**Rationale for Outcome 7:** 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.

**Review of basic skills from JAPN 102 (7 hours)**

**Unit 1 Looking for a Part-time Job (9 hours)**

- Vocabulary: part-time jobs and emotions, 16 new kanji characters
- Grammar: potential verb conjugation, ~そうです to express similarity

- Communicative skills emphasized in this unit: describing what someone can do, anticipating and answering questions in a job interview, talking about conditions (grammar: ~なら)
- Culture: Japanese names of years

### **Unit 2 Talking about Giving/Receiving Gifts (9 hours)**

- Vocabulary: giving/receiving gifts, 16 new kanji characters
- Grammar: あげる/くれる/もらう to express giving/receiving, certainty
- Communicative skills emphasized in this unit: giving and receiving gifts, expressing gratitude
- Culture: festivals in Japan

### **Unit 3 Visiting a Friend's House (9 hours)**

- Vocabulary: sightseeing vocabulary, 16 new kanji characters
- Grammar: making suggestions; ~ておく to express future use
- Communicative skills emphasized in this unit: asking questions about bus or train schedules, suggesting a plan in an informal register
- Culture: Japanese hotels

### **Unit 4 Asking for a Recommendation Letter (9 hours)**

- Vocabulary: academic life, advanced education, and apologies, 16 new kanji characters
- Grammar: expressing the giving and receiving of services, structuring polite requests, connecting two clauses
- Communicative skills emphasized in this unit: making polite requests and apologies, finding lost items
- Culture: gift-giving in Japan

### **Unit 5 Making Complaints and Reporting Rumors (9 hours)**

- Vocabulary: work-related complaints, duties, and schedules (overtime, vacations, etc.), 15 new kanji characters
- Grammar: ~そうです to report what you heard, ~前に/~てから to put events in chronological order
- Communicative skills emphasized in this unit: reporting rumors or news
- Culture: Japanese gestures

## **Review and Practice for Final Oral Interaction: 2 hours**

### **Final Oral Interaction: 2 hours**

### **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**

90-100% A                      80-89% B                      70-79% C                      60-69% D                      59% or less F

## **VI. 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. 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](mailto: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 201: 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.

W	Contents (in the classroom)	Reading & Assignments (at home)
	<ul style="list-style-type: none"> <li>• Course introduction &amp; goal                             <ul style="list-style-type: none"> <li>- Self-introduction</li> <li>- Syllabus &amp; schedule:</li> </ul> </li> <li style="padding-left: 20px;"><b>Shadow practice, Dictation &amp; Speed reading</b></li> <li style="padding-left: 20px;"><b>Group Study</b></li> <li>• Setting a goal for 4 skills</li> </ul>	<ul style="list-style-type: none"> <li>• <u>POST Self-introduction &amp; your goals for 4 language skills (Listening, Speaking, Reading, and Writing) on <a href="http://www.edmodo.com">www.edmodo.com</a> by 11:59 pm on 8/29</u></li> <li><b>Preparation for next class</b></li> <li>Review of Ch. 7, 8</li> <li>• Shadow practice and dictation of Ch 7 (166-167)</li> <li>• Ch7 Review Exercise (183-A)</li> <li>• Shadow practice and dictation of Ch 8 (186)</li> <li>• Ch8 Review Exercise (205-C)</li> </ul>
1	<p>Review of Ch. 7, 8</p> <ul style="list-style-type: none"> <li>• Shadow practice of Ch 7</li> <li>• Ch7 Review Exercise</li> <li>• Shadow practice of Ch 8</li> <li>• Ch8 Review Exercise</li> </ul>	<p><b>Preparation for next class</b></p> <p>Review of Ch. 9, 10</p> <ul style="list-style-type: none"> <li>• Shadow practice and dictation of Ch 9 (208)</li> <li>• Ch9 Review Exercise (224-A)</li> <li>• Shadow practice and dictation of Ch 10 (228)</li> <li>• Ch10 Review Exercise (246-A)</li> </ul>
	<p>Review of Ch. 9, 10</p> <ul style="list-style-type: none"> <li>• Shadow practice of Ch 9</li> <li>• Ch9 Review Exercise</li> <li>• Shadow practice of Ch 10</li> <li>• Ch10 Review Exercise</li> </ul>	
	<p style="text-align: center;"><b>No Conversation session</b></p>	<p><b>Preparation for next class</b></p> <p>Review of Ch. 11, 12</p> <ul style="list-style-type: none"> <li>• Shadow practice and dictation of Ch 11 (250, 251)</li> <li>• Ch11 Review Exercise (263-A)</li> <li>• Shadow practice and dictation of Ch 12 (266)</li> <li>• Ch12 Review Exercise (285-C)</li> </ul>

