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JPNS 302.01: Advanced Japanese

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Japanese 302 Sp 2002 M-Th 1:10-2:00
Instructor: Professor Judith Rabinovitch
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Textbooks and Material to be Covered

- (1) *J501 Nihongo Chuukyuu: Chuukyuu kara Jookyuu e*
- (2) Kodansha's *Kanji Learner's Dictionary*, ed. by Jack Halpern (purchased last semester)
- (3) *New* Remembering the Kanji
- (4) *New* Makino Intermediate Grammar Dictionary
- (5) Supplementary reading materials, to be distributed in xerox

Course Objectives:

To strengthen the development of the following interdependent skills; namely oral communication, reading/kanji recognition, writing/recall of kanji, listening comprehension, dictionary use, and translation skills. (Regarding the latter, please note if you are a prospective JET applicant wishing to have an administrative assignment as opposed to being a ESL assistant, reading/translation abilities are evaluated by the Consulate in Seattle and translation assignments are a substantial element of the job.) To this end, students will be required to (1) practice oral communication in class by discussing the content of reading materials and related themes in Japanese, using words, including new vocabulary, in full sentences and with increasing complexity of sentence construction; (2) improve kanji recognition and reading fluency and pronunciation (3) master the writing of assigned kanji, both old (Japanese 101-301) and new (4) reproduce/utilize new grammatical patterns introduced in each lesson both in speech and in writing; (5) develop increasingly competent translation skills, these being mandatory for the use of Japanese in interpersonal, business, and professional contexts; (6) and to become familiar with the use of Japanese word and kanji dictionaries appropriate to Third-Year Japanese language learning.

Attendance Policy/Grading

This course meets four times per week, for fifty minutes each session. Regular and on-time attendance and submission of assignments is essential for success. Consistent with strict sectional policies on **absenteeism**, each absence after the first *gratis* one will be reflected in a one-point deduction from your final course mark. In addition, five or more absences will result in an automatic failing grade for the course, at the discretion of the professor. If there are medical or other major emergencies (documentable and bona fide), please advise immediately and prior to the class to be missed, so that appropriate assistance may be arranged, when appropriate. **Tardiness** has become a growing problem, especially in the past three years. Student's conflicting work schedules have sometimes been a contributing factor. Please note that tardy arrivals are disruptive to the entire class and also cause the latecomer to miss important announcements and review material, which are often given in the first five to ten minutes of class. Therefore, to discourage such tardiness, each late arrival after the second *gratis* one will result in a one point deduction from the final course mark. There are no make-ups for quizzes or finals, nor will late homework be accepted, unless students have made special arrangements for truly exceptional documentable reasons (doctor's letter, etc.) prior to the anticipated absence or, at the very latest, on the date of the absence or illness. **Grading Scale:** 88-100 A, 78-87 B; 68-77 C; 58-67 D. Please note that FLL Department Policy since 2000 requires that all majors regardless of their language obtain a 2.5 GPA (B/C) level or better for upper-division courses taken in FLL.

Course Pace/Time Commitment/Philosophy

- (1) Each lesson will take approximately two weeks--eight sessions--to complete. Following the completion of each J501 lesson, students will be given other materials read and discuss for a period of two or more class meetings. A video will normally be shown.
- (2) An average/good students will need a minimum of two-three hours of preparation for each hour spent in class. It is my recent observation that some students devote grossly insufficient time to the task at hand, especially where kanji writing and review is concerned but also in the area of grammar mastery/idiom memorization (see item 3 below). Note: Kanji are always considered cumulative, even though one

obviously cannot be reviewing all past-learned kanji all the time. Also, the Japanese Proficiency Tests given by the Japanese Consulates make no distinction between “old” kanji vs. “more recent” ones but consider them all together as a body of graphs to be mastered in order to prove your possession of a particular level of proficiency.

(3) *Faithful drill work* outside of class and the precise mastery of the content of the exercises (not just the honbun) are very important. I have decided to return to the practice of checking LL/home tape or CD work, which will be evaluated for 5% of the course assessment. Why is “rote learning” and the emphasis upon the accurate reproduction of sentence patterns in the exercises emphasized in intermediate and advanced Japanese? Students in order to emerge as proficient speakers (at fourth year level) need to develop through drills/memorization a bedrock foundation of near-automatic grammatical and idiomatic responses. This is achieved through acquisition of those *typical and conventional sentence patterns and idioms illustrated in the drill materials*, which are designed to be the most accurate models. Freer application of these learned patterns and words is in turn promoted through less structured class exercises, such as “Hanashite Miyoo,” and also during class sessions where the content of the honbun passages is discussed freely in Japanese (question and answer, interview format, etc). This combination approach has been shown to be most effective in developing a confident fourth-year level speaker who is in possession of an adequate and fully *accurate* command of idioms and grammatical patterns. Nothing, however, can ever substitute for daily full immersion in Japanese in Japan. Students are strongly encouraged, therefore, to continue their learning or work (in Japan or in a Japanese company) over the summer months, in order to keep up their skills. A Japanese roommate is another valuable alternative.

