

The Kyoto Consortium for Japanese Studies (KCJS)

KCJS is an in-country program for the intensive study of Japanese language, humanities, and social sciences. Established in 1989, the thirteen institutions that govern KCJS include Boston University, Brown University, University of Chicago, Columbia University/Barnard College, Cornell University, Emory University, Harvard University, University of Pennsylvania, Princeton University, Stanford University, Washington University in St. Louis, Yale University, and University of Virginia. For more information, see www.kcjs.jp

E Class Fourth-Year Japanese Syllabus Spring Semester, 2020

INSTRUCTORS

Coordinating Instructor: 中田 かおり^{なかた}, kn2345@columbia.edu

Co-Instructor: 西俣 (深井) 美由紀^{にしまた ふかひ みゆき}, mf2249@columbia.edu

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Office Hour : 11:30am-4pm M-F (By appointment)

COURSE DETAILS

Meeting times: M-F 9:30-11:30 (1st period: 9:30-10:30; 2nd period: 10:40-11:30)

Classroom: F205b

Credits: 8 points

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

The 4th-year Japanese program is designed for those who have completed at least three years of college-level Japanese or the equivalent (around 450 hours of Japanese study). The students who want to take this course are expected to be at the **Intermediate-High level** or above of [the ACTFL \(American Council on the Teaching of Foreign Languages\) Proficiency Guidelines](#) at the beginning of the course.

For a more detailed description, please follow the links provided below:

ACTFL Proficiency Guidelines Intermediate: [Speaking](#) | [Writing](#) | [Listening](#) | [Reading](#)
(see the section of "INTERMEDIATE HIGH")

Please note that the language levels used at KCJS (i.e. 2nd-year, 3rd-year, etc.) will not exactly match those used at your home institution. The placement test, however, will help ensure that you are enrolled in a class that is most likely to guarantee solid improvement.

In addition to the classroom activities, students will have the opportunity to pursue an individualized project that is based on their own interest. They will deliver a presentation on their project at the end of the program.

COURSE OBJECTIVES/GOALS

The goal of this course is to achieve Advanced-Low or above of the ACTFL Proficiency Guidelines. Upon successful completion of the course, the students will:

- have a command of advanced-level grammar and vocabulary including *kango* 漢語 vocabulary and idiomatic expressions (equivalent to JLPT N2-N1);
- understand more abstract and complicated ideas presented in both speaking and writing;
- be able to participate in discussions on a wide range of topics;
- be able to narrate and describe people, places, and events effectively and at length.

COURSE MATERIALS

1. 「どんな時どう使う日本語表現文法 500」
友松悦子、和栗雅子、宮本淳(著)
出版社: アルク: 改訂版 (2010/6/1)
ISBN-10: 4757418906
ISBN-13: 978-4757418905
2. 「Kanji in Context 中・上級学習者のための漢字と語彙」 [Revised Edition]
アメリカ・カナダ大学連合日本研究センター (著)
出版社: ジャパンタイムズ; 改訂新版 (2013/11/29)
ISBN-10: 4789015297
ISBN-13: 978-4789015295

SUPPLEMENTARY MATERIALS

A wide range of authentic materials such as newspaper, novels, movies, and documentaries will be used alongside the textbooks.

USEFUL TOOLS

Online dictionaries

- 1) Reading Tutor http://language.tiu.ac.jp/index_e.html
- 2) Weblio <http://ejje.weblio.jp/>
- 3) Eijiro <http://www.alc.co.jp/>
- 4) Anki <http://ankisrs.net/>

Cellphone apps

- 1) Japanese (Renzo Inc.) <https://itunes.apple.com/gb/app/japanese/id290664053?mt=8>
- 2) Imiwa? <https://itunes.apple.com/gb/app/imiwa-japanese-dictionary/id288499125?mt=8>
- 3) Kanji Quizzer <http://www.studykanji.net/>

COURSE POLICY

General

- 1) In the event of illness or other absence, please notify your language instructor, the director or the office staff as soon as possible by telephone or e-mail.
- 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) The Fusokan is a "Japanese-only space" every day between 9:00A.M. - noon. Please use the phrase, 「英語でもいいですか。」 to politely ask your instructor whether it would be acceptable to speak in English if absolutely necessary. Please find an area somewhere *outside* the Fusokan if you want to use a language other than Japanese.
- 5) Electronic devices like smartphone and computers should not be used within Fusokan unless specifically required by a teacher for a specific exercise. This prescription includes checking phones in the hallways between classes!
- 6) Chewing gum, food and hats/caps are not allowed in class.
- 7) You are not allowed to leave the classroom without permission except in cases of sudden illness or emergency.
- 8) Use formal speech (です/ます) style when talking to faculty and staff members.
- 9) Please be aware that faculty and staff can only answer email during business hours, except in cases of emergency, when students should use phone, email, or LINE to get in touch.
- 10) Please use a binder to organize handouts, quizzes and exams.