	<p>Review of Ch. 11, 12</p> <ul style="list-style-type: none"> <li>• Shadow practice of Ch 11</li> <li>• Ch11 Review Exercise</li> <li>• Shadow practice of Ch 12</li> <li>• Ch12 Review Exercise</li> </ul>	<p><b>Preparation for next class</b></p> <ul style="list-style-type: none"> <li>• Review of ch 7-12 for Preliminary Test on 9/2</li> </ul>
	<p><b>No class (Labor Day)</b></p>	
	<p><b>Preliminary Test of Ch 7-12</b></p>	<p><b>Preparation for next class</b></p> <ul style="list-style-type: none"> <li>• Shadow Practice, dictation and English summary of Dialogue I (26)</li> <li>• Vocabulary of Dialogue I (28, 29), Grammar I (30, 31) &amp; Exercise 1 (37-39)</li> </ul>
	<p>Review of Preliminary Test (<i>GENKI II</i>)</p> <p>Chapter 13 Looking for a Part-Time Job</p> <ul style="list-style-type: none"> <li>• Shadow Practice of Dialogue I</li> <li>• Vocabulary of Dialogue I, Grammar 1 &amp; Exercise 1</li> <li>• Grammar 1 Potential verbs</li> <li>• Exercise 1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT Dictation &amp; English summary of Dialogue I (26)</b></li> </ul> <p><i>Homework:</i> WB 11, 12, 13</p> <p><b>Preparation for next class [conversation session]</b></p> <ul style="list-style-type: none"> <li>• Practice potential verbs: Can you describe things you can/can't?</li> <li>• Culture Note (48)</li> <li>• Useful Expressions (49)</li> </ul>
2	<p>Self-introduction in Japanese</p> <p>Pair activities</p> <ul style="list-style-type: none"> <li>• Practice potential verbs: Can you describe things you can/can't?</li> <li>• Culture Note</li> <li>• Useful Expressions</li> </ul>	<p><b>Preparation for next class</b></p> <ul style="list-style-type: none"> <li>• Shadow Practice, dictation and English summary of Dialogue II (26)</li> <li>• Vocabulary of Dialogue II, Grammar 2 (31, 32) &amp; Exercise 2 (39, 40)</li> <li>• Kanji 物、鳥、料、理 (276)</li> </ul> <p><i>Homework:</i> WB 11, 12, 13</p>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 11, 12</li> <li>• Shadow Practice of Dialogue II</li> <li>• Vocabulary of Dialogue II, Grammar 2, Exercise 2</li> <li>• Grammar 2 ～し (to give reason)</li> <li>• Exercise 2</li> <li>• Kanji 物、鳥、料、理</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT Dictation &amp; English summary of Dialogue II (26), WB 11, 12</b></li> </ul> <p><i>Homework:</i> WB 14, 物、鳥、料、理 (WB 109)</p> <p><b>Preparation for next class</b></p> <ul style="list-style-type: none"> <li>• Shadow Practice of Dialogue II (26)</li> <li>• Vocabulary of Dialogue II, Grammar 5 (34, 35) &amp; Exercise 5 (44, 45)</li> <li>• Kanji 特、安、飯、肉 (276)</li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 13, 14</li> <li>• Shadow Practice of Dialogue II</li> <li>• Vocabulary of Dialogue II, Grammar 5, Exercise 5</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT WB 13, 14</b></li> </ul> <p><i>Homework:</i> WB 17, 特、安、飯、肉 (WB 109)</p> <p><b>Preparation for next class</b></p>