Assessment percentages for the different areas of evaluation are as follows:

Final Comprehensive Test: 20%, with review kanji element from 301 Chapter Tests: Four are anticipated (but possibly only 3), the first covering lessons 5 (leftover exercise portions) and Lesson 6 (all); Lesson 7, Lesson 8, Lesson 9. ***New*** Each chapter test will have a small review kanji section containing kanji from one previous 301 chapter, as follows: Lesson 1 for Lesson 6; Lesson 2 for Lesson 7, etc. The course final will also have a review section for the textbook kanji covered to date.

***New* Oral Midterm/Final Evaluation:** Following Lesson 7, around the time of the chapter test, I will conduct a short oral evaluation of your reading fluency (honbun and passage B, plus any and all supplementary readings) and reading comprehension (oral questions and responses concerning the content of readings). In addition to being a useful evaluatory exercise, this new practice should help motivate you to attend to the task of mastering your readings and recalling more easily those kanji which you are not necessary required to learn to write. **10% (5% each test)**

Chapter Tests (3 or 4): 35%; Vocabulary quizzes, 5%: We will have a slightly modified quiz schedule this term, as follows: vocabulary quiz on all vocabulary items in honbun only, given on the **second day of class at the beginning of class**. Note that the second day is when the honbun is normally completed and the expectation is that you will have completed preparation of the vocabulary prior to class. **Kanji quizzes, 5%:** These will be given twice mid-lesson on **days four and eight**, covering 1/3 of the new kanji/words on day four and 2/3 on day eight. The chapter test will cover the rest of the chapter kanji as well, together with review kanji--see below. Your one lowest kanji quiz score will be dropped.

Homework 10% (see attached sheet for modified details): I will be adopting an on-the-day homework checking scheme. “Homework” includes the following and each portion will be checked as complete or not on the day it is due. Each portion should therefore be completed on a piece of paper separate from your textbook, which I will not collect:

- (1) 読み方の工夫 (the written portion, if assigned)
- (2) Q and A (you may simply write out the selected answer letter on piece of paper, which I will mark as “submitted,” rather than writing out the entire page)
- (3) Ex A, Ex. B
- (4) Kaite Miyoo or similar writing assignment, which follows B
- (5) *transcript of your oral presentation, which I will try to correct for you, if errors are present.
- (6) Video review exercise (no longer optionable or extra credit) based on viewing outside of class. additional value assigned to this component--see below.

Honbun Translation, 5%: In third year Japanese, we place emphasis on the development of increased translation skill; about an hour per lesson will be devoted to these skills (all or “most challenging” portions of the honbun will be translated by students in class) and the most technical grammar matters will be discussed in English. These activities will normally take place, as before, on the day following the reading of the entire honbun. Your final corrected translation should be submitted on the day following the translation activities in class.

***New* LL Record 5%:** This course, as with previous Japanese courses, requires a minimum of 100 minutes/week of oral work, using the LL tapes or the CD (preferably both). Please start immediately. In order to ascertain that you are practicing oral skills at home or in the LL, I ask that you submit at the end of week seven and again at the end of the last week of class a careful record of your weekly work, using the grid form given out in class. The number of minutes of practice should be recorded under the specific day in the specific week, then a final tally for that week noted at the end of the line. Ten points will be given per week for 100 minutes or more, 9 points for 90, and so forth, with a total possibly points of 150 for the term. Please do not transfer “extra” minutes from one week to another, as this defeats the purpose of the practice, which should be a constant in your preparation routine. This evaluation is based on the honor system--yoroshiku onegai shimasu.

