

プロジェクト 2 Group Writing

リーフレットかウェブサイトで自分たちの町や大学のことを知らせよう！

Requirements

- Let's make a leaflet or website about where you live (University of Washington, Seattle, King County, Washington state) or your home country in order to showcase local attractions to people in Japan and our community.
- This is a group writing project. All of your members need to contribute equally. Each of you will write a similar amount and the rest of the workload should be evenly assigned to all.
- Read the section for Academic Integrity on the course syllabus. You must write Japanese sentences by yourself though you may ask your group members and teacher questions. You are not allowed to rewrite Japanese sentences your group members wrote. You may also use a dictionary but must not use an online translator (e.g., Google Translate). If you need help, come to your instructor's office hours.
- Use as much of the vocabulary, kanji, and grammar you've learned as possible.

よてい Schedule

5月11日 水曜日	You will form a group, create a group writing page in your Google Drive, and decide your group topic and format (leaflet or website).
5月12日 木曜日	Ideas on your group's leaflet or website On Friday, you will discuss the details about all sections/columns in your leaflet or website with the group members. This homework will be the preparation. Read the handout (p.2) to better understand the project first and do the following <i>two</i> : Step 1: For in-class group discussion, write your name and a list of your ideas on possible sections/columns about the place of your choice in your group's Google Drive. Write them in Japanese. Step 2: For your teacher, write the same list of your ideas in the Text Entry box in Canvas Module / Assignment.
5月20日 金曜日	(Optional) First draft Optional and no grade. If you would like your instructor's feedback, do the following: <ul style="list-style-type: none"> • Write your complete sections on a WORD file instead of using the decorated Powerpoint sample or website. • You may write horizontally or vertically. If you draft is incomplete or was submitted late, you won't receive any feedback.
5月27日 金曜日	Presentation of your leaflet or website (Final draft) Complete your leaflet or website and the vocabulary list with your group members and do the following <i>two</i> : Step 1: Everyone submits the PDF file of the leaflet or the link of the website with the vocabulary list in Canvas Module/Assignment for your teacher. Step 2: One of your group member also submits your work in the Canvas Discussions for your classmates.
6月2日 木曜日	Comments to classmates' leaflets and websites Read other groups' leaflets and websites in Canvas Discussions and do the following <i>two</i> : Step 1: [in Discussion] Write your comments to at least 5 leaflets and websites. Step 2: [in Text Entry box in Module/Assignment] (1) Choose the best leaflet or websites (besides your own) and (2) evaluate your group members' work (contributions, problems, etc.).

Draft

1. Collaboration

It is expected that you all cooperate each other and actively share your opinions about the content and layout. However, when you write your section(s) in Japanese, you must write your section(s) by yourself although you can receive advice on your Japanese from your group members and teacher.



2. Content

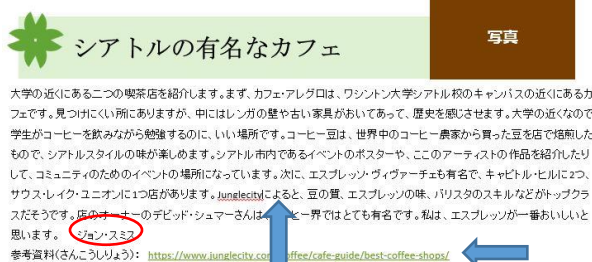
By making a leaflet or a website, introduce your place (State, city, or university) to people in Japan. Each of you write one (to two) sections about a specific topic on the place. Select meaningful contents which appeal to Japanese people. You can make a website instead, if you keep a similar layout as a leaflet.

In each column, include the following:

- title/topic (and subtopic) of the column,
- useful and interesting information to other people,
- your opinion or impressions,
- author's name (at the end of the section or next to the title), and
- pronunciation of difficult kanji words and meanings of difficult vocabulary on a separate sheet.

You may sometimes introduce information from other sources or use someone else's pictures. In this case, you need to rephrase the sentences in your words and cite the source. Write the reference's name and link as 参考資料[さんこうしりょう references]. If the link is too long, you may include it on your separate sheet for vocabulary. You may use the word ～によると in the middle of the text to show the information source.

