

# A Class (Second-Year Japanese)

## Syllabus

### Spring Semester, 2023

#### INSTRUCTOR

Instructor: にしまた ふかい み ゆ き 西俣 (深井) 美由紀, mf2249@columbia.edu

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TEL: (075)251-4996

Office hours by appointment

#### COURSE DETAILS

Meeting times: M-F 9:00-11:00 (1<sup>st</sup> period: 9:00-10:10; 2<sup>nd</sup> period: 10:10-11:00)

Classroom: F204

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 others in Japanese. 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 2<sup>nd</sup>-year Japanese is designed for students who have completed at least one year of college-level Japanese or the equivalent (around 150 hours of Japanese study). Students who want to take this course are expected to be at least at the **Novice-High level** of the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines at the beginning of the course.

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

You will learn basic Japanese grammar utilizing the four language skills (speaking, listening, reading, and writing). We will use *Genki II* first and intermediate-level textbook later (TBA).

#### COURSE OBJECTIVES/GOALS

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 beginning-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) develop conversation strategies to improve daily communication,
- 2) speak appropriately in a given situation,
- 3) manage longer discourse in a coherent manner by using complex sentences, conjunctions and transitional devices,
- 4) give detailed explanations and report on events and experiences.

#### <Listening>

- 1) comprehend conversational utterances and stories in both formal and casual speech registers,
- 2) gather details from spoken discourse.

#### <Reading>

- 1) manage texts of slightly longer and complex style of various genres,
- 2) read for a variety of purposes.

#### <Writing>

- 1) write short response papers, and speeches of multiple paragraphs, using complex sentences, conjunctions and transitional devices in written Japanese.
- 2) read and write at least 230 new kanji.

## COURSE MATERIALS

- [Banno, E., et al. \(2020\). \*Genki: An Integrated Course in Elementary Japanese II\* \(Third Edition\). Tokyo: Japan Times.](#)
- Online tools and materials in CourseWorks
- Other materials will be distributed by the instructor or announced for students to purchase later.

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

- Share all materials distributed in class, such as, but not limited to, handouts in paper/PDFs, grammar videos, Zoom recordings, with others including classmates;
- Audio- or video-record class meetings;
- Take screenshots or photos at any time during online/in-person class meetings.

## USEFUL TOOLS

See CourseWorks > Modules > 資料 Materials /Resources > KCJS 34 (Fall 2022): 2nd Year Resources

## 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 via 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](#) 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) You are strongly encouraged to communicate with each other in Japanese in the Fusokan.
- 5) No consuming food in class.
- 6) Use formal speech (です/ます) style when talking to faculty and staff members.
- 7) Email sent after 5pm Monday through Thursday will NOT be answered until the following morning. Emails sent after 5pm on Friday as well as Saturday and Sunday will not be answered until Monday morning.
- 8) Use a binder as your “portfolio,” which is part of your course grade, 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, 1 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 **4** performance scores, regardless of reason (e.g., illness, poor performance) will be dropped from your record when your grade is calculated.
- 5) From the **5th** class absence, you will receive a zero for each class missed, including 1<sup>st</sup> and 2<sup>nd</sup> 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.]
- 6) 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.
- 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.
- 8) Students who test positive for COVID must inform the Resident Director and isolate in place in program housing.
- 9) If you test positive for COVID, your absences will not be counted towards your final grade. Consult with your instructor about missing assignments, quizzes, tests, etc.

### **Quizzes & Lesson Tests**

- 1) All graded quizzes, each of which has its time limit, are available online and graded automatically except for Kanji writing quizzes. Read the instructions carefully and follows them. All graded quizzes must be completed by 8AM on the assigned day. Kanji writing quizzes must be turned in at the beginning of class on the assigned day.
- 2) When paper-and-pencil quizzes are administered, you will be notified beforehand and must be present when the quiz is distributed. If not, you will not be allowed to take the quiz.
- 3) The lowest **2** quiz grades will be dropped from the final score at the end of the semester.
- 4) You will not be allowed to make up or reschedule quizzes under any circumstances.
- 5) 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 handed in on time, i.e. at the beginning of the class or otherwise instructed.
- 2) It will be considered late if it is turned in after the class on the assigned day.