3	<ul style="list-style-type: none"> <li>• Grammar 5～なら</li> <li>• Exercise 5</li> <li>• Kanji 特、安、飯、肉</li> </ul>	<ul style="list-style-type: none"> <li>• Shadow Practice, dictation and English summary of Dialogue III (26)</li> <li>• Vocabulary of Dialogue III (28, 29), Grammar 3 (33-34) &amp; Exercise 3 (41-43)</li> <li>• Kanji 悪、体、空、港 (277)</li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 17</li> <li>• Shadow Practice of Dialogue III</li> <li>• Vocabulary of Dialogue III, Grammar 3, Exercise 3</li> <li>• Grammar 3～そうです</li> <li>• Exercise 3</li> <li>• Kanji 悪、体、空、港</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT Dictation &amp; English summary of Dialogue III (26, 27), WB 17</b></li> <li><i>Homework:</i> WB 15, 悪、体、空、港(WB 109)</li> <li><b>Preparation for next class</b></li> <li>• Shadow Practice of Dialogue III</li> <li>• Grammar 4 (34) &amp; Exercise 4 (43 – 44)</li> <li>• Grammar 6 (35) &amp; Exercise 6 (45-46)</li> </ul>
	<ul style="list-style-type: none"> <li>• Shadow Practice of Dialogue III</li> <li>• Vocabulary of Grammar 4, 6 &amp; Exercise 4, 6</li> <li>• Grammar 4～てみる</li> <li>• Exercise 4</li> <li>• Grammar 6～一週間に三回</li> <li>• Exercise 6</li> </ul>	<ul style="list-style-type: none"> <li><i>Homework:</i> WB 16, 18</li> <li><b>Preparation for next class</b></li> <li>• Practice～し、なら、そうです、てみる、間に～回</li> </ul>
	<ul style="list-style-type: none"> <li>• Ask your classmate questions (e.g. why don't you study every day?); Answer the questions and add reasons with～し</li> <li>• Practice～そうです、てみる、なら、間に～回</li> </ul>	<ul style="list-style-type: none"> <li><b>Preparation for next class</b></li> <li>• Review Exercise 7 (47)</li> <li>• Kanji 着、同、海、昼 (277)</li> <li><i>Homework:</i> <u>WB 15, 16, 18</u></li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 15, 16, 18</li> <li>• Vocabulary of Review Exercise 7</li> <li>• Review Exercise 7</li> <li>• Kanji 着、同、海、昼</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT WB 15, 16, 18</b></li> <li><i>Homework:</i> WB 20, 着、同、海、昼 (WB 109) &amp; WB 110</li> <li><b>Preparation for next class</b></li> <li>• Answer 278 I A &amp; B</li> </ul>
4	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 20, 109, 110</li> <li>• Reading &amp; Writing section - 278 I A &amp; B</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT WB 20, 109, 110</b></li> <li><i>Homework:</i> Writing: 282 IV おもしろい経験 (as long as 279B) Write DOUBLE SPACE in a separate sheet.</li> <li><b>Preparation for next class</b></li> <li><i>Homework:</i> Listening Comprehension (WB 19)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>WB: Listening Comprehension</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT WB 19, Writing: 282 IV</b></li> <li>• <b>Prepare for Ch 13 Test</b></li> </ul>
	<p>Chapter 13 Test (Written)</p>	<ul style="list-style-type: none"> <li><b>Preparation for next class</b></li> <li>• Practice dialogues I, II and III</li> <li>• Review Exercise (47C)</li> </ul>

