

プロジェクト 2 : 作文^{さくぶん}
 自分史^{じぶんし} ～ The most important part of my life

Overviews

- Lesson 17 reading is the bibliography of Yoko Ono. In this project, you write about the most important part of your life to reflect on your past and to think about your future. The topic needs to be focused. When you talk about most important period of your life, focus on specific big events in your life. Please do not write about your memory of one small event which did not have a big impact upon your life. For example, instead of talking about various small moments in your high school days, you can focus on your relationship with your best friend, a sports activity to which you were devoted, etc. If you do not want to write about your own life, please consult with your teacher.
- 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). If you need help, ask your instructor during your teacher's office hours or after class.
- 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

2月10日 木曜日	Outline <ul style="list-style-type: none"> • Read the detailed instructions on the outline on pages 2-3. This is not a draft. You will need to list important information in your outline. • Submit your Word file in Canvas Modules (Assignments) for your teacher. Also, bring your outline to a class on the following day. • You will have a peer review in your quiz section on the following day. Since your classmate reads your outline and gives feedback, provide a vocabulary list with English translation and/or pronunciation of difficult kanji if necessary.
2月13日 日曜日	First Draft <ul style="list-style-type: none"> • Read the instruction on the draft on pp. 4-5 and 7 first. • Submit your Word file in Canvas Modules (Assignments) for your teacher. Your teacher will check if you completed the draft but will not be able to comment on your draft. • You will have a peer review in your quiz section on the following day. Be sure to include a vocabulary list for difficult words and provide the pronunciation after difficult kanji.
2月14日 月曜日	Peer review of your classmate's first draft <ul style="list-style-type: none"> • During the class, you will be paired and read your partner's draft (Word file). Be sure to exchange your email address because you will need to email your feedback via email. If you have questions on the content or use of words, you may ask questions in class. • 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.6). Then, do the following two: (1) Upload the Word file in Canvas for your teacher and (2) email it to your partner.
2月20日 日曜日	First and second drafts <ul style="list-style-type: none"> • Submit two Word files for both the 1st and 2nd drafts in Canvas. <u>Before starting to revise the 1st draft, be sure to keep it separately without overwriting.</u> You are to

	<p>submit both drafts to receive full credit and failure to do it will result in penalty. Write “2nd draft” or “1st draft” in the title of your Word file.</p> <ul style="list-style-type: none"> 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. See the grading criteria for the 2nd draft.
3月8日 火曜日	<p>Final draft</p> <p>Revise your draft and upload the final draft in your quiz section’s Canvas Discussions.</p>
3月11日 日曜日	<p>Comments on your classmates’ final drafts</p> <p>Read your classmates’ stories and do the following two:</p> <p>Step 1: Write your comments to at least 3 classmates.</p> <p>Step 2: Write (1) the names of your classmates whose drafts you commented on and (2) your comments in the text entry box in Canvas Modules for your teacher.</p>

アウトライン Outline

- Make an outline of your composition. You do not have to provide details yet. You will write the details in your composition.
- In your Google Doc, 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.
- Sample topics: Sports activities you were involved in during high school, encounter with your teacher, change of your living environment due to your family’s move, etc.

Structure

I. Introduction

- Present general information about your topic. E.g., When? What kind of experience? Why is it important in your life?
- You may want to start with 「今までの人生*の中で一番大切なのは、～のこと／時です。」
*人生 = the entire span of life from birth (to death)

II. Body

- Describe the period of your life with some specific events/experiences in chronological order.
- Write about people around you and/or social situations.
- Explain how the experiences affected you.

III. Conclusion

- Tell what you have learned through the experience and the outlook of your future (how you are going to live in the future).
- You can use sentences such as 「この経験から、～が分かりました／～について学びました**。」
**学ぶ = to learn

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^{れい} [example]

Title (or topic)

ジョンとの平和活動

Section

クイズセクション AB

Name

ヨーコ・オノ

I. Introduction/background info

- 今までの人生^{じんせい}の中で一番^{ばん}大切なのは、ジョンと平和活動^{へいわ}をしていた時のことです。
- ジョンといっしょにした平和のための活動のけいけんが、私の生き方^{い かた}¹にえいきょうをあ
たえて²くれました。

II. Body

- ジョンと私は、音楽や詩などの芸術^{げいじゆつ}が好きで、1969年に結婚しました。
- その時、ベトナム戦争^{せんそう}があったので、Bed-Ins for Peace という平和活動をしたり、平和の
ための歌をつくったりしました。
- 始めは、私たちの活動を笑^{わら}う人もいましたが、後で、たくさんの人が私たちをたすけてく
れました。

III. Conclusion

- 何か活動してみたら、世界をかえる³ことができることを知りました。
- これからも、芸術の作品を発表しながら、平和活動を続けようと思っています。

単語リスト: 生き方^{い かた}¹ way of life, あたえる² to give (effect), かえる³ to change (something)

さくぶん
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.
- You may put your pictures in the draft!