- 3) If an assignment is turned in late, 50% will be deducted from the grade.
- 4) No homework handed in beyond two days late 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 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 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.
- 7) You will be required to re-submit homework assignments that require self-corrections for “redoing (やり直し)”. You must correct and resubmit the homework within three days or the original grade you received for that work will stand.
- 8) Under no circumstances will students be allowed to submit redo homework after the last day of class.
- 9) Homework must be written in pencil.

### **Columbia University Statement on Academic Integrity**

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. 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.

Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. 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, 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. Students failing to meet these responsibilities should anticipate being asked to leave Columbia.

Students are expected to do their own work on all tests and assignments for this class and act in accordance with the Faculty Statement on Academic Integrity and Honor Code established by the students of Columbia College and the School of General Studies. Because any academic integrity violation undermines our intellectual community, students found to have cheated, plagiarized, or committed any other act of academic dishonesty can expect an automatic F on the assignment and may be referred to the Dean's Discipline process. It is students' responsibility to ensure their work maintains the standards expected and should you have any questions or concerns regarding your work, you can ask the instructor and refer to [the Columbia University Undergraduate Guide to Academic Integrity](#).

### **Plagiarism**

The use of words, phrases, or ideas that do not belong to the student, without properly citing or acknowledging the source, is prohibited. This may include, but is not limited to, copying computer code for the purposes of completing assignments for submission.

To avoid committing plagiarism, cite **all sources** properly. See the example below.

[Text on the Web]

いま、私たちが「女言葉」と認識している「だわ」「のよ」といった言葉づかいの起源は、明治時代の女学生の話し言葉です。ただ、当時は正しい日本語とは扱われず「良妻賢母には似合わない」「下品で乱れた言葉」だと、さんざん非難されていたのです。

朝日デジタル Think Gender 「下品から上品に変わった女言葉 「女は女らしいはずだ」の幻想は続く」  
言語学者・中村桃子さん「女言葉」の位置づけ、変わる日もある？  
聞き手・田中聡子 聞き手・藤えりか 聞き手・刀祢館正明 2021年11月13日16時00分

[Plagiarism Case]

現在、「だわ」「のよ」といった「女言葉」と認識されている言葉づかいの起源は、明治時代の女学生の話し言葉だった。しかし、当時は正しい日本語とは考えられていず「良妻賢母には似合わない」「下品で乱れた言葉」だと、強く非難されていた。

[Source Properly Cited]

朝日デジタルの「Think Gender」シリーズの2021年11月13日の「下品から上品に変わった女言葉 『女は女らしいはずだ』の幻想は続く」という記事に言語学者、中村桃子氏のインタビューが掲載されていた。

中村氏によると、「だわ」「のよ」といった現在「女言葉」と認識されている言葉づかいは、もともと明治時代の女学生の話し言葉だったそうだ。しかし、当時は正しい日本語とは考えられていず「良妻賢母には似合わない」「下品で乱れた言葉」だと、強く非難されていたということだ。

それが、女言葉がきちんとした日本語と考えられるようになったのは、朝鮮半島や台湾などの植民地でとられた同化政策の中でだったそうだ。中村氏は、「女と男で違う言葉を使う」のが日本語のすばらしさであるとされ、多様な言葉づかいの一部だけを「女言葉として語る」ことで、女言葉という概念が生み出されたと、女言葉の起源について説明している。

## GRADE BREAKDOWN

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

- |                                           |     |
|-------------------------------------------|-----|
| 1. Preparation, participation, attendance | 20% |
| 2. Homework                               | 15% |
| 3. Quizzes                                | 15% |
| 4. Lesson Tests                           | 15% |
| 5. Project & Portfolio                    | 5%  |
| 6. Community Involvement Project          | 5%  |
| 7. Midterm Exam                           | 10% |
| 8. Final Exam                             | 15% |

## 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. **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 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 -

## GRADING SCALE FOR PREPARATION, PARTICIPATION, ATTENDANCE

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

## 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.