Attendance/Participation

- 1) Daily attendance is mandatory. NO make-up classes will be given.
- 2) If you are more than 5 minutes absent from class, one point will be deducted from your participation score.
- 3) If you are more than 20 minutes absent from class, it will be treated as one class absence.
- 4) At the end of the semester, your lowest **four** performance scores, regardless of reason (e.g., illness, poor performance) will be dropped from your record when your grade is calculated.
- 5) If you fail to notify your language instructor, the director, or the office staff, about your absence prior to or on the day of your absence, then your score for that day will NOT be dropped at the end of the semester and it will remain as zero.
- 6) From the **fifth** class absence, you will receive a zero for each class missed, including 1st and 2nd sessions. [Note that this refers to *class* absences, not *days* absent. If you are absent for a whole day, it will be counted as two zeroes.]
- 7) 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 five or more Japanese language *classes* (not days), please write an explanation of the situation and submit it to the director with a copy to your language instructor for consideration with respect to your final grade.

Quizzes & Review Tests

- 1) If you are not present when the quiz is distributed, you will not be allowed to take the quiz.
- 2) The lowest **two** quiz grades will be dropped from the final score at the end of the semester.
- 3) You will not be allowed to make up or reschedule quizzes **under any circumstances.**
- 4) You may be permitted to make up review tests at the discretion of the instructor, except for personal reasons.

Homework

- 1) All assignments must be handed in on time, i.e. at the beginning of the class.
- 2) Work will be considered one day late if it is turned in after the class on the assigned day.
- 3) If an assignment is turned in one day late, 50% will be deducted from the grade.
- 4) No homework handed in beyond two days late will be counted.

- 5) Outstanding homework assigned during your absence must be submitted no later than the second day of your return to class. A 50% 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 written homework must be done INDIVIDUALLY. If it is discovered that a student has done any action against the Columbia University's Honor Code, they will be penalized accordingly. <http://www.college.columbia.edu/ccschonorcode>
- 7) Homework assignments that require self-corrections will be returned for 'redoing'. Unless it is redone correctly within two days, the original grade you received for that work will remain the same.
- 8) Homework must be written in pencil.

GRADING

Course grades will be based on the following items and percentages.

Preparation, Participation, Attendance	20%
Homework	15%
Quizzes	15%
Review Tests	20%
Final Exam	15%
Individual Project	10%
CIP	5%

GRADING SCALE FOR PREPARATION, PARTICIPATION, ATTENDANCE

- 10 : Strong preparation was apparent in the content and form of your class engagement. You proactively participated in discussions, making use of new vocabulary and grammar forms in ways that are natural and culturally appropriate. You demonstrated the ability to effectively enquire about people's opinions, to comprehend those opinions and then to respond in ways that contributed to robust and smooth discussion.
- 8 : You participated enthusiastically in classes. Preparation was good, but comprehension of content was somewhat lacking. The content of expression, grammatical accuracy, and cultural appropriateness were weaker in certain areas. Your ability to make full use of the vocabulary and phrases being studied needed improvement. You demonstrated the ability to enquire about people's opinions, but you struggled to comprehend those opinions and then respond in ways that contributed to meaningful and smooth discussion.
- 6 : Your ability to participate proactively in class was hampered by an apparent lack of preparation. You misunderstood or failed to fully comprehend a fair amount of the material, impacting your ability to follow discussions. Alternatively, your contributions to discussions were tangential, leading to breakdown.
- 5 : You attended class, however, your engagement was limited. Your participation was often tangential or "off target," leading to a breakdown or lack of progress. Your peers were required to spend time assisting or correcting you.
- 0 : You were absent or not participating in class.

GRADING SCALE FOR INDIVIDUAL PROJECTS

- 10 : You submitted a final individual project that demonstrates a high level of preparation and achievement. You engaged fully in independent consultations, making strong use of new vocabulary and phrases with accurate articulation. Your grammar was strong and you contributed culturally appropriate explanations, assessments, and arguments. You handled

questions from the instructors well, providing responses that encourage smooth communication.

- 8 : A reasonably high level of accomplishment was demonstrated in your final submission. However, there were some insufficiencies in your accuracy, cultural appropriateness, and/or your ability to make full use of new vocabulary and phrases. The work was such that the instructor needed to think quite hard to comprehend your main ideas. You might have repeated mistakes that were addressed in the pasts. You attended independent consultations enthusiastically, however, there remained weaknesses in vocabulary, grammar, and cultural appropriateness. As a result, the instructor may have experienced difficulty ascertaining your opinion accurately, therefore placing a burden on the former to ensure conversations progress.
- 6 : Thorough preparation on your individual project was not apparent. Participation in individual consultations was passive. There was either a lack of sufficient understanding or there were misunderstandings about the topic. As a result, you were not able to understand the questions or ideas put forth by the instructor. Conversation did not progress smoothly and there was a great burden on the instructor to ensure conversations continued.
- 5 : There was clearly a lack of preparation on your individual project. You attended independent consultations, however, you did not develop a project sufficiently.
- 0 : Absent

GRADE

Based on the relative weights indicated on the previous section, 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 -

Please note that we do not round number when we determine your final grade. To earn the below letter grades your final numerical grade must fall within the given ranges.

GRADE REPORT

Your grade is updated in the online grade book. 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.

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.

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