

# Project-based Japanese: Intermediate

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Fall 2021  
(Tentative)

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**Course Time:** Wednesday and Friday, 1:10-2:40

**Location:** TBA

**Office Hours:** By appointment

**Prerequisites:** Intermediate level learners

\*NOTE\* All students must obtain instructor's permission to take this course.

This is a non-credit course.

## Course Description:

We live in a complex world in which we constantly face difficult problems. As world citizens, we have a shared responsibility to strive to make our world better. In this course, we will discuss and examine a variety of contemporary social issues. Students will also plan and conduct a workshop that focuses on a specific social issue of their choice. All activities will be conducted in Japanese.

## Course Objectives:

By the end of the course, students should:

- have wider and deeper knowledge of current social problems;
- have examined and analyzed social issues critically;
- have developed Japanese language skills to communicate their opinions to others.

## Course Materials:

All materials will be provided by the instructor.

## Course Requirements:

### Preparation & class participation: 30%

This course is discussion- and activity-based. In other words, students are expected to interact and negotiate meanings in Japanese regarding the topic of each meeting through pair, group, and whole-class discussions. To do so, students are required to complete specific assignments (e.g., a questionnaire to reflect their own experiences, collect data through the Internet/library search etc. related to the topic of each meeting; to consider discussion questions) and to participate vigorously in class discussions.

### Quizzes: 10%

Students will take quizzes on vocabulary and grammar/expressions introduced throughout the semester. These vocabulary and grammar/expressions are necessary to discuss the topics.

### Reflection essays: 30%

Students will be required to write a 1-2-page, double-spaced, handwritten reflection essay in Japanese on each topic discussed in this course approximately every-other week. Each reflection essay will be graded based on (1) depth of ideas, (2) organization and coherence, (3) linguistic accuracy, fluency, and complexity.

**Workshop & self- and peer-evaluation: 30%**

Students will be required to plan and conduct an interactive workshop in Japanese on a social issue of their choosing. As a workshop leader, students are expected to study a specific social issue (e.g., its background, effect on our society, etc.), design a workshop to raise awareness about the issue, encourage discussions about the issue, and stimulate their thoughts through interactive activities that require audience participation (i.e., a lecture-style workshop is NOT allowed). This workshop can be done individually or with a partner. Self- and peer-evaluation will be conducted after the workshop, which will be part of the final grade. Tasks for the workshop will include writing a proposal, preparing a plan and materials, and executing the workshop. Self-evaluation will include a 2-page, double-spaced, handwritten reflection essay in Japanese.

**Grading Scale:**

100 – 94.0=A, 93.9 – 90.0=A-, 89.9 – 87.0=B+, 82.9 – 80.0=B-, 86.9 – 83.0=B, 79.7 – 77.0=C+, 76.9 – 73.0=C, 72.9 – 70.0=C-, 69.9 – 67.0=D+, 66.9 – 63.0=D, 62.9 – 60.0=D-, 59.9 – =F

**Schedule (subject to change):**

Week	Topic	In-class Activity	Assignments
1	9/8(W) Course Orientation	Introduction to the course Learn and practice expressions used in discussion	
	9/10(F) “Language and I”	Discuss what kinds of languages we have been surrounded by/we have observed	Worksheet 1 “Language and I”
2	9/15(W) Linguistic Landscape	Share and analyze samples in groups Learn and practice expressions used in presentation	Collect samples of “languages in Kyoto” <ul style="list-style-type: none"> <li>• Research what kind of languages are used in signs, shop, stations, schools, etc. in Kyoto.</li> <li>• Take photos of at least 5 separate samples</li> <li>• Paste each photo on each page in MS Word and type the information about it (date, place, and type)</li> </ul>
	9/17(F) Linguistic Landscape	Quiz Practice the presentation Present the analysis to class	Worksheet for sample analysis

3	9/22(W) Linguistic Landscape	Discuss the findings and how languages used around us reflects our world	Worksheet 2 “Expenses and I” (survey)
	9/24(F) “Expenses and I”	Share results of survey (Worksheet 2) Analyze spending habits of class Learn and practice how to explain graphs	Reflection essay 1: Linguistic landscape
4	9/29(W) Consumer society	Quiz Explain and analyze data related to household spending in Japan and other countries	Worksheet for data (prepare to describe graphs)
	10/1(F) Consumer society	Discuss the findings and issues of consumer society	Worksheet 3 “History education and I”
5	10/6(W) “History education and I”	Share knowledge and experiences in history education (K-12 & college)	Reflection essay 2: Consumer society
	10/8(F) History textbooks	Read texts from history textbooks X and Y in pairs/groups Analyze how X and Y are similar/different in pairs/groups	Vocabulary list of X and Y (look up readings and meanings of words on the list)
6	10/13(W) History textbooks	Quiz Analyze how X and Y are similar/different in pairs Present the findings to class	Worksheet for textbook analysis
	10/15(F) History textbooks	Discuss the findings of all groups Discuss issues in history education	Worksheet 4 “Immigration and I”
7	10/20(W) Orientation for workshop	Overview of workshop Brainstorm ideas individually/in pairs Plan a workshop individually/in pairs	Reflection essay 3: History education and textbooks
	10/22(F) “Immigration/Global mobility and I”	Share knowledge and experience with immigration/global mobility	Workshop proposal *Students will meet with the instructor for consultation outside class during Week 8.

8	10/27(W) Multicultural society	Quiz Explain and analyze data related to global mobility Watch a short movie/news segments on “aliens” in Japan and immigrants in the U.S.	Worksheet for data (prepare to describe and interpret graphs)
	10/29(F) Fall break (I) (No Class)		
9	11/3(W) National holiday 文化の日(No Class)		
	11/5(F) Multicultural society	Discuss issues regarding immigrants in Japan and the U.S.	Worksheet 5 “COVID-19 and I”
10	11/10(W) Preparation for workshop	Plan a workshop (goals, tasks, assignments, etc.) Prepare materials (handouts, presentation slides, etc.)	Reflection essay 4: Multicultural society
	11/12(F) “COVID-19 and I”	Share knowledge and experiences with COVID-19	Workshop plan and materials *Students will meet with the instructor for consultation outside class during Week 10.
11	11/17(W) COVID-19	Quiz Explain and analyze data related to COVID-19 and Discuss how COVID-19 have impacted our society	Worksheet for data (prepare to describe and interpret graphs)
	11/19(F) COVID-19	Discuss how COVID-19 have impacted our society and what we can do in the post COVID-19 world	Research support for your opinions
12	11/24(W) Preparation for workshop	Rehearse workshop	Reflection essay 5: COVID-19
	11/26(F) Workshop	Student-led workshops (2-3)	
13	12/1(W) Workshop	Student-led workshops (2-3)	
	12/3(W) Workshop	Student-led workshops (1) Summarize what we have learned through the course and workshops Discuss what we can do to improve our world and become better world citizens	
14	12/8(W)		Absolute deadline for Self-evaluation of workshop