***New * Video-Viewing Exercises 5%: To be submitted on the day of video viewing in class. See sheet attached to the syllabus for contents.**

A Note on the “second” honbun passage/s in Ex. B: These are valuable in their own right and are intended to coordinate with and reinforce the grammar and/or the content of past lessons or the current lesson. Naturally, you are expected to learn to read and comprehend this passage. I recommend that for self-evaluation purposes and translation practice you attempt to translate this passage and bring it to class on the day we do it in class. Portions you cannot understand and/or translate should be clearly marked, so that you can be sure to ask questions about these. You may be asked to translate a portion of this second honbun as a take-home exercise as part of the chapter test, as was sometimes done last semester; alternatively or additionally, the portion will be included in the oral test and will be included in some form on the regular written chapter test as well.

Syllabus #1 for Japanese 302

WEEK ONE

Mon Jan 28: Discussion of modifications in course, explained in syllabus. Correct your preparation of Exercise B.

Tues Jan 29: Read Ex B passages assigned during winter break.

Wed Jan 30 (Day 1, new lesson): Review-kanji test of 301 kanji and Lesson 5 kanji (all). Read “Yomu mae ni,” Lesson 6. Begin new honbun, reading approximately half--perhaps through first paragraph of section 2. (This lesson is in three sections).

Thurs. Jan 31 (Day 2): Complete honbun, Q and A on page following. Bring your answers to Yomikata no kufuu, items 1-3 on a separate sheet, which can be turned in later (item 1 is word translation; item 2 asks you to mark/underline sections of the honbun which correspond to the section titles listed, 1-3. Item 3 requires that you write in those titles into the text, filling in the title blanks.

WEEK TWO

Mon Feb 4 (Day 3): (If I am not drafted for jury duty this day--trying to be excused again) Q and A. Please bring to class prepared, with answers written on a separate sheet. Translation/grammar day, bring draft translation for correction.

Tues Feb 5 (Day 4): First kanji quiz: Lesson 6, kanji from first section (1/3) of honbun, this to be done following kanji practice. Final translations due, please type triple-space.

Wed. Feb 6 (Day 5): Ex. A (all). Please bring draft of answers, written out long-hand. If you cannot do one or more, mark your paper as such after giving it your best effort. Will correct in class.

Th. Feb 7 (Day 6): Ex B (all): please bring draft of answers to the questions in Japanese, written out long-hand, after you have read the newspaper passage. Question one is about the headline only. Question two is broken down into five questions on p. 145. Read aloud to test your pronunciation. If you cannot do one or more of the answers, mark your paper as such after giving it your best effort. It would be useful for you to practice translating the newspaper article to check comprehension. Will correct in class. Don't forget to use your dictionary to run down new or forgotten words.

WEEK THREE

Mon. Feb 11 (Day 7) : Network (all). Please prepare carefully #1-6.

Tue Feb 12 (Day 8): Kanji quiz on 2/3 of honbun. Prepare for today “Kaite Miyoo,” a short “news” article, at home. Follow instructions in text concerning how to prepare it. Finally, bring 4 (or the appropriate number for fellow students) copies of what you have written (however imperfect) to distribute to students and the professor. We will discuss the content of your opinion/article in class, using ideas from “Hanashite Miyoo,” pp. 153-154, which calls for a discussion of your news articles. Please read Hanashite Miyoo to prepare to discuss articles in class using these patterns.

Wed. Feb 12 (Day 9): Lesson Homework due today, as per syllabus Read “Particles to Indicate Conditions and Times,” rather dense and detailed (from dissertation?)--see especially the chart on p. 159. I will try to summarize. Prepare as best you can the renshuu on page 160. Will be corrected in class (but not collected as homework). Will answer any questions you may have in preparation for chapter test tomorrow.

Th Feb 13 (Day 10). Chapter Test. Note: We will begin a new lesson immediately on Monday, Lesson 8.

WEEK FOUR, LESSON 7 BEGINS

Monday HOLIDAY

Tues, Feb 19 (Day 1): Prepare to read half of Lesson 7 honbun. Extra credit video reviews due, if you are interested. Three points bonus on next chapter test.

Wed, Feb 20 (Day 2): Complete honbun. **Vocabulary Quiz**, top of the hour. Prepare remainder of honbun for today as well as the Q and A (write out answers on separate sheet).

Th, Feb 21 (Day 3): Bring to class your written completed Yomikata no Kufuu. We will correct in class. Today is translation day, so please bring your best **draft translation** of the passage. We will correct in class and discuss new grammar. Please read grammar portion of chapter.

WEEK FIVE

Mon, Feb 25 (Day 4): Kanji practice day and **kanji quiz # 1** on first third: kanji through the end of the first paragraph on the bottom on page 163, ending 「わたしの情熱もさめていった。」

Tues, Feb 26 (Day 5): **Ex. A (all)**. Please bring draft of answers, written out long-hand. If you cannot do one or more, mark your paper as such after giving it your best effort. Will correct in class. (It is not very long.)