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.279-280). 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 and adverbs:
 - [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、また、すると、たとえば、しかし
 - [In the middle of the sentence] が、から、ので、し、前、時


Japan 201 と 202 のぶんぼう

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	<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	<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

17 課	18 課	19 課	20 課
<input type="checkbox"/> 20. Short form + そうです [I hear] <input type="checkbox"/> 21. たら <input type="checkbox"/> 22. なくてもいいです <input type="checkbox"/> 23. みたいです <input type="checkbox"/> 24. V+前に <input type="checkbox"/> 25. てから	<input type="checkbox"/> 260. Transitivity pairs <input type="checkbox"/> 27. てしまいます <input type="checkbox"/> 28. 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

作文の例^{れい}(example)

<ul style="list-style-type: none"> • Center the title on the top. • Quiz sec. and your full name on the right side • Leave one line here. • At the beginning of each paragraph, leave one full-width space. The space is marked by □ here but do not include the mark □ in your draft. Don't use a tab. • Do not insert a space between characters or after a period (。) or a comma (、). • No line between paragraphs. • 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 「」. • Write the pronunciation of difficult kanji above or after it. E.g., 結婚^{しき}式 or 結婚式(しき) • You may include your pictures. • Write the character counts at the end. Don't include the title, name, grammar numbers, kanji pronunciation for the character counts. • Vocabulary list 	<p style="text-align: center;">ジョンとの^{へいわ}平和活動</p> <p style="text-align: right;">セクション AA ヨーコ・オノ</p> <p>□私の今までの人生^{じんせい}の中で一番^{ばん}大切なのは、ジョンと二人で平和活動をしていた時のことです。ジョンといっしょにいる時、いつも平和のためにできることについて話していました。そして、それが私の生き方^{いかた}¹にえいきょうをあたえて²くれました。</p> <p>□ジョンと私は、音楽や詩などの芸術^{げいじゆつ}が好きで、1969年に結婚しました。その時、ベトナム戦争^{せんそう}があり、世界中でたくさんの方が死にました。私たちは、平和のために何かしなければいけないと思いました。そして、結婚^{しき}式の後、ベッドインピースという平和活動をしたら、世界中でニュースになりました。また、『ハッピークリスマス』などの平和のための歌も発表しました。私たちは、たくさんの方の前で、平和が大切だと話しました。始めは、私たちの活動を笑う人がいました。しかし、後で、たくさんの方が私たちの活動をたすけてくれました。</p> <p>□この経験から、がんばって活動してみたら、世界をかえる³ことができることが分かりました。ジョンと二人で色々なことをやってみてよかったです。ジョンは1980年に死んでしまいましたが、私はこれからも、芸術の作品を発表しながら、平和活動を続けようと思っています。(481 characters)</p> <p>たんごリスト：生き方^{いかた}¹ way of life, あたえる² to give (effect), かえる³ to change (something)</p> 
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Peer Review of the First Draft

Your partner's name:

Please answer the following questions in English.

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? Does the author tell the reason why the experiences were important in his/her life? Is topic effectively and interestingly introduced?

2b. [Body] Is the author talking about a specific period or topic in his/her life? Is the story connected smoothly? Is each piece of information presented in chronological order? Is there something that seems random or out of place?

2c. [Conclusion] Does this last paragraph include what the author learned through the experiences and outlook of his/her future 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(2nd draft)のせいせき

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

/19

Content	6	The story is focused on one specific event/activity/period of time in your life. Excellent/good amount of information. All of the necessary information (e.g., when, where, who, what) is included. The author's comments in conclusion are logical and clear.
	5	The following problem(s) are found. -Necessary information is missing and occasionally difficult to follow. -It is not clear what the author learned or how the experience will affect their future outlook.
	4	The following problem(s) are found. - Period or topic is unclear. -The story on the experiences abruptly starts in the introduction without any general or background information on it. -Necessary information is missing and often difficult to follow. -What the author learned, or how the experience will affect their future outlook, is entirely missing.
	1	Does not meet expectations. -The story is very short and/or incomplete. -It is difficult to understand the story as a whole.
Structure	6	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.
	5	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.
	4	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	6	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.
	5	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.
	4	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