



Fourth Year Japanese II Conversational and Situational Japanese

JAPA 441 – Spring 2016

Tuesday and Thursday, 4:30PM – 5:45PM
Innovation Hall 203

The goal of this course is to help students become more comfortable with spontaneous conversations and daily interactions in Japanese as they develop a better understanding of applied vocabulary and intermediate-level grammar and speech patterns. By the end of the semester, students will be prepared to interact with native speakers in a variety of situations.

We will pursue these goals through structured class discussion and debate, word games, role-play scenarios, competitive group work, and formal and informal presentations. In addition to the textbook, the course will include material drawn from manga, literary fiction, and entertainment and tourism magazines so that students will be exposed to Japanese in a more natural context.

Throughout the semester, we will also share strategies for continued learning and engagement with the Japanese language by means of digital tools, online resources, and social media.

Course Text

上級へのとびら
Tobira: Gateway to Advanced Japanese

Instructor

Kathryn Hemmann

khemmann@gmail.com

Aquia Building Room 326

open office hour from 2:00 to 3:00 on Tuesdays and Thursdays
or by appointment

Grading and Assignments

Participation: 40%

Presentations: 20%

Final Interview: 15%

Quizzes: 25%

Participation

There are four components to this grade:

- (1) Preparation of the material specified by the syllabus.
- (2) Speaking ability as demonstrated in class conversations.
- (3) Improvement over the course of the semester.
- (4) Respect for the instructor and the other students.

Although updates on each student's participation grade will be provided at certain points throughout the semester, this grade will only be finalized after the last class meeting. Students will be able improve their participation grade primarily by spending more time outside of class preparing the assigned material.

Repeated lack of preparation will significantly lower the participation grade, as will a demonstrated lack of respect for the instructor and the other students. Accruing more than two unexcused absences will also affect a student's participation grade in addition to any penalties levied on the overall course grade.

Presentations

In addition to several short and informal class presentations, which will count toward the participation grade, each student will give two formal presentations. The first presentation, scheduled for **Thursday, March 3**, will be a two-person team presentation on a theme chosen from a list of possible topics. For the second presentation, scheduled for **Tuesday, April 26**, each student can choose to deliver an individual presentation or to present as part of a group. The topic of the second presentation is completely up to each individual student or group. As the purpose of this assignment is to assess speaking ability and not writing or memorization ability, students are not required to produce presentation scripts. Several handouts will be provided to help students prepare for these assignments.

Final Interview

Each student will be asked to schedule a seven-minute interview with the instructor on **Thursday, April 28** (the final day of class). This interview will be a free-flowing conversation in which the student answers questions about him or herself. Sample conversation topics will be provided two weeks in advance, although the student is expected to be able to accommodate follow-up questions that may not appear on the study sheet. The student's speaking ability as expressed in this interview will be graded according to an equally weighted five-point rubric:

- (1) Fluency, or ability to speak at a reasonable pace without long pauses or broken phrases.
- (2) Flexibility, or ability to respond to questions, topic changes, and unfamiliar expressions.
- (3) Command of vocabulary, or ability to produce a sizeable range of appropriate words.
- (4) Command of grammar, or ability to construct varied sentence patterns.
- (5) Avoidance of English, or ability to limit use of unnecessary English words.

Quizzes

Vocabulary quizzes will be given almost every week. If a student misses a class for any reason, he or she must schedule a make-up quiz for a date within five business days of the absence. Failure to schedule a make-up quiz within the specified timeframe will result in a corresponding quiz grade of zero. The lowest quiz grade will not be dropped, and no extra credit assignments will be provided, so please do your best to prepare for all of the quizzes.

Course Policies*Required Texts*

Students are required to bring a physical copy of the assigned reading to the appropriate class. Each student will be given one warning, but any subsequent failure to come to class without a copy of the reading will count as an absence.

The *Tobira* textbook is available for purchase at the campus bookstore and on Amazon. A copy will also be held at the library reserve desk for a two-hour loan period. Although students cannot request photocopies from the instructor, they are welcome to make their own.

