

Course Syllabus

Second Year Japanese (Spring 2024)

Instructor

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Office hours by appointment

Course Details

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

Classroom: F214

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 2nd-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 *Task-Based Learning Japanese for College Students*. Other materials will be provided as needed by the instructor.

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:

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

<Speaking>

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

<Listening>

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

<Reading>

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

<Writing>

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

Course Materials for First Half

[Banno, E., et al. \(2020\). *Genki: An Integrated Course in Elementary Japanese II \(Third Edition\)*. Tokyo: Japan Times.](https://bookclub.japantimes.co.jp/en/book/b531517.html) [↪ \(https://bookclub.japantimes.co.jp/en/book/b531517.html\)](https://bookclub.japantimes.co.jp/en/book/b531517.html)

If you do not have this textbook, purchase a paper copy at Doshisha CO-OP (10% discount). E-books are NOT allowed.

The textbook for the second half is 国際基督教大学 教養学部 日本語教育課程 (2023) 『タスクベースで学ぶ日本語 中級1』. You will purchase it 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, 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 \(https://courseworks2.columbia.edu/courses/197985/modules\)](https://courseworks2.columbia.edu/courses/197985/modules) > [資料 Materials /Resources \(https://courseworks2.columbia.edu/courses/197985/modules/457033\)](https://courseworks2.columbia.edu/courses/197985/modules/457033) > [2nd Year Japanese Resources \(https://courseworks2.columbia.edu/courses/197985/pages/2nd-year-japanese-resources\)](https://courseworks2.columbia.edu/courses/197985/pages/2nd-year-japanese-resources)

Course Policy

General

- 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.
- 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 \(http://www.college.columbia.edu/ccschonorcode\)](http://www.college.columbia.edu/ccschonorcode) and your KCJS Handbook.
- Students with disability paperwork should contact their instructors as soon as possible at the beginning of the term in order to discuss accommodations.
- You are strongly encouraged to communicate with each other in Japanese in the Fusokan.
- No consuming food in class.
- Use formal speech (です/ます) style when talking to faculty and staff members.
- 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.

- Use a binder as your “portfolio” to organize handouts, quizzes and exams.

Attendance/Participation

- Daily attendance is mandatory. NO make-up classes will be given.
- Your preparation, attendance and participation will be assessed per class meeting.
- 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. In other words, your score will be as follows, if you arrive:

<1st period> 9:00-9:05 = 9 points <2nd period> 10:10-10:15 = 9 points

9:06-9:10 = 8 points

10:16-10:20 = 8 points

9:11-9:19 = 7 points

10:21-10:29 = 7 points

After 9:20 = 0 point

After 10:30 = 0 points

- At the end of the semester, your lowest **six** performance scores 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.
- From the **seventh** class absence, you will receive a zero for each class you missed, including 1st and 2nd [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.]
- If you fail to notify your language instructor 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.
- For absences arising due to extenuating circumstances beyond the seven class absences (e.g., return to your country for the funeral of a relative), 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 within five days upon your return. If you fail to submit the written explanation within five business days upon your return, then, your scores for those days will not be dropped at the end of the semester, and they will remain as zero.
- Do not come to class if you have a temperature of 37.5°C (99.5F) or higher even if you tested negative for COVID-19.

Quizzes & Lesson Tests

- 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 follow 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.
- 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.

- The lowest **2** quiz grades will be dropped from the final score at the end of the semester.
- You will not be allowed to make up or reschedule quizzes under any circumstances.
- You may be permitted to make up lesson tests at the discretion of the instructor, except for personal reasons.

Homework

- All assignments must be handed in on time, i.e. at the beginning of the class or otherwise instructed.
- It will be considered late if it is turned in after the class on the assigned day.
- If an assignment is turned in late, 50% will be deducted from the grade.
- No homework handed in beyond two days late will receive a grade.
- 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.
- All homework must be done INDIVIDUALLY. If it is discovered that a student has done any action against [the Columbia University's Honor Code](http://www.college.columbia.edu/ccschonorcode) (<http://www.college.columbia.edu/ccschonorcode>), they will be penalized accordingly.
- 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 by the date indicated on the returned assignments or the original grade you received for that work will stand.
- Under no circumstances will students be allowed to submit redo homework after the last day of class.
- Homework must be written in pencil.

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. 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 as instructed in pages 2-3) 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.

Plagiarism

The use of words, phrases, or ideas that do not belong to the student, without properly citing or acknowledging the source, is prohibited whether in draft or final form. 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.

Grade Breakdown

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

1. Preparation, participation, attendance 25%
2. Homework 15%
3. Quizzes 15%
4. Lesson Tests 15%
5. 日本の学生と話そう & 多読 5%
6. Community Involvement Project 5%
7. 前半まとめテスト 10%
8. 後半まとめテスト 10%

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

Grading Scale For Preparation, Participation, Attendance

Note: "Preparation" includes, but not limited to, reading textbooks, watching grammar videos and taking self-check quizzes. Your access logs to materials in CourseWorks will be reviewed and used as the basis for assessing your preparation.

<10>

- 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.

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- 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.

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- 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.

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- 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

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.