Wed., Feb 27 (Day 6): **Ex B (all)**: please bring draft of answers to the questions (pp. 174-75) in Japanese, written out long-hand, after you have read the extra passage. Read aloud the passage to test your pronunciation. If you cannot do one or more of the answers, mark your paper as such after giving it your best effort. It would be useful for you to practice translating the article to check comprehension. Will correct in class. Don't forget to use your dictionary to run down new or forgotten words.

Thurs., Feb 28 (Day 7): Network (all). Please prepare all parts on separate sheet.

WEEK SIX

Monday, Mar 4 (Day 8): **Kanji Quiz** on 2/3 of passage, through to the end of the poem-like passage on p. 162.. Please prepare and bring to class, with one extra copy for all students and me, your Kaite Miyoo essay, p. 181, following instructions in text. You will present this writing to the class. We will also do the Hanashite Miyoo discussion of each in class today. Please see text p. 182.

Tues, Mar 5 (Day 9): Video presentation; write-ups optional for extra credit. Questions for Chapter test?

Wed, Mar 6 (Day 10): Chapter Test on lesson 7 with review kanji from L. 2.

Thurs, Mar 7 (Day 11): Supplementary reading passage, to be given out around Day 9.

Further supplements to be added.

Video Viewing Exercise (to be submitted on the day after the chapter test. As time permits the video assigned will also be screened in class; TBA. Please write, if you wish, on a separate sheet. Do not type your Japanese replies. You may type the English portion.

A. Please answer the following in English, as appropriate (skip any item which is not appropriate to the program and substitute an alternative comment reflecting your own interests or observations):

1. What is the theme or objective of the program? Is it to entertain, to inform, or both?
2. What is the format of the program? That is, how is the show organized and conducted and how are people asked to interact?
3. Who are the guests or participants and why do you think they have been selected?
4. What problems, issues, or human conflicts or disagreements are overcome or “resolved” in some way, and, if any are, how did this come about? If the program is in a debate format, what valuable themes or opinions emerged? Give one or more cases, as appropriate (this question may not fit all video viewings). What did the individual participants or “subjects” achieve by means of their participation in the program? Write at least one solid, detailed paragraph.

B. In Japanese, please answer:

1. Is the show amusing or informative, and if so, why? Why would you recommend it to your friends? Or, alternatively, why would you perhaps not tune in again?
2. This program was highly rated by the Japanese public. What do you think is its appeal (if any)? Please express your own opinion or incorporate the views of your Japanese friends.
3. Does this program teach you something about Japanese culture, specifically? If so, what?

Note on Homework Checking and Grading for 302: Please Save for Future Reference

(1) On the day each portion of the homework is due, I will check to see that all items are faithfully completed in handwritten form, given your best effort (which does not necessarily mean perfection). Items that cannot be reasonably completed, even with your best effort, owing to an insufficiency in the text explanation or similar understandable comprehension problems should be marked as such, with a notation of what you did not understand. (no penalty!) I will then mark the homework as “complete,” if you have done this (rather than just left things undone).

(2) Carefully and fully correct by hand in class your errors on the pages which you have brought to class and which I have marked as “submitted.” This correction will facilitate your accurate mastery of the material: in some cases last semester, I found errors uncorrected in the final homework.

(3) On the day following the completion of the lesson (typically the day on which we begin a supplementary reading), I will collect all of the homework for the lesson and check for your correction of materials. Normally, this day will be the day on which you do an oral skills presentation with your partner in class. Using a folder marked with your name, please submit final homework; a clean rewritten copy is optional, as long as the corrections are correctly written legibly; please submit all original pages marked by me as “complete” during on-the-day checks.

(4) Oral presentation material: please prepare as best you can for presentation in class, then plan to submit to me that day for correction. No penalty for any needed corrections as long as exercise was completed with reasonable care and effort.

(5) **Marking details:** I anticipate assigning **2 points total for each homework folder** collected, for a total of about 10 points per semester. Full credit will be given if work submitted is marked as complete on the day due and fully corrected afterwards. If any piece of work is missing due to neglect or contains significant errors even after “correction,” this will be reflected in the points (half points for incomplete work or substantial errors remaining). *The object here is to help you to master the material and focus attention on your errors, by having you accountable for correcting your work as you go along.* Most of you already do this well, so this system does not require any major changes on your part, other than the clearly visible recording of your corrections.