<p>1. Practice dialogues I, II and III</p> <p>2. <b>Review Exercise (47C)</b></p> <p>Review of ch 13 test &amp; Animation</p>	
<p>Chapter 14 Valentine's Day</p> <p>1. <b>Shadow Practice of Dialogue I</b></p> <p>2. <b>Vocabulary of Dialogue I, Grammar 2 &amp; Exercise 2</b></p> <p>3. <b>Grammar 2 ~かもしれません</b></p> <p>4. <b>Exercise 2</b></p> <p>5. <b>Kanji: 彼、代、留、族</b></p>	<p><b>Preparation for next class</b></p> <p>• <b>Shadow practice, dictation and English summary of Dialogue I (50)</b></p> <p>• <b>Vocabulary of Dialogue I (52, 53), Grammar 2 (55, 56) &amp; Exercise 2 (63, 64)</b></p> <p>• <b>Kanji: 彼、代、留、族 (283)</b></p>
<p>5</p> <p>1. <b>Shadow Practice of Dialogue II</b></p> <p>2. <b>Vocabulary of Dialogue II, Grammar 1 &amp; Exercise 1</b></p> <p>3. <b>Grammar 1 ほしい</b></p> <p>4. <b>Exercise 1</b></p> <p>5. <b>Kanji: 親、切、英、店</b></p>	<p>• <b>SUBMIT Dictation &amp; English summary of Dialogue I (50)</b> <i>Homework: WB: 22, 彼、代、留、族 (WB: 111)</i></p> <p><b>Preparation for next class</b></p> <p>• <b>Shadow practice, dictation and English summary of Dialogue II (50)</b></p> <p>• <b>Vocabulary of Dialogue II (52, 53), Grammar 1 (54, 55) &amp; Exercise 1 (61- 63)</b></p> <p>• <b>Kanji: 親、切、英、店 (283)</b></p>
<p>1. <b>Shadow Practice of Dialogue III</b></p> <p>2. <b>Vocabulary of Dialogue III, Grammar 3 &amp; Exercise 3</b></p> <p>3. <b>Grammar 3 ~あげる・くれる・もらう</b></p> <p>4. <b>Exercise 3</b></p>	<p>• <b>SUBMIT Dictation &amp; English summary of Dialogue II (51)</b> <i>Homework: WB 21, 親、切、英、店 (WB: 111)</i></p> <p><b>Preparation for next class</b></p> <p>• <b>Shadow practice, dictation and English summary of Dialogue III (51)</b></p> <p>• <b>Grammar 3 &amp; Exercise 3 (65-67)</b></p>
<p>1. <b>Shadow Practice of Dialogue III</b></p> <p>2. <b>Vocabulary of Dialogue III, Grammar 3 &amp; Exercise 3</b></p> <p>3. <b>Grammar 3 ~あげる・くれる・もらう</b></p> <p>4. <b>Exercise 3</b></p>	<p>• <b>SUBMIT WB 21, 22</b> <i>Homework: WB: 23</i></p> <p><b>Preparation for next class</b></p> <p>• <b>Culture note (72)</b></p> <p>• <b>Practice Gr 1, 2 &amp; 3</b></p>
<p>1. <b>Culture note</b></p> <p>2. <b>Practice Gr 1, 2 &amp; 3</b></p>	<p>Review: 56, 57, 65-67 (あげる、くれる、もらう)</p> <p>• <b>Shadow practice, dictation and English summary of Dialogue I, II, III (50, 51)</b></p> <p><b>Preparation for next class</b></p> <p>• <b>Grammar 4 (58) &amp; Exercise 4 (65 - 67)</b></p> <p>• <b>Kanji: 去、急、乗、当 (284)</b></p>
<p>1. <b>Shadow Practice of Dialogue I, II, III</b></p> <p>2. <b>Vocabulary of Grammar 4 &amp; Exercise 4</b></p> <p>3. <b>Grammar 4 ~たらどうですか</b></p>	<p><i>Homework: WB 24, 去、急、乗、当 (WB 111)</i></p>

	<ul style="list-style-type: none"> <li>• Exercise 4</li> <li>• Kanji: 去、急、乗、当</li> </ul>	<p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Grammar 5 (58, 59) &amp; Exercise 5 (69, 70)</li> <li>• Kanji: 音、楽、医、者 (284)</li> </ul>
6	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 23, 24</li> <li>• Shadow Practice of Dialogue I, II, III</li> <li>• Q&amp;A: WB 23, 24</li> <li>• Vocabulary of Grammar 5 &amp; Exercise 5</li> <li>• Grammar 5 ～も、しか～ない</li> <li>• Exercise 5</li> <li>• Kanji: 音、楽、医、者</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT WB 23, 24</b></li> <li><i>Homework:</i> WB 25, 音、楽、医、者 (WB 111, 112)</li> </ul> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Review Exercise 6 (71)</li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 25, 111, 112</li> <li>• Review of Ch. 14 Grammar; Exercises</li> <li>• Vocabulary of Review Exercise 6</li> <li>• Review Exercise 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT WB 25, 111, 112</b></li> <li><i>Homework:</i> WB 27</li> </ul> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Answer 285-I A &amp; B</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading &amp; Writing section - 285-I A &amp; B</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT WB 27</b></li> <li><i>Homework:</i> finish/complete Writing: 287 III B</li> </ul> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Useful expressions (73)</li> <li>• Review of Grammar 4, 5</li> </ul>
	<ul style="list-style-type: none"> <li>• Useful expressions</li> <li>• Review of Grammar 4, 5</li> </ul>	<p>Preparation for next class</p> <p><i>Homework:</i> WB Listening Comprehension (26)</p>
	<ul style="list-style-type: none"> <li>• WB: Listening Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT WB 26, Writing 287 III B</b></li> <li>• Prepare for Ch 14 Test</li> </ul>
7	Chapter 14 Test (Written)	
	Review of Ch 14 test & Animation	<p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Shadow practice, dictation and English summary of Dialogue II (74)</li> <li>• Vocabulary of Dialogue II (76, 77), Grammar 1 (54), Exercise 1 (84-85)</li> </ul>
	<p>Chapter 15 A Trip to Nagano</p> <ul style="list-style-type: none"> <li>• Shadow Practice of Dialogue II</li> <li>• Vocabulary of Dialogue II, Grammar 1 and Exercise 1</li> <li>• Grammar 1 Volitional form</li> <li>• Exercise 1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT Dictation &amp; English summary of Dialogue II (74)</b></li> <li><i>Homework:</i> WB 28</li> </ul> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Culture note (81)</li> <li>• Volitional form</li> </ul>



