JAPN 300 Syllabus: May 2012

# Objectives

Intensive training in grammatical structures and their application to oral and written communication. Instruction is in Japanese. Fulfills the College of Arts and Letters writing-intensive requirements for possible international affairs majors and/or IBUS majors. Prerequisite: JAPN 232 or permission of the instructor.

# Textbooks

Lampkin, Rita (2004) *[Japanese Verbs and Essentials of Grammar, 2](http://www.amazon.com/gp/product/007143514X?ie=UTF8&tag=morphatic-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=007143514X)[nd](http://www.amazon.com/gp/product/007143514X?ie=UTF8&tag=morphatic-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=007143514X) [ed](http://www.amazon.com/gp/product/007143514X?ie=UTF8&tag=morphatic-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=007143514X)*. McGraw-Hill. 007143514X

Heisig, James W. (2007) *[Remembering the Kanji, Vol 1: A Complete Course on How Not to Forget the Meaning and Writing of Japanese Characters, 5](http://www.amazon.com/gp/product/0824831659?ie=UTF8&tag=morphatic-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=0824831659)[th](http://www.amazon.com/gp/product/0824831659?ie=UTF8&tag=morphatic-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=0824831659) [ed](http://www.amazon.com/gp/product/0824831659?ie=UTF8&tag=morphatic-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=0824831659).* University of Hawaii Press. 0824831659

Heisig, James W. (2008) [*Remembering the Kanji, Vol 2: A Systematic Guide to Reading Japanese Characters*](http://www.amazon.com/gp/product/0824831667?ie=UTF8&tag=morphatic-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=0824831667). University of Hawaii Press. 0824831667

Rubin, Jay (1998) [*Making Sense of Japanese: What the Textbooks Don’t Tell You*](http://www.amazon.com/gp/product/4770028024?ie=UTF8&tag=morphatic-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=4770028024). Kodansha. 4770028024

In addition to the textbooks above, students who plan to continue study of Japanese past the introductory level are strongly encouraged to purchase an [electronic Japanese-English dictionary](http://www.bornplaydie.com/japan/dictionary/dictionary.htm). There is a wide variety of models that can range in price from around $200 to over $500. Online examples are [here](http://smartimports.net/home.php?cat=23) and [here](http://nipponimports.com/products.php?cat=10). Some people believe prices are cheaper in Japan. Consider buying in Japan.

# Course Outline

**Pre-Departure:** Approximately 4-6 weeks prior to leaving for Japan, students will meet for two, 3-hour classes in which they will be introduced to:

* The course textbooks
* How to read, write and pronounce hiragana and katakana
* “Survival” Japanese that will be needed when students first arrive in country

**In-country:** Classes will be held three days per week over a four week period for five hours per day, two hours in the morning and three hours in the afternoon. Five hours is a long time to spend studying a single subject on any given day—like a sponge, there’s only just so much that a brain can absorb before it loses its effectiveness. The day has been structured to provide frequent opportunities to “process” the content, i.e. to wring out your sponge into the bucket that is your long-term memory. One of the key benefits of being in-country is that the language skills acquired will be immediately relevant and practical. Homework assignments will likely involve going out into the community and practicing your skills in real settings. A typical day in the classroom will follow the following pattern:

| Time | | Activity |
| --- | --- | --- |
| Morning Japanese | 10:00 – 10:15 10:15 – 10:30 10:30 – 11:00 11:00 – 11:15 11:15 – 11:30 11:30 – 11:45 11:45 – 12:00 | Greeting and morning conversation in Japanese Take daily quiz Grade daily quiz with time for Q&A/concept remediation Introduce new conversational structure Game or practice activity for new conversational structure Reflective activity Integration planning, sharing, and goal-setting |
| Lunch | 12:00 – 1:00 | Lunch |
| Culture | 1:00 – 2:00 | Cross-cultural perspectives class |
| Afternoon Japanese | 2:00 – 2:15  2:15 – 3:15 3:15 – 3:30 3:30 – 3:45  3:45 – 4:00  4:00 – 4:30  4:30 – 4:45  4:45 – 5:00 | Daily kanji quiz  Kanji study (goal: about 20 new kanji per day) Kanji discussion, kanji quizzes returned  Break time  Story time (reading aloud together)  Silent reading  Reading discussion (comprehension check)  Afternoon conversation in Japanese, homework assigned |

There will be out of class assignments. Each student will maintain a blog throughout the course of the semester and will be asked to write some posts in Japanese as well as posting videos of themselves demonstrating concepts in real-life settings.

# Assessment

Students will engage in multiple daily assessment activities such as quizzes, conversations, and writing assignments. The goal of all assessments is to make students into self-sufficient language learners. Students will practice goal-setting, and develop a set of resources, including personal networks of people knowledgeable in Japanese that can serve as guides and checks on their understanding. Given the frequency of daily assessments there may or may not be a final exam. However, students are expected to attain a level sufficient to pass the Level 4 [Japanese Language Proficiency Test](http://www.jlpt.jp/e/).