

さくぶん                      とくべつ                      けいけん  
 作文： 私の特別な[**special**]経験

### Overviews

- Referring to the lesson 13 reading (pp. 277-278), write an anecdote about your special (interesting, scary, etc.) experience. The story should have a climax. If it is about a trip, do not list various activities. Choose the most special one.
- You are to type the composition. The composition should be about 450 to 550 characters in length.
- Read the section on Academic Integrity in the course syllabus. You may ask your classmates or teacher about your use of Japanese grammar and vocabulary but you must not ask anyone to make Japanese sentences or revise your writing. You may use a dictionary but must not use a translation machine (e.g., Google Translate, DeepL). If you need help, ask your teachers.
- Use as much of the vocabulary, kanji, and grammar you've learned as possible. Write a variety of sentence structures and grammar.

### よてい Schedule

10月26日 火曜日	<b>Outline</b> <ul style="list-style-type: none"> <li>Read the detailed instructions on pages 2. This is not a draft. You will need to list important information in your outline.</li> <li>You will have peer review in your quiz section on the following day. Since your classmate reads your draft and gives feedback, provide a vocabulary list with English translation and/or pronunciation of difficult kanji if necessary.</li> <li>Submit your <b>Word file</b> in Canvas Modules (Assignments) for your teacher. Also, bring your outline to a class on the following day.</li> </ul>
11月3日 水曜日 <b>朝 9時半</b> しめきり	<b>First Draft</b> <ul style="list-style-type: none"> <li>Read the instruction on the draft on pp. 3-4 and 6 first. The deadline is <b>9:30AM</b> on 11/3.</li> <li>Submit your <b>Word file</b> in Canvas Modules (Assignments) for your teacher. Your teacher will check if you completed the draft but will not be able to comment on it.</li> <li>You will have peer review in your quiz section on this day. Be sure to include a vocabulary list for difficult words and provide the pronunciation after difficult kanji.</li> </ul>
11月4日 木曜日	<b>Peer review of your classmate's first draft</b> <ul style="list-style-type: none"> <li>On the previous day, you will read your partner's draft. If you have questions on the content or use of words, you may ask questions in class.</li> <li>After the class, you are to write comments on the partner's draft. See the questions at page 6. You may write your comments on the partner's Word document or the handout (p.5). Then, do the following two: (1) Upload the <b>Word file</b> in Canvas for your teacher and (2) email it to your partner.</li> </ul>
11月14日 日曜日	<b>First and second drafts</b> <ul style="list-style-type: none"> <li>Submit <b>two Word files</b> for both the 1<sup>st</sup> and 2<sup>nd</sup> drafts in Canvas. <u>Before starting to revise the 1st draft, be sure to keep it separately without overwriting.</u> You are to submit <b>both</b> drafts to receive full credit and failure to do it will result in penalty. Write "2<sup>nd</sup> draft" or "1<sup>st</sup> draft" in the title of your Word file.</li> <li>You may go to your teacher's office hours to receive his/her feedback. Do not email your draft to your teacher for advice. Your teacher cannot give feedback by email.</li> </ul>
12月8日 水曜日	<b>Final draft</b> Revise your draft and upload the final draft in your quiz section's Canvas Discussions.
12月10日 金曜日	<b>Comments on your classmates' final drafts</b> Read your classmates' stories and do the following <b>two</b> : Step 1: Write your comments to at least <b>3</b> classmates. Step 2: Write (1) the <b>names of your classmates</b> whose drafts you commented on and (2)

your **comments** in the text entry box in Canvas Modules for your teacher.

## アウトライン Outline

Make an outline of your composition. In your Word file, write the title (or topic) and list the information by using long (polite) forms. If you use vocabulary that is not introduced yet, provide the English translation so that your peer can understand. If you use unintroduced kanji, provide the *furigana* (reading/pronunciation written in hiragana) above or after the kanji.

### I. Introduction

- Present general information about the topic of the story and/or the background of the story.

### II. Body

- Describe the experience in chronological order.
- Write when it happened, who did what, etc. clearly.
- You do not have to provide details yet. You will write the details in your composition.

### III. Conclusion

- Write more than two sentences about your opinions and impressions on the experience.