	<ul style="list-style-type: none"> <li>• Culture note</li> <li>• Practice Volitional form</li> </ul>	<p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Shadow practice, dictation and English summary of Dialogue I (74)</li> <li>• Vocabulary of Dialogue I (76, 77), Grammar 2 (55) &amp; Exercise 2 (86 -87)</li> <li>• Kanji: 死、意、味、注 (288)</li> </ul> <p>Homework: WB 28</p>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 28</li> <li>• Shadow Practice of Dialogue I</li> <li>• Vocabulary of Dialogue I, Grammar 2 &amp; Exercise 2</li> <li>• Grammar 2 Volitional form + と思っています</li> <li>• Exercise 2</li> <li>• Kanji: 死、意、味、注</li> </ul>	<ul style="list-style-type: none"> <li>• <u>SUBMIT Dictation &amp; English summary of Dialogue I (74), WB 28</u></li> </ul> <p>Homework: WB 29, 死、意、味、注 (WB 113)</p> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Grammar 3 (80) &amp; Exercise 3 (87- 88)</li> <li>• Kanji: 夏、魚、寺、広 (288)</li> </ul>
	<ul style="list-style-type: none"> <li>• Shadow Practice of Dialogue I</li> <li>• Vocabulary of Grammar 3 &amp; Exercise 3</li> <li>• Grammar 3 ~ておく</li> <li>• Exercise 3</li> <li>• Kanji: 夏、魚、寺、広</li> </ul>	<p>Homework: WB 30, 夏、魚、寺、広 (WB 113)</p> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Shadow practice, dictation and English summary of Dialogue III (74, 75)</li> <li>• Vocabulary of Grammar 4 (80-81) &amp; Exercise 4 (88- 91)</li> <li>• Kanji: 転、借、走、建 (289)</li> </ul>
8	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 29, 30</li> <li>• Vocabulary of Grammar 4 &amp; Exercise 4</li> <li>• Grammar 4 Using sentences to qualify nouns</li> <li>• Exercise 4</li> <li>• Kanji: 転、借、走、建</li> </ul>	<ul style="list-style-type: none"> <li>• <u>SUBMIT Dictation &amp; English summary of Dialogue III (74, 75), WB 29, 30</u></li> </ul> <p>Homework: WB 31, 32, 転、借、走、建 (WB 113)</p> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Review Exercise 5 (93 -94)</li> <li>• Kanji: 地、場、足、通 (289)</li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 31, 32</li> <li>• Shadow Practice Dialogue I, II &amp; III</li> <li>• Vocabulary of Review Exercise 5</li> <li>• Review Exercise 5</li> <li>• Kanji: 地、場、足、通</li> </ul>	<ul style="list-style-type: none"> <li>• <u>SUBMIT WB 31, 32</u></li> </ul> <p>Homework: WB 34, 地、場、足、通 (WB 113, 114)</p>
	<ul style="list-style-type: none"> <li>• Useful Expressions</li> </ul>	<p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Answer 290 I A &amp; B</li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 34, 113, 114</li> <li>• Reading &amp; Writing section - 290 I A &amp; B</li> </ul>	<ul style="list-style-type: none"> <li>• <u>SUBMIT WB 34, 113, 114</u></li> </ul> <p>Homework: Writing (294 III)</p>

