

# Course Syllabus

 Edit

## 2023 KCJS Summer Program in Modern Japanese: 2nd Year Japanese (O4201 & O4202)

### INSTRUCTORS :

Kaori Nakata (中田かおり) Coordinator	<a href="mailto:kn2345@columbia.edu">kn2345@columbia.edu</a> ( <a href="mailto:kn2345@columbia.edu">mailto:kn2345@columbia.edu</a> )
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Office: Fusso-kan 203

TEL: (075)251-4996

Office Hour : 12:30am-4pm M-F (By appointment)

### CLASS HOURS & CLASSROOMS :


	Classrooms	
	Ito	Nakata
1st period (60 min.) 9:00am-10:00am	F212	F204
2nd period (60min.) 10:10am-11:10am	F212	F204
3rd period (40min.) 11:20am 12:00pm	M & W: H203, 210, 215 T, R, F: F212	M & W: H203, 210, 215 T, R, F: F204


## 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 :

Second 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 wish 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](https://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 "NOVICE HIGH"): ACTFL Proficiency Guidelines Novice: [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>)

You will learn basic Japanese grammar utilizing the four language skills (speaking, listening, reading, and writing). We will use Genki II for the first three weeks. For the following weeks thereafter, we will use intermediate materials.

## 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 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.
5. express opinions.

### <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:

1. [Banno, E., et al. \(2020\). \*Genki: An Integrated Course in Elementary Japanese II \(Third Edition\)\*. Tokyo: Japan Times](https://amzn.to/3Ph4Yqa) [↗\(https://amzn.to/3Ph4Yqa\)](https://amzn.to/3Ph4Yqa).
2. [Banno, E., et al. \(2020\). \*Genki: An Integrated Course in Elementary Japanese Workbook II \(Third Edition\)\*. Tokyo: Japan Times.](https://amzn.to/38kKJHk) [↗\(https://amzn.to/38kKJHk\)](https://amzn.to/38kKJHk)
3. [↗\(https://amzn.to/37DM08W\)](https://amzn.to/37DM08W) [Eguchi, S., Nazikian, F., Nittono, M., Okamoto, K., and Park, J. \(2011\). \*Hiyaku\*. London and New York: Routledge.](https://amzn.to/37DM08W) [↗\(https://amzn.to/37wbdSD\)](https://amzn.to/37wbdSD)
4. Online tools and materials listed on [the Resources page](https://courseworks2.columbia.edu/courses/176430/pages/virtual-kcjs-summer-program-2022-2nd-year-resources) [↗\(https://courseworks2.columbia.edu/courses/176430/pages/virtual-kcjs-summer-program-2022-2nd-year-resources\)](https://courseworks2.columbia.edu/courses/176430/pages/virtual-kcjs-summer-program-2022-2nd-year-resources).
5. Other materials will be distributed by your instructor.

## POLICY:

## General

1. In the event of illness or other absence, please notify your language instructor by the beginning of the class hour (i.e. 9am) by 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) (<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. You are strongly encouraged to communicate with each other in Japanese in the Japanese classroom.
5. No consuming food in class.
6. Use formal speech ( です / ます ) style when talking to Japanese instructors and staff members.
7. 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.
8. **It is your responsibility to check time and keep the deadline of homework, quizzes, etc.**

## Attendance/Participation

1. Daily attendance is mandatory. NO make-up classes will be given.
2. 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.
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 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.
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 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. 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.
2. All graded quizzes must be completed by 9AM on the assigned day.
3. Kanji writing quizzes must be uploaded immediately after you finish it.
4. The lowest quiz grade will be dropped from the final score at the end of the course.
5. You will not be allowed to make up or reschedule quizzes **under any circumstances**.
6. 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 time, i.e. by 9am 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.
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. To submit homework/quizzes that are required to be handwritten, you may want to use one of the following tools to digitize them before uploading them to

CourseWorks (Canvas). PDF is the preferred format.

- Adobe Scan: <https://acrobat.adobe.com/us/en/mobile/scanner-app.html>  
[↪\(https://acrobat.adobe.com/us/en/mobile/scanner-app.html\)](https://acrobat.adobe.com/us/en/mobile/scanner-app.html)
- Scanner for Me: [↪\(https://www.apalon.com/scan\\_and\\_print.html\)](https://www.apalon.com/scan_and_print.html)  
[https://www.apalon.com/scan\\_and\\_print.html](https://www.apalon.com/scan_and_print.html) [↪](https://www.apalon.com/scan_and_print.html)  
[\(https://www.apalon.com/scan\\_and\\_print.html\)](https://www.apalon.com/scan_and_print.html)
- I love PDF: [https://www.ilovepdf.com/jpg\\_to\\_pdf](https://www.ilovepdf.com/jpg_to_pdf) [↪](https://www.ilovepdf.com/jpg_to_pdf)  
[\(https://www.ilovepdf.com/jpg\\_to\\_pdf\)](https://www.ilovepdf.com/jpg_to_pdf)

9. Under no circumstances will students be allowed to submit redo homework after the last day of class.

## 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) 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.

## Example:

### [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。

女言葉が正統な日本語に位置づけられたのは、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のことです。「女と男で異なる言葉遣いをする」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、概念が生み出されました。

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。

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のことだった。「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のだ。

### [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:

- Attendance, Preparation & Participation: 25%
- Homework Assignments: 20%
- Applications Tasks: 5%
- Quizzes: 13%
- Lesson Tests : 20%
- Final Presentation: 5%
- Genki II Test: 6%
- Hiyaku Test: 6%

## GRADING CRITERIA (Attendance, Preparation & Participation):

10	<p>Preparation for assigned materials is thoroughly done.</p> <p>The student is able to actively participate in class activities, and their performance is smooth. In student's preparation, unclear areas are identified clearly.</p> <p>The content of the material is understood accurately.</p> <p>Performance clearly reflects the feedback instructors have given previously.</p>
8	<p>Participation is active, but preparation has not been thoroughly performed.</p> <p>In the student's preparation, unclear areas are not identified clearly.</p> <p>The content of the assigned material is not understood thoroughly or accurately.</p> <p>Performance is not smooth in order to communicate without difficulty.</p> <p>Mistakes are repeatedly made in the same areas where instructors have given feedback previously.</p>
6	<p>Lack of thorough preparation hinders active participation in class activities.</p> <p>In the student's preparation, unclear areas are not identified clearly.</p> <p>The content of the assigned material is only partial or greatly misunderstood.</p>
5	<p>Preparation has not been performed, and nor is there participation in class activities.</p> <p>In the student's preparation, unclear areas are not identified clearly.</p> <p>The content of the assigned material is not understood.</p>
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 -

## 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.

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！**