### How to type your full name

- Non-Japanese names: First name • Last name
  - e.g., ジョン・スミス、ジャッキー・チェン
  - To type a raised dot (・) between names, hit a slash key (/) while in Japanese typing mode.
- Japanese names: Last name and First name without a raised dot e.g., いわたあきこ

### アウトラインの例<sup>れい</sup> [example]

Title (or topic)	日本のめずらしい食べ物	
Section		クイズセクション AB
Name		エイミー・スミス

#### I. Introduction

- 日本料理が大好きですが、留学の前はあまり食べたことはありませんでした。
- 今はたくさん食べられるので、めずらしい物やおいしい物は何でも食べてみます。

#### II. Body

- 去年、ホストファミリーとなべ[hotpot]料理のみせに行きました。
- なべの中に知らない食べ物がありましたが、食べてみました。
- 後で、お父さんがすっぽん[snapping turtle]だと言って、気分が悪くなりました。

#### III. Conclusion

- 一番<sup>ばん</sup>おもしろいけいけんでしたから、国の友だちに、「すっぽんを食べた」と話したいです。
- かめ[turtle]は、もう食べたくありません。

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作文 (Draft)

- Use long (polite) forms in writing the composition.
- The composition should include 3 (to 4) paragraphs with about 450 to 550 characters in length. Write the character counts at the end of the composition. This character counts do not include the title, your name, *furigana* [pronunciation] for kanji, and the vocabulary list.
- If you used the vocabulary that is not introduced yet, include the vocabulary list at the end of the composition.
- Use various kinds of grammar including newly-introduced grammar in the list below.

Notes on Japanese expressions

- When quoting someone's words in storytelling, use 「 」と言いました。Don't use 言っていました (ている form, reported speech). Do not use many quotations as you see in the textbook (pp.277-278). If you use quotations without saying who said it, it tends to be confusing.
- Do *not* use the sentence-ending particles ね and よ for a composition; they are used only in spoken discourse.
- Do *not* use demonstratives of the あ series (あれ、あの、あそこ). Use the そ series to refer to something mentioned in a previous sentence.
- You can use the following conjunctions for story-telling:
  - [Beginning of the sentence] そして、それから、だから、でも、まず、つぎに、さいごに
  - [In the middle of the sentence] が、から、ので、し、前、時

Japan 201 のぶんぼう

\* Use as much of the grammar below as possible.

13 課	14 課	15 課
<input type="checkbox"/> 1. Potential verbs <input type="checkbox"/> 2. し <input type="checkbox"/> 3. Adj +そうです[Looks] <input type="checkbox"/> 4. てみる <input type="checkbox"/> 5. なら <input type="checkbox"/> 6. Period に Frequency/duration/amount <input type="checkbox"/> 7. Adverb (adj.+に・く)	<input type="checkbox"/> 8. ほしい、ほしがっている <input type="checkbox"/> 9. かもしれません <input type="checkbox"/> 10. あげる・くれる・もらう <input type="checkbox"/> 11. Number も <input type="checkbox"/> 12. Number しか	<input type="checkbox"/> 13. Volitional form +と思っています <input type="checkbox"/> 14. ておく <input type="checkbox"/> 15. Noun modification <input type="checkbox"/> 16. Verb 予定です

## 作文の例 (example)

<ul style="list-style-type: none"> <li>Center the title on the top.</li> <li>Quiz sec. and your full name on the right side</li> <li>Leave one line here.</li> <li>At the beginning of each paragraph, leave one full-width space. The space is marked by <span style="color: blue;">□</span> here but do not include the mark <span style="color: blue;">□</span> in your draft. Don't use a tab.</li> <li>Do not insert a space between characters or after a period (。) or a comma (、).</li> <li>No line between paragraphs.</li> <li>You may use “！” or “？” in a quotation only. After these symbols, leave one space. But do not include any space before and after the brackets 「」.</li> <li>Write the character counts at the end. Don't include the title, name, grammar numbers, kanji pronunciation for the character counts.</li> <li>Vocabulary list</li> </ul>	<div style="text-align: center;"> <p>はじめてすっぽんを食べたけいけん</p> <p>セクション AA</p> <p>エイミー・スミス</p> </div> <p> <span style="color: blue;">□</span>私は日本料理が好きですが、天ぷらややき鳥が一番好きです。国では日本料理は安くないから、一か月に一度しか食べられませんでした。今は留学していて毎日食べられるので、うれしいです。私はめずらしい物にきょうみがあるし、おいしそうな物は何でも食べてみます。 </p> <p> <span style="color: blue;">□</span>去年、ホストファミリーと晩ご飯を食べに行きました。 </p> <p>         やさいや肉がたくさんあるなべを注文しました。私は「これは何の肉？ 鳥の肉？」と聞きましたが、お父さんは「食べてみて。おいしいから」と言って、その肉をくれました。(omission) </p> <p> <span style="color: blue;">□</span>これは一生に一度のおもしろいけいけんでした。かめはおいしかったですが、やっぱり、もうかめを食べるのはやめようと思います。(453 characters) </p> <p>         たんごリスト： 注文する to order </p>
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## Peer Review of the First Draft