9	<ul style="list-style-type: none"> <li>• <b>WB: Listening Comprehension (33)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT <u>Writing 294 III</u></b></li> <li>• <b>SUBMIT <u>WB 33</u></b></li> <li>• <b>Prepare for Ch 15 Test</b></li> </ul>
	Ch 15 Test (Written)	
	Review of Ch 15 Test & Animation	
	<b>Practice of Dialogue I, II &amp; III</b>	<b>Preparation for next class</b> <ul style="list-style-type: none"> <li>• <b>Shadow practice, dictation and English summary of Dialogue I (96)</b></li> <li>• <b>Vocabulary of Dialogue I (98, 99), Grammar 1 (100-101) &amp; Exercise 1 (108 - 111)</b></li> </ul>
<p style="text-align: center;">Chapter 16 Lost and Found</p> <ul style="list-style-type: none"> <li>• <b>Shadow Practice of Dialogue I</b></li> <li>• <b>Vocabulary of Dialogue I, Grammar 1 &amp; Exercise 1</b></li> <li>• <b>Grammar 1 ~てくれる・あげる・もらう</b></li> <li>• <b>Exercise 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT <u>Dictation &amp; English summary of Dialogue I (96)</u></b></li> <li><i>Homework: WB 35, 36</i></li> <li><b>Preparation for next class</b></li> <li>• <b>Shadow Practice I (96)</b></li> <li>• <b>Grammar 2 (102) &amp; Exercise 2 (112)</b></li> <li>• <b>Kanji: 供、世、界、全、部 (295)</b></li> </ul>	
10	<ul style="list-style-type: none"> <li>• <b>Review of てくれる・あげる・もらう</b></li> <li>• <b>Q&amp;A: WB 35, 36</b></li> <li>• <b>Shadow Practice I</b></li> <li>• <b>Vocabulary of Grammar 2 &amp; Exercise 2</b></li> <li>• <b>Grammar 2 ~ていただけませんか</b></li> <li>• <b>Exercise 2</b></li> <li>• <b>Kanji: 供、世、界、全、部</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT <u>WB 35, 36</u></b></li> <li><i>Homework: WB 37 (供、世、界、全、部 (WB 115))</i></li> <li><b>Preparation for next class</b></li> <li>• <b>Grammar 3 (102) &amp; Exercise 3 (113, 114-C)</b></li> <li>• <b>Kanji: 始、週、以 (295)</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Vocabulary of Grammar 3 &amp; Exercise 3</b></li> <li>• <b>Grammar 3 ~といい</b></li> <li>• <b>Exercise 3</b></li> <li>• <b>Kanji: 始、週、以</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Homework: WB 38, 始、週、以 (WB 115)</i></li> <li><b>Preparation for next class</b></li> <li>• <b>Shadow practice, dictation and English summary of Dialogue II (96)</b></li> <li>• <b>Vocabulary of Dialogue II (98, 99)</b></li> <li>• <b>Grammar 4 (104, 105) &amp; Exercise 4 (114-116)</b></li> <li>• <b>Kanji: 考、開、屋、方 (296)</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Shadow Practice of Dialogue II</b></li> <li>• <b>Vocabulary of Dialogue II, Grammar 4 &amp; Exercise 4</b></li> <li>• <b>Grammar 4 ~時</b></li> <li>• <b>Exercise 4</b></li> <li>• <b>Kanji: 考、開、屋、方</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT dictation and English summary of Dialogue II (96), <u>WB 37, 38</u></b></li> <li><i>Homework: WB 39, 40, 考、開、屋、方 (WB 115)</i></li> </ul>