Photocopies of the non-textbook reading materials will be provided to students in advance of the assigned date. High-quality color scans will be available on the course's Blackboard website.

Attendance

Each student is allowed **two unexcused absences**, no questions asked and no excuses necessary. If you would like me to excuse an absence, you must submit at least one form of written proof of legitimacy (photocopies and printouts are fine). If your documents are not submitted within three business days of your absence, they become forfeit. Each unexcused absence after the second will result in half a letter grade being deduced from the final course grade, in addition to a reduction of the participation grade. Please be aware that obligations for other classes (such as

exams) do not count as a valid excuse, even if they are scheduled during our class time. If such a conflict arises, please notify the professor to reschedule the commitment. Showing up to class more than fifteen minutes late will count as an absence.

Technology

No tablets, smartphones, or laptop computers are allowed. Students are requested to silence their phones at the beginning of class, and any student using his or her phone during class time will be asked to leave, which will count as an absence regardless of when it occurs. If there is a possibility that you may receive an important call during class, please let me know before class begins, and please locate yourself within the classroom so that you can leave without disturbing anyone.

Disability Accommodation

The Office of Disability Services (ODS) has strict guidelines concerning the submission of accommodation requests. If your registered disability enables you to receive a specific accommodation on a class assignment or evaluation, please submit the appropriate paperwork to me in advance of the deadline, which is generally a week before the assignment due date or scheduled evaluation date. If you feel that I am not being properly sensitive to your disability, please let me know, and don't hesitate to suggest a meeting with your officer at the ODS. Please note that I cannot provide accommodations without the appropriate documentation.

Cheating and Plagiarism

I have a zero tolerance policy for cheating and plagiarism. If you cheat on a quiz, or if you use something you find on the internet as a presentation script, you will fail the class. In addition, I will report you to the Honor Committee, which may result in your expulsion.

Respect

Each student is expected to be respectful of the instructor and his or her peers. No speech or behavior demonstrating or encouraging discrimination on the basis of sex, gender, sexual orientation, race, ethnicity, religion, age, body shape, or disability will be tolerated. Cultural essentialism, or the reduction of a large and diverse group of people into a set of stereotypes, is offensive and counter to the purpose of language acquisition. The uncritical reproduction of any of these types of discourse in class discussions or presentations will be harshly penalized.

Peer Support

Japanese is a difficult language, and students are not expected to have mastered it before they set foot in the classroom. Because of various circumstances, some students may begin the semester feeling more comfortable about their speaking ability, but each student has his or her own unique strengths and abilities that will develop over time. It is therefore important that we all encourage and support one another in order to create a friendly learning environment.

Tuesday, January 19

授業の紹介
学生の自己紹介

第7課：日本のポップカルチャー

Thursday, January 21

クイズ：読み物の単語表、#1-30 (p.155)
読む前に、質問 1 (p.152)
マンガの神様：手塚治虫、1-19 行目 (p.153)
読み物の内容質問、質問 1-4 (p.166)

Tuesday, January 26

マンガの神様：手塚治虫、20-46 行目 (pp.153-154)
読み物の内容質問、質問 5-10 (p.166)
みんなで話しましょう、質問 1, 2 (p.166)

Thursday, January 28

クイズ：読み物の単語表、#31-60 (pp.155-156)
会話文 (pp.163-164)
オノマトペ練習、質問 1-4 (p.160)

Tuesday, February 2

読書：『ふらいんぐういっち』からの「第1話：6年振りの不思議」(pp.3-35)
会話練習：予約をする

第8課：日本の伝統芸能

Thursday, February 4

クイズ：読み物の単語表、#1-29 (p.182)
読む前に、質問 2 (p.179)
狂言と笑い、1-21 行目 (p.180)
読み物の内容質問、質問 1-3 (p.187)

Tuesday, February 9

狂言と笑い、22-45 行目 (pp.180-181)
読み物の内容質問、質問 4-10 (p.187)
みんなで話しましょう、質問 2 (p.187)

Thursday, February 11

クイズ：読み物の単語表、#30-55 (pp.182-183)

