



Division of Arts, Humanities & Wellness
Department of World Languages and Cultures

Course Syllabus

日本語 II
JAPANESE II
LAN 260

Semester and Year:

Course and Section Number:

Meeting Times:

Location:

INSTRUCTOR:

Office Location:

Phone:

Office hours:

Email:

Mailbox:

COURSE DESCRIPTION:

LAN-260 offers students an opportunity to enhance their skills in the speaking, reading, writing, and comprehension of Japanese through active class use of vocabulary, grammar, and syntax.

3 lectures, 1 lab, 3 credits. Prerequisite: LAN-120 with a grade of C or better, or equivalent placement.

General Education Course

STUDENT LEARNING OBJECTIVES:

Upon completion of the course requirements, students will be able to:

1. Read and write Kanji (115 Kanji in total) in addition to Hiragana and Katakana;
2. Acquire knowledge of Te-form of verbs and Short Forms (Informal Speech) of present and past tenses; use complex sentences;
3. Understand the concept of two Speech Levels of Japanese: Formal Japanese and Informal Japanese; use the proper honorific expressions according to the situation;
4. State an opinion, and / or quote a person's utterances or thoughts;
5. Comprehend and conduct substantial conversations on familiar topics using several verb and adjectival tenses;
6. Convey an informed appreciation of the Japanese culture and social conventions.

In support of the above-mentioned goals, the course will include reading, writing, listening and discussion assignments from the textbook, workbook and outside sources (e.g. Japanese newspaper, web sites on internet, comic strips). Students are strongly encouraged to take an active part in class discussions and writing assignments.

ASSESSMENT METHODS:

Each of these student learning objectives will be assessed as follows:

1. A student's mastery of Hiragana, Katakana, and Kanji is measured by weekly quizzes and assessed by his or her ability to actually use them in their writing assignments and also in their correct reading (aloud) of the texts in the class.
2. The knowledge of the Te-form of the verbs is assessed by various classroom activities, asking polite requests, asking permission to do something, describing an action in progress or a person's present status, etc. The knowledge of the Te-form is also measured by writing similar expressing using the correct Te-forms. The ability to make complex sentences using Short Forms of present and past tenses is assessed by translation of sentences such as "I think that the movie that I saw yesterday was very interesting."
3. The knowledge of the two distinctively different speech levels of Japanese is assessed by simulations of various situations where students have to choose the proper speech level and adjust their speech depending on whom they are talking to. They must demonstrate a proper usage of honorific expressions both in writing and speaking.
4. Students' ability to conduct substantial conversations is measured in various pair work activities. In a simulation of a Japanese restaurant, for example, students will use an authentic Japanese menu and order what they would like to eat and drink. They must be able to state their likes and dislikes, their opinion on Japanese food, make comparison, etc.
5. An informed appreciation of the Japanese culture and social conventions is assessed by the completion of a final presentation, whose components will include a written proposal, and oral presentation to the class, and subsequent discussion involving the entire class.

COURSE CONTENT AND CLASS SCHEDULE (Note to students: This class schedule is subject to change depending on class progress):

Week 1	Course Introduction and review of Japanese 1 <ul style="list-style-type: none">• Self-introduction & write name in <u>Katakana</u>• Conversation about summer, winter vacation• Classroom expressions revisited• <u>Te</u>-form of verbs• Review <u>Hiragana</u> & <u>Katakana</u> HW: <u>Katakana</u> worksheet	1,2,5
Week 2	Chapter 6 A Day in Robert's Life <ul style="list-style-type: none">• <u>Te</u>-form of Verbs + ください (Polite request)• <u>Te</u>-form of Verbs + もいいです (Permission)• <u>Te</u>-form of Verbs + はいけません (Prohibition)• Review <u>Katakana</u> HW: <u>Katakana</u> worksheet Quiz # 1	1,2

Week 3	Chapter 6 cont'd <ul style="list-style-type: none"> ● <u>Te</u>-form of Verbs + すみません (Apology) ● <u>Te</u>-form of Verbs to describe two or more activities ● Asking / Telling the reason why ● Offering assistance ● Role play from the opening dialogue ● <u>Kanji</u>: 東西南北口左右 HW: <u>Kanji</u> handout Quiz # 2	1,2,3,5
Week 4	Chapter 7: Family Pictures <ul style="list-style-type: none"> ● <u>Te</u>-form of Verbs + います (action in progress) ● <u>Te</u>-form of Verbs + います (present status) ● Describing people using a family photo ● 父 Vs. お父さん etc. ● Counting people ● <u>Kanji</u>: 先生大学外国 HW: <u>Kanji</u> handout Quiz # 3	1,2,3,5,6
Week 5	Chapter 7 cont'd <ul style="list-style-type: none"> ● <u>Te</u>-form to join sentences ● <u>Kanji</u>: 京子小会社父母 HW: <u>Kanji</u> handout Quiz # 4	1,2,6
Week 6	Chapter 7 cont'd <ul style="list-style-type: none"> ● Verb stem + に行く ● 髪が長い ● <u>Kanji</u>: 高校毎語文帰入 HW: <u>Kanji</u> handout HW: Write a letter (vertically) to a Japanese friend Quiz # 5	1,2
Week 7	Chapter 7 cont'd & Chapter 8: Barbecue <ul style="list-style-type: none"> ● Read Mary's letter on p. 285 ● Two levels of speech: Formal vs. Informal ● Short Forms (present tense) and their uses ● Give review sheet for Mid-Term ● Short review for Mid-Term ● <u>Kanji</u>: 員新聞作仕事電車 HW: Write a letter (vertically) to a Japanese friend Quiz # 6	1,3

