

2024 KCJS Summer Program in Modern Japanese: 3rd Year Japanese (4205 & 4206)

INSTRUCTOR: Tomomi Sato ts2834@columbia.edu (<mailto:oy18@columbia.edu>)

CLASS HOURS @扶桑館 F205a





1st period (60 min.)	9:00 am-10:00 am
2nd period (60min.)	10:10 am-11:10 am
3rd period (40min.)	11:20 am-12:00 pm

OBJECTIVE OF KCJS'S JAPANESE PROGRAM :

The objective of KCJS's Japanese Program is to enhance the student's communicative competence and to enable interactions with members of Japanese society in ways that are culturally readily acceptable. In particular, a KCJS student will come to:

1. Understand the intentions of others when Japanese is spoken;
2. Understand the intentions of others when written materials of various genres and media are presented;
3. Control the use of Japanese expressions, both spoken and written, in order to fit the socio-cultural settings and purposes of communication;
4. Expand the modes of communication used to include such genres as formal presentations, negotiations, projects, the organization of events, and their follow-up.

COURSE DESCRIPTION :

Third Year Japanese is designed for students who have completed at least two years of college-level Japanese or the equivalent (around 300 hours of Japanese study). Students who wish to take this course are expected to be at least at the **Intermediate-Mid level** of [the ACTFL \(American Council on the Teaching of Foreign Languages\) Proficiency Guidelines](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012) (<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>) at the beginning of the course. For a more detailed description, please follow the links provided (see the section of "INTERMEDIATE MID"): ACTFL Proficiency Guidelines Intermediate: [Speaking](https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/japanese/japanese-speaking)  (<https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/japanese/japanese-speaking>) | [Writing](https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/japanese/japanese-writing)  (<https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/japanese/japanese-writing>) | [Listening](https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/japanese/japanese-listening)  (<https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/japanese/japanese-listening>) | [Reading](https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/japanese/japanese-reading)  (<https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/japanese/japanese-reading>)

Using *Quartet* (『カルテット』), the students will develop four skills of language (reading, writing, speaking, and listening) and learn cultural knowledge necessary to communicate in Japanese. Authentic materials and handouts created by the instructor will supplement the textbook.

OBJECTIVE OF THIS CLASS :

Our goal is for students to: 1) Learn how to study Japanese effectively, and 2) Further develop competence in interpersonal, interpretive, and presentational modes of communication and to expand their overall abilities to function effectively in Japanese in various socio-cultural settings. To this end, we will assist students to:

1. learn effective study methods,
2. establish good study habits,
3. reinforce basic grammar points in order to use them accurately and more effectively,
4. master intermediate-level grammar points to advance beyond the current level of Japanese,
5. expand vocabulary, idiomatic expressions and kanji,
6. raise awareness of the differences between spoken/written language, and formal/casual speech styles.

<Speaking>

1. conduct practical conversations (including the ability to manage speech levels properly)
2. state opinions and give detailed explanations
3. make presentations

<Listening>

1. pick up various types of information

<Reading>

1. comprehend long texts
2. work with primary source materials

<Writing>

1. write response papers of multiple paragraphs, using transitional devices in written Japanese.
2. study 297 kanji generally introduced in beginning-level textbooks and an additional approx. 300 new kanji.

COURSE MATERIALS:

1. Yasui, Y., et al. (2019). *Quartet* Vol.1- Intermediate Japanese Across The Four Language Skills  (<https://quartet.japantimes.co.jp/>) . Tokyo: The Japan Times.
2. Yasui, Y., et al. (2019). *Quartet* Vol.1 Workbook - Intermediate Japanese Across The Four Language Skills  (<https://quartet.japantimes.co.jp/>) . Tokyo: The Japan Times
3. Yasui, Y., et al.(2020). *Quartet* Vol.2- Intermediate Japanese Across The Four Language Skills([Links to an external site.](#))  (<https://quartet.japantimes.co.jp/>) . Tokyo: The Japan Times.
4. Yasui, Y., et al. (2022). *Quartet* Vol.2 Workbook - Intermediate Japanese Across The Four Language Skills  (<https://quartet.japantimes.co.jp/>) . Tokyo: The Japan Times.
5. (https://www.amazon.com/Tobira-Power-Up-Your-Kanji/dp/4874244874/ref=pd_lpo_14_img_0/132-5590341-8979920?encoding=UTF8&pd_rd_i=4874244874&pd_rd_r=5a22451a-50a3-4e55-9aa5-d5379680b42a&pd_rd_w=D87GN&pd_rd_wg=PkFbc&pf_rd_p=337be819-13af-4fb9-8b3e-

[a5291c097ebb&pf_rd_r=13XMAZA6FTDJZCGY180S&psc=1&refRID=13XMAZA6FTDJZCGY180S](#)). Other materials will be distributed by your instructor.