	<p>Conversation Section</p> <ul style="list-style-type: none"> <li>• Practice of Grammar 1-4</li> </ul>	<p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Shadow practice, dictation and English summary of Dialogue III (97)</li> <li>• Vocabulary of Dialogue III (98, 99)</li> <li>• Grammar 5 (106) &amp; Exercise 5 (116-117)</li> <li>• Kanji: 遅、動、教、室 (296)</li> </ul>
	<ul style="list-style-type: none"> <li>• Shadow Practice of Dialogue III</li> <li>• Vocabulary of Dialogue III, Grammar 5 &amp; Exercise 5</li> <li>• Grammar 5 ~てすみませんでした</li> <li>• Exercise 5</li> <li>• Kanji: 遅、動、教、室</li> </ul>	<ul style="list-style-type: none"> <li>• SUBMIT dictation and English summary of Dialogue III (97), WB 39, 40</li> <li>Homework: WB 41, 考、開、屋、方 (WB 115, 116)</li> </ul> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Review Exercise 6 (117)</li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 41, 115, 116</li> <li>• Vocabulary of Review Exercise 6</li> <li>• Review Exercise 6</li> </ul>	<ul style="list-style-type: none"> <li>• SUBMIT WB 41, 115, 116</li> <li>Homework: WB 43</li> </ul> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Answer 297 I A &amp; B</li> <li>• Do you know "Doraemon"? If you don't know, do some research and try to find what it is.</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading &amp; Writing section</li> <li>• 297 I A &amp; B</li> </ul>	<ul style="list-style-type: none"> <li>• SUBMIT WB 43</li> <li>Homework: WB 42</li> </ul>
11	<ul style="list-style-type: none"> <li>• WB: Listening Comprehension (42)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Practice of Grammar 5 &amp; Review Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for next class</li> <li>Review of Ch 16</li> </ul>
	<p>Review of Ch 16</p>	<ul style="list-style-type: none"> <li>• Prepare for Ch 16 Test on 11/10</li> </ul>
	<p>Chapter 16 Test (Written)</p>	
12	<p>Review of ch 16 test &amp; Animation</p>	<p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Shadow practice, dictation and English summary of Dialogue I (118)</li> <li>• Vocabulary of Dialogue I (120, 121)</li> <li>• Grammar 1 &amp; Exercise 1 (129 -130)</li> <li>• Kanji: 歳、習、主 (301)</li> </ul>

	<p>Chapter 17 Grumble and Gossip</p> <ul style="list-style-type: none"> <li>• Shadow Practice of Dialogue I</li> <li>• Vocabulary of Dialogue I, Grammar 1 &amp; Exercise 1</li> <li>• Grammar 1 ～そうです</li> <li>• Exercise 1</li> <li>• Kanji: 歳、習、主</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT <u>Dictation &amp; English summary of Dialogue I (118)</u></b></li> </ul> <p>Homework: WB 44 I &amp; II, 歳、習、主 (WB 117)</p>
	<ul style="list-style-type: none"> <li>• Practice Exercise 1 ～そうです(130C)</li> </ul>	<p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Vocabulary of Dialogue I (120, 121), Grammar 3 (123-125) &amp; Exercise 3 (131 -132)</li> <li>• Kanji: 結、婚、集、発、表 (301)</li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 44 I &amp; II</li> <li>• Shadow Practice of Dialogue I</li> <li>• Vocabulary of Grammar 3 &amp; Exercise 3</li> <li>• Grammar 3 ～たら</li> <li>• Exercise 3</li> <li>• Kanji: 結、婚、集、発、表</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT <u>WB 44 I &amp; II</u></b></li> </ul> <p>Homework: WB 45, 結、婚、集、発、表 (WB 117)</p> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Grammar 4 (125) &amp; Exercise 4 (132, 133)</li> <li>• Kanji: 品、字、活 (302)</li> </ul>
13	<ul style="list-style-type: none"> <li>• Shadow Practice of Dialogue I</li> <li>• Vocabulary of Grammar 4 &amp; Exercise 4</li> <li>• Grammar 4 ～なくてもいいです</li> <li>• Exercise 4</li> <li>• Kanji: 品、字、活</li> </ul>	<p>Homework: WB 46, 品、字、活 (WB 117)</p> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Grammar 6 (127) &amp; Exercise 6 (136, 137)</li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 45, 46</li> <li>• Shadow Practice of Dialogue I</li> <li>• Vocabulary of Dialogue I, Grammar 6 &amp; Exercise 6</li> <li>• Grammar 6 ～前に/~てから</li> <li>• Exercise 6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT <u>WB 45, 46</u></b></li> </ul> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Vocabulary of Dialogue II (120, 121)</li> <li>• Grammar 2 (123) &amp; Exercise 2 (130, 131)</li> <li>• Kanji: 写、真、歩、野 (302)</li> </ul>
	<ul style="list-style-type: none"> <li>• Shadow Practice of Dialogue II</li> <li>• Vocabulary of Dialogue II, Grammar 2 &amp; Exercise 2</li> <li>• Grammar 2 ～って</li> <li>• Exercise 2</li> <li>• Kanji: 写、真、歩、野</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT <u>Dictation &amp; English summary of Dialogue II (118)</u></b></li> </ul> <p>Homework: WB 44 III, 写、真、歩、野 (WB 117, 118)</p>
	<p>Practice:</p> <ul style="list-style-type: none"> <li>• Exercise 2, 3, 4 &amp; 6</li> </ul>	<p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Grammar 5 (126) &amp; Exercise 5 (134-136)</li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 44 III, 117, 118</li> <li>• Shadow Practice II</li> <li>• Vocabulary of Grammar 5 &amp; Exercise 5</li> <li>• Grammar 5 ～みたいです</li> <li>• Exercise 5</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT <u>WB 44 III, 117, 118</u></b></li> </ul> <p>Preparation for next class</p> <ul style="list-style-type: none"> <li>• Review Exercise 7 (138)</li> </ul>
14	NO CLASS (THANKSGIVING RECESS)	

