

ELJ105.xxxx Japanese for Heritage Students (Japanese Heritage)

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SEMESTER

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Instructor's Information

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Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course is designed to help heritage speakers of Japanese to enhance their reading and writing competence of the target language in the formal and high-level register. The class especially focuses on Japanese grammar, usage, and students' critical reading and writing strategies in Japanese through project-based assignments.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as **Flexible Core (World Cultures and Global Issues)** of the CUNY's new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
- **Evaluate evidence and arguments critically or analytically.**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.**
- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.**
- **Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.**

More specifically, by the end of the semester, you will be able to

- demonstrate command of the kanji writing system;
- demonstrate command of frequently used vocabulary words, especially those in the formal register;
- communicate in Japanese with greater fluency in a wide range of registers;
- demonstrate their ability to read formal and informal texts of different genres in Japanese;
- write compositions using appropriate Japanese syntax and writing systems (hiragana, katakana, and kanji);

- make presentations about aspects of Japanese culture and tradition that students have researched.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Kamada, O. (2012). Authentic Japanese: Progressing from Intermediate to Advanced (新 中級から上級への日本語). The Japan Times, Tokyo, Japan. ISBN: 9784789014625; Course: ELJ105; Price: 3,360 yen.

Grades: Your final grade will be determined based on the following evaluation points.

Midterm 20%

Final exam 20%

Quizzes (10 quizzes x 2.5) 25%

Homework (10 HW x 1) 10%

Lab (10 labs x 1) 10%

Presentation 15%

- **Grade distributions:** A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, WU: Unofficial withdraw (≈F), W: Withdraw

Weekly schedule (subject to change)

Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Week 1 Self-diagnostics assessment Understanding different registers of Japanese - formal/academic and informal/colloquial variations - politeness levels, gendered speech, contractions and inversions - register (written and spoken language, phone conversations and e-mail in Japanese etc.)
Week 2 [Insert DATE]	Week 2 Sino-Japanese and native Japanese vocabulary Jyoyo kanji (commonly-used kanji) Quiz 1: 2.5% / Lab 1: 1% / HW 1: 1%
Week 3 [Insert DATE]	Week 3 More on kanji Onyomi and kunyomi Kanji compound Quiz 2: 2.5% / Lab 2: 1% / HW 2: 1%
Week 4 [Insert DATE]	Week 4 History of Japanese - a brief history of Japan after 1600 - Oda Nobunaga, Toyotomi Hideyoshi, Tokugawa Ieyasu - the history of things Japan has imported from abroad - post-war and pre-war Japanese-American immigrants Quiz 3: 2.5% / Lab 3: 1% / HW 3: 1%
Week 5 [Insert DATE]	Week 5 Some properties of the Japanese language Writing system - uchi-soto (inside-outside) differences - verbs of giving and receiving - honorific/Respectful and humble languages

	Quiz 4: 2.5% / Lab 4: 1% / HW 4: 1%
Week 6 [Insert DATE]	Week 6 More on Japanese honorific and humble languages Quiz 5: 2.5% / Lab 5: 1% / HW 5: 1% Midterm 20%
Week 7 [Insert DATE]	Week 7 Formal register of Japanese Newspaper articles Magazines and manga (comic book) Japanese literature Midterm: 20% Lab 6: 1% / HW 6: 1%
Week 8 [Insert DATE]	Week 8 Japanese writing rhetoric Ki-sho-ten-ketsu style Expository, narrative, persuasive, and descriptive writing in Japanese Quiz 6: 2.5% / Lab7: 1% / HW 7: 1%
Week 9 [Insert DATE]	Week 9 Japanese Culture 1 Japanese customs, education system, traditions, and beliefs Quiz 7: 2.5% / Lab 8: 1% / HW 8: 1%
Week 10 [Insert DATE]	Week 10 Japanese Culture 2 Social and cultural norms in Japan Cultural appropriateness Japanese performing arts Quiz 8: 2.5% / Lab 9: 1% / HW 9: 1%
Week 11 [Insert DATE]	Week 11 New media in Japan Computer-mediated communication in Japan - the Internet - cellphones - robots Quiz 9: 2.5% / Lab 10:1% / HW10:1%
Week 12 [Insert DATE]	Week 12 Quiz 10: 2.5% Presentations:15%
Final [Insert DATE]	Week 13 Final exam:20%

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).