**プロジェクト２：**

**～ 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, you may write about someone else’s life.
* 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**

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| --- | --- |
| 2月11日  木曜日 | Outline   * Read the detailed instructions on the outline on pages 2-3. Since your classmate reads your draft and gives feedback, provide a vocabulary list with English translation and/or pronunciation of difficult kanji if necessary. * Submit your **Word file** in Canvas Modules (Assignments) for your teacher. Do not submit your link for the Google Docs in Canvas. * You will have peer review in your quiz section on the following day. You will be paired and asked to share your file with your partner. |
| 2月16日  火曜日 | First Draft   * 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 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17日  水曜日 | Peer review of your classmate’s first draft   * 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21日  日曜日 | First and second drafts   * Submit **two Word files** for both the 1st and 2nd drafts in Canvas. Before starting to revise the 1st draft, be sure to keep it separately without overwriting. You are to 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. * 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. |
| 3月9日  火曜日 | Final draft  Revise your draft and upload the final draft in your quiz section’s Canvas Discussions. |
| 3月14日  日曜日 | Comments on your classmates’ final drafts  Read your classmates’ stories and do the following ***two***:  Step 1: Write your comments to at least ***3*** classmates.  Step 2: Write (1) the **names of your classmates** whose videos 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. 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(life)の中で一大切なのは、～のこと／時です。」.

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 「このから、～が分かりました／～についてびました。」.

**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 [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1の中で一大切なのは、ジョンと活動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、私のき2にえいきょうをあたえて3くれました。

II. Body

* ジョンと私は、音楽や詩などのが好きで、1969年に結婚しました。
* その時、ベトナムがあったので、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4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。

語リスト: 1 life, き2 way of life, あたえる3 to give (effect), かえる4to change (something)

**(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のぶんぽう

Use various kinds of the grammar below.

|  |  |  |  |
| --- | --- | --- | --- |
| 13課 | 14課 | 15課 | 16課 |
| □1. Potential verbs  □2.し  □3.Adj +そうです  [Looks]  □4.てみる  □5.なら  □6.PeriodにFrequency / duration / amount  □7.Adverb(adj.+に・く) | □8.ほしい  □9.かもしれません  □10.あげる・くれる・もらう  □11.Numberも  □12.Numberしか | □13.Volitional form + と思っています  □14.ておく  □15.Noun modification  □16.Verb予定です | □17.Verbてあげる・くれる・もらう  □18.といい  □19.時 |

|  |  |  |  |
| --- | --- | --- | --- |
| 17課 | 18課 | 19課 | 20課 |
| □20.Short form + そうです [I hear]  □21.たら  □22.なくてもいいです  □23.みたいです  □24.V+前に  □25.てから | □260.Transitivity pairs  □27.てしまいます  □28.と  □29.ながら  □30.ばよかったです | □31.Honorific verbs  □32.てくれてありがとう  □33.てよかったです  □34.はずです | □35.Extra-modest expressions  □36.Humble expressions  □37.ないで  □38.Question within larger sentences  □39.Nameというitem  □40.やすい／にくい |

**作文の(example)**

|  |  |
| --- | --- |
| * Center the title on the top. | ジョンとの活動 |
| * Quiz sec. and your full name on the right side | セクションAA  ヨーコ・オノ |
| * 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「」. * You may include your pictures. * Write the pronunciation of difficult kanji above or after it. E.g., 結婚or 結婚式(しき) | □私の今までの1の中で一大切なのは、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、それが私のき2にえいきょうをあたえて3くれました。  □ジョンと私は、音楽や詩などのが好きで、1969年に結婚しました。その時、ベトナムがあり、世界中でたくさんの人が死にました。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、たくさんの人の前で、平和が大切だと話しました。始めは、私たちの活動をう人がいました。しかし、後で、たくさんの人が私たちの活動をたすけてくれました。 |
| * Write the character counts at the end. Don’t include the title, name, grammar numbers, kanji pronunciation for the character counts. | □この経験から、がんばって活動してみたら、世界をかえる4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、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。(479 characters) |
| * Vocabulary list | たんごリスト：1 life, き2 way of life, あたえる3 to give (effect), かえる4to change (something) |

**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:

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|  |  |  |
| --- | --- | --- |
| Content | 5 | 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. |
| 4 | 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. |
| 3 | 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 | 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 |