Examples: Author's name=  ; Reference= 

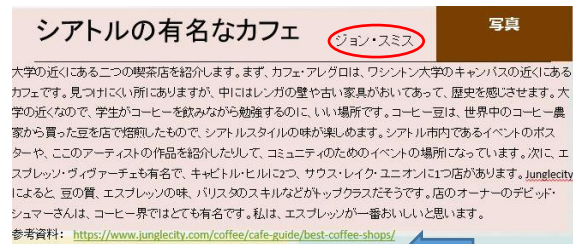



シアトルの有名なカフェ 写真

大学の近くにある二つの喫茶店を紹介します。まず、カフェ・アレグロは、ワシントン大学シアトル校のキャンパスの近くにあるカフェです。見つけにくい所がありますが、中にはレンガの壁や古い家具が置いてあって、歴史を感じさせます。大学の近くなので、学生がコーヒーを飲みながら勉強するのに、いい場所です。コーヒー豆は、世界中のコーヒー農家から買った豆を店で焙煎したもので、シアトルスタイルの味が楽しめます。シアトル市内であるイベントのポスターや、このアーティストの作品を紹介したりして、コミュニティのためのイベントの場所になっています。次に、エスプレッソ・ヴィヴァーチェも有名で、キャピトル・ヒルに2つ、サウス・レイク・ユニオンに1つ店があります。Junglectyによると、豆の質、エスプレッソの味、バリスタのスキルなどがトップクラスだそうです。店のオーナーのデビッド・シュマーさんは、コーヒー界ではとても有名です。私は、エスプレッソが一番おいしいと思います。

ジョンスミス

参考資料(さんこうしりょう): <https://www.junglecty.com/coffee/cafe-guide/best-coffee-shops/>



シアトルの有名なカフェ  写真

大学の近くにある二つの喫茶店を紹介します。まず、カフェ・アレグロは、ワシントン大学のキャンパスの近くにあるカフェです。見つけにくい所がありますが、中にはレンガの壁や古い家具が置いてあって、歴史を感じさせます。大学の近くなので、学生がコーヒーを飲みながら勉強するのに、いい場所です。コーヒー豆は、世界中のコーヒー農家から買った豆を店で焙煎したもので、シアトルスタイルの味が楽しめます。シアトル市内であるイベントのポスターや、このアーティストの作品を紹介したりして、コミュニティのためのイベントの場所になっています。次に、エスプレッソ・ヴィヴァーチェも有名で、キャピトル・ヒルに2つ、サウス・レイク・ユニオンに1つ店があります。Junglectyによると、豆の質、エスプレッソの味、バリスタのスキルなどがトップクラスだそうです。店のオーナーのデビッド・シュマーさんは、コーヒー界ではとても有名です。私は、エスプレッソが一番おいしいと思います。

参考資料: <https://www.junglecty.com/coffee/cafe-guide/best-coffee-shops/>

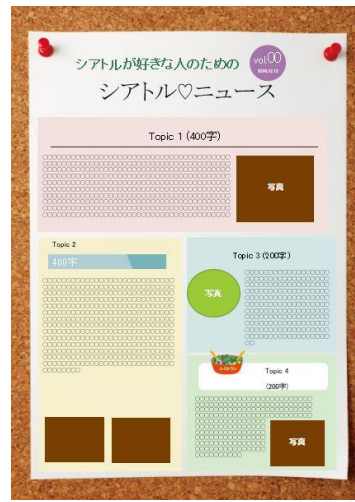
3. Layout

Make a nice layout and include pictures too. Here are sample layouts for a leaflet. You may refer to online existing templates from Canva, パワポン PowerPon! (Japanese Website), etc.

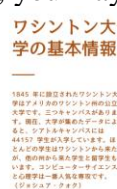
Canva: <https://www.canva.com/> Templates > Brochures, Newsletter, etc.

パワポン: <https://ppon.askul.co.jp/search/%E3%83%8B%E3%83%A5%E3%83%BC%E3%82%B9%E3%83%AC%E3%82%BF%E3%83%BC?>

In the following PowerPon's samples, the big sections contains 400 characters and the small sections contains 200 characters. You can adjust font sizes too. You should discuss where you write your names or references with your group members since the methods should be consistent throughout the leaflet or website.



If you use Canva, you may use more than one page to put all of your information. Here is the example.



If you make a website, you can use Google Sites, Wix, etc. Google Sites is in your UW's Google Drive. Wix (<http://www.wix.com>) may be also good since it provides many templates. The following homepage was made in Google Sites:



4. Japanese

You may write Japanese sentences horizontally or vertically. Write in long (polite, ですます) forms. Each of you must write at least 400 characters in total for one or two section(s). The number does NOT include the pronunciation of difficult kanji, your name, the title, and the citation.