IMPORTANT: You are not allowed to, unless otherwise instructed:

Share all materials distributed in class, such as, but not limited to, handouts in PDFs, grammar videos with others including classmates

POLICY:

General

1. In the event of illness or other absence, please notify your instructor as soon as possible.
2. Students are expected to abide by the "Terms of Participation" they signed during the admissions process for KCJS, as well as the code of Academic Conduct outlined in [Columbia University's General Handbook](#) [↗] (<http://www.college.columbia.edu/ccschonorcode>) and your KCJS Handbook.
3. Students with disability paperwork should contact their instructors as soon as possible at the beginning of the term in order to discuss accommodations.
4. No chewing gum, consuming food, wearing hat/cap in class.
5. Use formal speech (です / ます) style when talking to instructors and staff members.
6. Emails sent after 5pm Monday through Thursday will NOT be answered until the following morning. Emails sent after 5pm on Friday as well as on Saturday and Sunday will NOT be answered until Monday morning.
7. **It is your responsibility to check time and keep the deadline of homework, quizzes, etc.**

Code of Conduct

As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited. In practical terms, this means that, as students, all work submitted in this course, whether in draft or final form, must be your own. You must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated.

The use of ChatGPT or any other AI tools for course assignments (with the exception of artificial neural networks like DeepL for machine translations, duly cited) is tantamount to plagiarism. Any cases of plagiarism or cheating will be reported to Columbia Undergraduate Global Engagement and the academic advisor at your home institution and are subject to the code of academic conduct there. In such cases, your final grade will be determined by your home institution and not by KCJS.

Attendance/Participation


1. Daily attendance is mandatory. NO make-up classes will be given. It is your responsibility to self-study what you missed.

2. You must be seated before the class starts. If you are absent from or late to class, **one point will be deducted** from your participation score for **every 5 minutes** you are absent. Tardiness of 1, 2, 3, or 4 minutes will be treated as 5 full minutes.
3. Any absence from class **over 20 minutes** will be treated as **one class absence**.
4. At the end of the semester, your lowest **three** performance scores, **regardless of reason** (e.g., illness, poor performance) will be dropped from your record when your grade is calculated. You should save them for illness and emergencies that prevent you from attending class. If you **fail to notify** your language instructor about your absence **by the beginning of the class hour (i.e. 9am) by E-mail**, then your score for that day will **NOT be dropped** at the end of the semester and it will remain as zero.
5. From the **fourth** class absence, you will receive a zero for each class missed. (Note that this refers to *class* absences, **not days absent**. If you are absent for a whole day, it will be counted as three zeroes.)
6. If you experience an extended illness or if unforeseen circumstances arise (e.g., return to your country for the funeral of a relative), such that you miss two or more days, please write an explanation of the situation within five business days upon your return and submit it to the director with a copy to your language instructor for consideration with respect to your final grade. If you fail to submit the written explanation within five business days upon your return, then your score for that day will NOT be dropped at the end of the semester and it will remain as zero.

Quizzes & Lesson Test

1. Read the instructions of tests carefully and follow them.
2. You may be permitted to make up lesson tests at the discretion of the instructor except for personal reasons.

Homework

1. All assignments must be submitted on due date or otherwise instructed. Read the instructions carefully and follow them.
2. It will be considered one-day late if it is turned in after the class on the assigned day.
3. If an assignment is submitted in one-day late, 10% will be deducted from the grade for every day it is late.
4. No homework submitted beyond two days after the due date will receive a grade.
5. Outstanding homework assigned during your absence must be submitted no later than the second day of your return to class. A 10% grade penalty will be applied to the outstanding assignment after the third day of your return to class. Completed homework assigned during your absence will not be accepted beyond the fourth day of your return to class.
6. All homework must be done INDIVIDUALLY. If it is discovered that the students have done any action against [the Columbia University's Honor Code](http://www.college.columbia.edu/ccschonorcode)  (<http://www.college.columbia.edu/ccschonorcode>), you will be penalized accordingly.