Week 8	Short review for Mid-Term Assign Project (due date) Mid-Term, Oral (date) Mid-Term, Written (date)	1,2,5
Week 9	Chapter 8 cont'd <ul style="list-style-type: none"> • Verb conjugation (<u>Nai</u>-form) • <u>Nai</u>-form of verbs + てください (Negative request) • Short dialogue using Informal Japanese • <u>Kanji</u>: 休言読思次何 HW: <u>Kanji</u> handout	1,2,3,6
Week 10	Chapter 8 cont'd <ul style="list-style-type: none"> • Dictionary-form of Verbs + のが好きです • Complex sentences: I think that • Subject maker が vs. Topic maker は • <u>Kanji</u>: 午後名前白雨書友 HW: <u>Kanji</u> Handout Quiz #7	2,4
Week 11	Chapter 8 cont'd & Chapter 9 : Kabuki <ul style="list-style-type: none"> • 何か vs. 何も • Role play for the opening dialogues • Short Form (past tense) • Qualifying nouns with verbs and adjectives • <u>Kanji</u>: 間家話少古知来 HW: <u>Kanji</u> Handout Quiz # 8	1,2,3,5
Week 12	Chapter 9 cont'd <ul style="list-style-type: none"> • Reading Sue's diary • Japanese "past" tense vs. English present perfect tense • Conjunction: から (because) • Role play from the opening dialogues • <u>Kanji</u>: 往正年売買町長 HW: Switching from Formal to Informal Japanese HW: <u>Kanji</u> handout Quiz # 9	2,4,5,6

Week 13	Chapter 10 Winter Vacation Plans <ul style="list-style-type: none"> • Comparative and superlative expressions • Expressing intentions (つもりだ) • Give review sheet for Final Exam • <u>Kanji</u>: 道雪立自夜朝持 HW: <u>Kanji</u> Handout Quiz #10	1,4,5
Week 14	Chapter 10 cont'd <ul style="list-style-type: none"> • Read a Japanese folktale • Adjective +なる • Adjective / noun + の • Short review for Final Exam 	1,2,3,4,6
Week 15	Final Exam, Written Final project presentation	1,2,4,5,6

COURSE TEXTS / OTHER STUDY MATERIALS:

Required:

- Eri Banno, et al. Genki I: An Integrated Course in Elementary Japanese. The Japan Times, 1999. ISBN: 4-7890-0963-7

Recommended:

- Genki I <Student CD> ISBN: 4-7890-1162-3 C0081
- Genki I <Workbook> ISBN: 4-7890-1001-5

PREPARATION EXPECTATIONS:

Late homework, essays, and journals will be accepted no later than one class from the original due date and will be given half-credit.

Quizzes will be given weekly, promptly at the beginning of the specified class period. Late students will not be given extra time in which to complete the quiz. There will be no make-up for a missed quiz; missing a quiz is the equivalent to a zero. Student will be permitted to drop lowest quiz grade. A make-up for an exam will be given only in emergency situation. Official documentation to validate the nature of the absence is required.

GRADING:

The final grade in this course will be determined by a student's overall mastery of the subject matter as evidenced on exams, quizzes, oral presentations, homework assignments, and class participation:

- Quizzes ----- 15 %

- Homework, including Projects----- 15 %
- Mid-Term ----- 20 %
- Final Exam ----- 20 %
- Final oral presentation ----- 20 %
- Attendance, preparation & active class participation 10 %

Grade Scale:

A	90-100%	C+	76-79%	F	0-59%
B+	86-89%	C	70-75%		
B	80-85%	D	60-69%		

BERGEN COMMUNITY COLLEGE ATTENDANCE POLICY:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

ATTENDANCE POLICY IN THIS COURSE:

The study of a foreign-language necessitates that students attend classes regularly in order to achieve proficiency. Therefore, students are expected to attend and actively participate in every scheduled class meeting. Attendance will be taken at the beginning of each class session. Each student is responsible for all material presented. If absent from a class, students are responsible for obtaining materials missed, information on assignments, etc. by contacting a classmate, or the instructor.

**WORLD LANGUAGES AND CULTURES
PLACEMENT POLICY**

Students interested in study a world language at Bergen Community College may choose to either begin a new one or continue the language studied previously. Students who have studied a world language in high school and have received a grade B or better should enroll in the appropriate Bergen course as follows:

Years of Study:	Register in:
Up to one	Level I courses (e.g. Japanese I)
Two years	Level II courses (e.g. Japanese II)
Three or more	Level III or higher level courses (e.g. Intermediate Japanese)

STUDENT AND FACULTY SUPPORT SERVICES

Services for Students with Disabilities

A wide variety of services are available to students with documented disabilities through the Office of Special Services (OSS) [Room L-116; (201) 612-5270; www.bergen.edu/oss]. OSS is dedicated to serving students with physical, visual, learning, hearing, and psychiatric disabilities. If a student has been classified in high school or had a 504 plan, it is highly

recommended that the student contact OSS during the college application process. A more detailed explanation can be found on the College web site www.bergen.edu Personal information is kept confidential. Examples of the types of accommodations and services include:

- Extended test taking time
- Organizational strategies
- Tutoring
- Career counseling
- Adaptive equipment computer labs
- Note takers
- Sign language interpreters

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the college's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety print, media, and electronic resources for individual and classroom use. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and general public. (BCC Catalog)

The library's webpage, www.bergen.edu/library, is available for up-to-date information regarding library collections and services.

All of the required texts for the course will be made available on Reserve. Go to the library Circulation Desk for access to the reserved copies.

GENERAL

All students are subject to the rules, regulations and policies set forth in the current Bergen Community College Catalog.