Please answer the following questions in English. You may write your comments here or in your partner's draft.

### Content

1. What do you like about your partner's composition?

2a. [Introduction] Does the introduction present the general information about the topic of the author's experience or the background? Is topic effectively and interestingly introduced?

2b. [Body] Is the story connected smoothly? Is each piece of information presented in a chronological order? Is there something that seems random or out of place?

2c. [Conclusion] Does this last paragraph include author's opinions and/or impressions clearly? Are they related to the body and/or introduction?

3. Is there any part of the essay you have questions about or do not fully understand? If so, what was confusing?

### Format

Is there any problem in the following?

1. Title, 2. Quiz section and name, 3. Indent, 4. Vocabulary list, 5. Pronunciation of difficult kanji, 6. Character counts, 7. Others.

### (Optional) Language

Mark the incorrect words and phrases. Write “?” if you don't understand the sentence. Don't correct the mistakes.

## 作文(2<sup>nd</sup> draft)のせいせき

You will be graded on the content, structure, language, format of your composition according this rubric:

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Content	5	The story is focused on one specific event/activity. Excellent/good amount of information. All of the necessary information (e.g., when, where, who, what) is included. The author's opinions and impressions in conclusion are logical and clear.
	4	The following problem(s) are found. -Necessary information is missing and occasionally difficult to follow. -Opinions and impressions are too short in conclusion.
	3	The following problem(s) are found. -There is no one specific activity or event. -This is just like a travel diary including multiple activities. -The story on the experience abruptly starts in the introduction without any general or background information on it. -Necessary information is missing and often difficult to follow. -Author's opinions or impressions are not mentioned in conclusion.
	1	Does not meet expectations. -The story is very short and/or incomplete. -It is difficult to understand the story as a whole.
Structure	5	Consists of at least three paragraphs. The story is described in a logical order that makes it easy for the reader to follow. Sentences and paragraphs are linked together well. No repetition, no random information.
	4	Consists of at least three paragraphs and each paragraph's topic is clear. Sentences are not always connected smoothly and a few points may be difficult to follow. Not all elements of the story are linked to each other well. May have some repetition or random information.
	3	Consists of at least three paragraphs but difficult to understand the topic of each paragraph.
	1	Does not meet expectations. Does not consist of three paragraphs. AND/OR does not have the introduction or conclusion.
Language	5	Excellent use of grammar, vocabulary, and kanji learned so far. Varied and complex sentence structure. Very few errors, with none that obscure meaning. Demonstrates solid understanding of the second-year level grammar.
	4	Good use of grammar, vocabulary, and kanji learned so far. Varied sentence structure and attempts at complex structure. Some errors, but few of which obscure meaning. Clear attempts at second-year level grammar with occasional mistakes.
	3	Fair use of grammar, vocabulary, and kanji learned so far. Somewhat limited/repetitive sentence structure. More errors, and sometimes errors that obscure meaning. Few attempts to use the second-year level grammar.
	1	Does not meet expectations. Most of the sentences have mistakes and are hard to understand.
Format	1	No format problem.
	0	Some format problem(s) exist(s). E.g., horizontal writing, title, section & name, indentation, etc.
Penalty		The following requirement(s) is missing. -1 Each: First or second draft -0.5 each: Vocabulary list, pronunciation of difficult kanji, character counts