GRADE BREAKDOWN:

- Attendance, Preparation, Participation & Contribution: 30%
- Lesson Tests, Quizzes: 40%
- Homework Assignments: 20%
- Final Presentation: 10%

GRADING CRITERIA (Attendance, Preparation & Participation):

10	<ul style="list-style-type: none"> Preparation for assigned materials is thoroughly done. The student is able to actively participate in class activities, and their performance is smooth. In student's preparation, unclear areas are identified clearly. The content of the material is understood accurately. Performance clearly reflects the feedback instructors have given previously.
8	<ul style="list-style-type: none"> Participation is active, but preparation has not been thoroughly performed. In the student's preparation, unclear areas are not identified clearly. The content of the assigned material is not understood thoroughly or accurately. Performance is not smooth in order to communicate without difficulty. Mistakes are repeatedly made in the same areas where instructors have given feedback previously.
6	<ul style="list-style-type: none"> Lack of thorough preparation hinders active participation in class activities. In the student's preparation, unclear areas are not identified clearly. The content of the assigned material is only partial or greatly misunderstood.
5	<ul style="list-style-type: none"> Preparation has not been performed, and nor is there participation in class activities. In the student's preparation, unclear areas are not identified clearly. The content of the assigned material is not understood.
0	Absent

GRADE REPORT:

Your grade is updated in CourseWorks. You should access the grade book regularly to gauge your progress. If you find an error, it is your responsibility to let the instructor know immediately so that necessary adjustments are made in a timely manner. **Please note that we do not round numbers when we determine your final grade. To earn the letter grades below, your final numerical grade must fall within the given ranges.**

GRADE:

Based on the relative weights indicated on the previous page, a composite numerical grade will be computed, to which a letter grade will be assigned as follows:

A	100 - 94	B	86.9 - 83	C	76.9 - 73	D	66.9 - 63
A-	93.9 - 90	B-	82.9 - 80	C-	72.9 - 70	D-	62.9 - 60
B+	89.9 - 87	C+	79.9 - 77	D+	69.9 - 67	F	59.9 -

Language learning is a cumulative process that requires discipline and daily efforts. Missing even one class can create a gap affecting your entire subsequent study. COME TO EVERY CLASS! You are urged to bring ANY problem you have to the coordinating instructor's attention, no matter how minor you may think it is.

がんばりましょう！

Class Expectations and Rules: Since paired or group activities are essential to the class, we ask students to:

- Be in classroom **physically and mentally** and get ready to start class on time.
- Avoid leaving classroom without asking for the instructor's permission. **Minimize distractions.**
- **Refrain from eating** food or chewing gum.
- Store **cell phones, earphones, and laptops in your bag** unless otherwise instructed.
- **Strive to use Japanese** consistently and encourage your classmates to do the same. **Keep talking (in Japanese)** until you are asked otherwise.
- **Support one another** by **actively listening** and **collaborating**.
- **Listen hard** and respectfully to all community members and learn from them.
- Begin in-class quizzes or tests at the specified time

Tips For Success

Find fun. Communicate well, create meaningful engagements. Reach out for help when needed. Help is always at your reach.

1. **Enjoy** what you do and are doing!
2. If you make linguistic errors, own it and learn from it.
3. Get out of your comfort zone, **take a risk, challenge yourself, and play** with the language.
4. **Listen** to others carefully and respectfully. They have unique, interesting ideas to share with you.
Understanding others is often harder but more important than speaking
5. It shouldn't be all about you but about the **team**. It is more fun to work together toward the same goal and dream.
6. Never give up. Where there's a will, there's a way.
7. When you do succeed, give back.

To Ensure a Successful Working Relationship:

In our course, there will be many opportunities to discuss ideas in small groups. To support a productive, respectful, and learning-focused discussion, I ask that you participate with the following classroom norms, which we will review and add to together as a class:

- **Listen respectfully.** Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- **Be open to changing your perspectives** based on what you learn from others.
- Understand that we are **bound to make mistakes** in this space, as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
- Understand that your words have effects on others. **Speak with care.**
- Understand that others will come to these discussions with different experiences from yours. Be careful about assumptions and generalizations you make based only on your own experience.
- Understand that there are different approaches to solving problems. If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty.

- Differentiate between opinion--which everyone has--and informed knowledge, which comes from sustained experience, study, and practice. Hold your opinions lightly and with humility.