Your difficult words and kanji need to be explained in a vocabulary list. If you make a leaflet, put the vocabulary list on the 2nd page or a separate file since the space is very limited in a leaflet. If it is a website, you may include your vocabulary list at the end of your section. Be sure to provide the pronunciation of difficult kanji in the vocabulary list too.

Notes on Japanese expressions

- Do not use the sentence-ending particles ね and よ in formal writing; 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 sometimes use the following conjunctions:
 - [Beginning of the sentence] そして、それから、だから、でも、しかし、ところが、すると、それに、また、たとえば、まず、つぎに、さいごに
 - [In the middle of the sentence] が、から、ので、し、時、前、てから、たら、と、ながら、間に、ば、ても
- For your references, use the words 〜によると and 参考資料 [さんこうしりょう references].

Genki II Grammar list: Use various kinds of the grammar below.

13 課	14 課	15 課	16 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 <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+neg.	<input type="checkbox"/> 13. Volitional form + と思います <input type="checkbox"/> 14. ておく <input type="checkbox"/> 15. Noun modification <input type="checkbox"/> 16. Verb 予定です	<input type="checkbox"/> 17. Verb てあげる・くれる・もらう <input type="checkbox"/> 18. いい <input type="checkbox"/> 19. 時 <input type="checkbox"/> 20. てすみませんでした

17 課	18 課	19 課	20 課
<input type="checkbox"/> 21. Short form + そうです [I hear] <input type="checkbox"/> 22. たら <input type="checkbox"/> 23. なくてもいいです <input type="checkbox"/> 24. みたいです <input type="checkbox"/> 25. V+前に <input type="checkbox"/> 26. てから	<input type="checkbox"/> 27. てしまいます <input type="checkbox"/> 28. Verb と <input type="checkbox"/> 29. ながら <input type="checkbox"/> 30. ばよかったです	<input type="checkbox"/> 31. Honorific verbs <input type="checkbox"/> 32. てくれてありがとう <input type="checkbox"/> 33. てよかったです <input type="checkbox"/> 34. はずです	<input type="checkbox"/> 35. Extra-modest expressions <input type="checkbox"/> 36. Humble expressions <input type="checkbox"/> 37. ないで <input type="checkbox"/> 38. Question within larger sentences <input type="checkbox"/> 39. Name という item <input type="checkbox"/> 40. やすい・にくい

21 課	22 課	23 課
<input type="checkbox"/> 41. Passive sentences <input type="checkbox"/> 42. てある <input type="checkbox"/> 43. 間に <input type="checkbox"/> 44. Adj+する <input type="checkbox"/> 45. てほしい	<input type="checkbox"/> 46. Let-causative sentence <input type="checkbox"/> 47. Make-causative sentence <input type="checkbox"/> 48. なさい <input type="checkbox"/> 49. ば <input type="checkbox"/> 50. のに <input type="checkbox"/> 51. のような・に	<input type="checkbox"/> 52. Causative passive sentence <input type="checkbox"/> 53. ても <input type="checkbox"/> 54. ことにする <input type="checkbox"/> 55. まで <input type="checkbox"/> 56. V-stem+方

リーフレット・ウェブサイトのせいせき[tentative]

Individual grade		
Content	6	Good amount of information. All necessary information at page 2 is included. Provided information is useful, interesting, and relevant to the topic. Rich in originality. Well-organized and easy to read.
	5	-A few pieces of necessary information are missing. -Some information does not fit the topic. -Sentences are not connected smoothly and a few points are difficult to follow. -Paragraphing is not appropriate.
	4	-Very short. -Lack of various necessary information. -Lack of originality and/or appropriateness in content. -Poorly organized and often hard to read.
Japanese	6	Written in author's own words. Good use of 2 nd -year level grammar, vocabulary, and kanji. Varied and complex sentence structure. Very few errors, with none that obscure meaning. Demonstrates solid understanding of the second-year level grammar.
	5	Written in author's own words. Fair use of 2 nd -year level grammar, vocabulary, and kanji. 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.
	4	Poor use of 2 nd -year level grammar, vocabulary, and kanji. Somewhat limited/repetitive sentence structure. More errors, and sometimes errors that obscure meaning. Few attempts to use the second-year level grammar. Other people's sentences are quoted verbatim and not rephrased.
Collaboration	2	Actively cooperate with group members and contributed well in planning and layout.
	0	Did not contribute enough in planning and making layout.
Penalty		The following requirement is missing. -0.5 pts.: Explanation of difficult vocabulary and kanji in a vocabulary list
Group grade		
Layout	2	Very attractive layout. Information/different topics are well organized on one page.
	1	Less attractive and/or organized.