15	<ul style="list-style-type: none"> <li>• Vocabulary of Review Exercise 7</li> <li>• Review Exercise 7</li> </ul>	<i>Homework: WB 50</i>  <b>Preparation for next class</b> <ul style="list-style-type: none"> <li>• Answer 303 I A &amp; B</li> </ul>
	<ul style="list-style-type: none"> <li>• Q&amp;A: WB 50</li> <li>• Reading &amp; Writing section - 303 I A &amp; B</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT WB 50</b></li> </ul> <i>Homework: Writing 300-III</i>  <b>Preparation for next class</b> <ul style="list-style-type: none"> <li>• <b>WB: Listening Comprehension (49)</b></li> </ul> <i>Homework: WB 49</i>
	<ul style="list-style-type: none"> <li>• <b>WB: Listening section (49)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT WB 49</b></li> </ul> <b>Preparation for next class</b> <ul style="list-style-type: none"> <li>• Review of Grammar 5 (126) &amp; Exercise 5 (134-136)</li> </ul> <b>PRACTICE OF ORAL PERFORMANCE</b>
	Practice: <ul style="list-style-type: none"> <li>• Review of Grammar 5 &amp; Exercise 5</li> </ul> <b>PRACTICE OF ORAL PERFORMANCE</b>	<b>Preparation for next class</b> <ul style="list-style-type: none"> <li>• Practice of Oral Performance</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Practice of Oral Performance</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SUBMIT Writing 300-III</b></li> </ul> <b>Preparation for next class</b> <ul style="list-style-type: none"> <li>• Practice your oral performance.</li> </ul>
16	<b>Oral performance &amp; Student evaluation</b>	
17	<b>Final Exam: Chapter 13-17 (Written only)</b>	

### XIII. Bibliography

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## Sample Lesson for JAPN 201 Intermediate Japanese

### Week 7

Genki Chapter XV A Trip to Nagano, Grammar & Practice of Volitional form

Topic	Expressing volitional form
Objective	At the end of the class, students will be able to express volition

### Procedures

#### I. Warm up and introduction

[9-11 min]

- a. Greeting & Small talk as an introduction to volitional form (1-2 min)
- b. Announcements (2-3 min)
- c. Outline of the class (1 min)
- d. Quiz (5 min)

#### II. Practice of Dialogue I

[11-14 min]

- a. Have students do shadow practice of Dialogue I (3-4 min)
- b. Have students practice Dialogue I as a pair (5-6 min)
- c. Have couple of pairs present (3-4 min)

#### III. Grammar & Practice of Volitional form

[21 min]

- a. Go over the explanation of TB p. 78 (5 min)
- b. Have students make a pair and work on activity B on TB p. 84 (6 min)
- c. Have couple of pairs present (2 min)
- d. Have students make a pair and work on activity B on TB p. 84 (6 min)
- e. Have couple of pairs present (2 min)

#### IV. Review

[3 min]

Have students make a sentence by using volitional form

#### V. Homework and next class

[1 min]