会話文 (pp.184-185)

ペアワーク、質問 2 (p.189)

Tuesday, February 16

読書：『Tokyo Trend Ranking』からの「東京まち歩きコンシェル」(pp.8-9)

読書：『Tokyo Trend Ranking』からの「グルメスペシャル」(pp.24-25)

会話練習：レストランで注文する

第 9 課：日本の教育

Thursday, February 18

クイズ：読み物の単語表、#1-39 (p.205)

読む前に、質問 2 (p.200)

日本の教育の現状、1-25 行目 (pp.202-203)

読み物の内容質問、質問 1-4 (p.210)

Tuesday, February 23

読む前に、質問 3 (p.201)

日本の教育の現状、26-47 行目 (p.203)

読み物の内容質問、質問 5-7 (p.210)

教育について話し合ってみよう、質問 2 (p.210)

Thursday, February 25

クイズ：読み物の単語表、#40-81 (p.206)

日本の教育の現状、48-69 行目 (pp.203-204)

読み物の内容質問、質問 8-10 (p.210)

教育について話し合ってみよう、質問 5 (p.210)

Tuesday, March 1

読書：『Newtype』からの「We Sway, We Swim!」(pp.36-39)

読書：『Newtype』からの「SHERLOCK / シャーロックシーズン 3」(p.149)

会話練習：意見を述べる

Thursday, March 3

* 発表の日 *

Monday, March 7 – Sunday, March 13

***** 春休み *****

第 10 課：日本の教育

Tuesday, March 15

会話文 (p.229-230)

会話文の内容質問、質問 1-3 (p.232)

聞き取り練習：100 円ショップ・百均で絶対買ってはいけないランキングトップ 5

Thursday, March 17

*** 授業の休み ***

Tuesday, March 22

読む前に、質問 1 (p.224)

自動販売機大国ニッポン、1-26 行目 (p.225)

読み物の内容質問、質問 1-3 (p.232)

Thursday, March 24

クイズ：読み物の単語表、#1-69 (pp.227-228)

自動販売機大国ニッポン、27-54 行目 (p.226)

読み物の内容質問、質問 3-5 (p.232)

みんなで話しましょう、質問 4 (p.232)

Tuesday, March 29

読書：『Nintendo Dream』からの「平林久和のゲーム解剖学」(pp.82-83)

会話練習：行方を教える

第 11 課：日本の歴史

Thursday, March 31

クイズ：読み物の単語表、#1-37 (p.247)

読む前に、質問 1 (p.244)

日本の輸入の歴史、1-27 行目 (p.245)

読み物の内容質問、質問 1 (p.253)

みんなで話しましょう、質問 1 (p.253)

Tuesday, April 5

読む前に、質問 2 (p.244)

日本の輸入の歴史、28-57 行目 (p.246)

読み物の内容質問、質問 2-4 (p.253)

みんなで話しましょう、質問 4 (p.253)

Thursday, April 7

クイズ：読み物の単語表、#38-71 (pp.247-248)
会話文 1 (pp.249-250)
会話練習 1 (p.254)
文化ノート 6 (p.242)

第 13 課：日本人と自然

Tuesday, April 12

読む前に、質問 1 (p.290)
私と先生 (p.292)
読み物の内容質問、質問 1-2 (p.302)

Thursday, April 14

クイズ：読み物の単語表、#1-29 (p.297)
俳句：世界一短い詩、1-26 行目 (p.295)
読書：俵万智の『サラダ記念日』

Tuesday, April 19

俳句：世界一短い詩、27-62 行目 (pp.295-296)
有名な俳句を鑑賞してみよう (pp.302-303)
読む前に、質問 3 (p.291)

Thursday, April 21

クイズ：読み物の単語表、#30-56 (pp.297-298)
読書：『MONKEY』からの「まぶたのある生きものは」 (pp.16-22)
読書：『MONKEY』からの「野球ゲーム」 (pp.124-125)

Tuesday, April 26

* 発表の日 *

Thursday, April 28

* 期末面接 *

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