

University of Wisconsin-River Falls
 Modern Language Department
INTERMEDIATE JAPANESE II
 JAPN 202-30 (2262)
 Syllabus Spring 2023
 Prerequisite: JAPN 201

Course Description:

In this course, you will further develop all of your language skills - listening, speaking, reading, and writing – in order to meet your needs in a variety of familiar situation when communicating in Japanese. Goal proficiency is Intermediate Mid. You will be able to understand main idea and key information in short straightforward informational texts and conversation in Japanese. You will use effectively basic structures of the language most of the time and may even begin to use more complex and personalized language while speaking and writing. Your awareness and appreciation of Japanese cultures will continue to increase as you explore a variety of level-appropriate, authentic resources. The classes are conducted primarily in Japanese.

INSTRUCTOR



Magara Maeda

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Virtual Office Hours on

InSpace

*MTWR 1:00-2:00 pm, and by
 appointment*

UWSP

Facilitator:

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UW-L

Facilitator: Yurika Kaku

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Contact: Judy King

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**MODE OF
 INSTRUCTION:
 BLENDED COURSE**

M/W: In-person

UWRF @ DL103

UWSP @ CCC 124

UW-L @ Wing 102

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T/TH: Asynchronous Online
 Plan 50 MINUTES to complete!



Required Textbook

Genki Vol. 2 – An Integrated Course in Elementary Japanese [3rd Edition] (2020)

Final Exam: [STAMP 4s](#)

- **UWRF**, Wednesday, May 10 @ 1:00 p.m. - 3:00 p.m.
- **UW-L**, Wednesday, May 10 @ 2:30 p.m. - 4:30 p.m.
- **UWSP**, Tuesday, May 16, 12:30 pm-2:30 pm

As Japanese 202 represents the end of the 200-level language course sequence, the final exam for the course will be a **proficiency-based assessment** called the [STAMP 4s](#). This online assessment will be administered on each campus during the regularly scheduled final exam period in either an official language lab (e.g., the MODL lab in KFA 284 at UWRF) or other designated room with technology accommodations. This proctored exam will identify your listening, speaking, reading, and writing skills on the [ACTFL proficiency scale](#).

COURSE OBJECTIVES: After this course students will be able to

- 1) **Speak about subjects in their field** of personal and/or professional interest and **respond to audience questions** (reinforced).
- 2) **Accurately narrate and describe** in the past, present and future time frames (speaking reinforcement).
- 3) **Speculate about causes, consequences, and hypothetical situations** with some grammatical accuracy (reinforced).
- 4) **Write reports and papers** with significant precision and good control of most essential language structures (introduction).
- 5) **Interact with respect and cultural sensitivity** in a variety of informal and formal situations (reinforced).
- 6) **Demonstrate a broad and deep knowledge of historical and philosophical backgrounds** that explain patterns of behavior and interaction in the target culture (culture introduction).
- 7) **Discuss and compare** beliefs, attitudes, patterns of behavior and interaction between target culture(s) and their own (reinforced).
- 8) Demonstrate proficiency in listening, speaking, reading and writing Japanese at an **Intermediate-Mid level**, as defined by the [NSCSSFL-ACTFL \(American Council on the Teaching of Foreign Languages\) Can-do Statements Proficiency Benchmarks](#)

Intermediate Mid: Your Proficiency Goal

- Listening: Understand words, phrases, and simple sentences related to everyday life; recognize pieces of information; sometimes understand the main topic of what's being said.
- Reading: Understand words, phrases, and sentences within short simple texts related to everyday life; sometimes understand the main idea of what you read.
- Speaking: Communicate in Japanese on familiar topics using phrases, simple sentences and questions; be able to handle short social interactions.
- Writing: Write short messages and notes on familiar topics related to everyday life.
- Cultural Interactions: Be able to function at a survival level in an authentic cultural context. Identify some products, practices and basic common beliefs and values of Japanese culture.

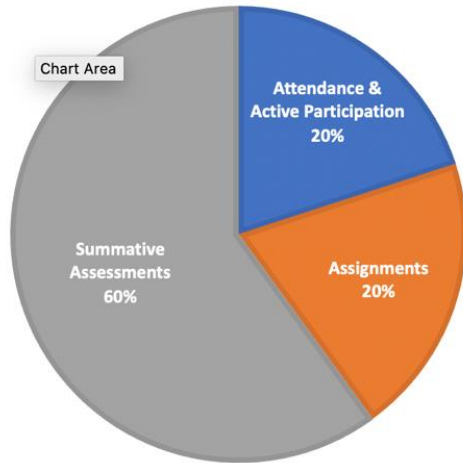
Grading Policy:

No incomplete grades except in extenuating circumstances beyond a student's control

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	≤59

GRADING CATEGORIES & PERCENTAGES



Attendance & Active Participation:

The class time is dedicated to interpersonal communication tasks and the application of the learned structures through pair/small group activities. This is something that you cannot make up for by yourself and it is crucial to attend all classes.

8 missed classes will result in a failing course grade. 8 classes are equivalent to 35% of the total in-person class meetings.

Active participation means:

- Effort
- Contributions to the learning community
- Preparation: Completing asynchronous day assignments and reviewing google slides before class. Asynchronous day content is feeding into an in-person day class and vice versa
- Full participation in all class activities and the utilization of the Japanese language as much as possible
- Collaborate and work cooperatively with your classmates

Assignments:

Due to the cumulative nature of language learning, it is essential that students keep up with coursework on a daily basis.

- Grades in this category reflect the preparation work that you will do to be ready to use the language in real-world ways. Examples include small comprehension checks, online practice activities, Canvas Quizzes (Kanji, Vocabulary, Grammar concept checks), *etc.*
- **6 lowest graded assignments will be dropped.**
- Assignments may be turned in up to **one week after the due date.**

Summative Assessments:

Make-up Summative Assessments are only given for sickness or official activities. It is your responsibility to notify the instructor and make arrangements in advance.

Assessed in all modes of communication: Interpretive, Interpersonal, and Presentational

You will demonstrate how well you can use the language and cultural knowledge in real-life situations based on the themes and topics that you explored in class.

- **Interpretive:** What do I understand? (Listening & Reading)
- **Interpersonal:** How do I communicate with others? (Speaking & Writing)
- **Presentational:** How do I present information? (Speaking & Writing)

Show off what you can do with the language!

Performance-based assessments will ask you to show your understanding of spoken and written language as well as create your own oral or written messages in Japanese. Your grade will depend on whether you have reached the proficiency goals outlined for your course.

Tentative Course Calendar

Refer to Canvas for updated/detailed day-by-day class information.
(Abbreviation: CC=Concept Check Quiz, SA=Summative Assessments)

WEEK/CONTENT	QUIZZES/ASSIGNMENTS	SUMMATIVE ASSESSMENTS
1 1/23-26 Review / Orientation	<ul style="list-style-type: none"> - Syllabus Quiz - My winter break - Avant Sample Test 	
2 1/30-2/2 Lesson 16	<ul style="list-style-type: none"> - L16-1 vocabulary - L16 Kanji - L16GR cc: ~てくれる・あげる・もらう - L16GR cc: ~ていただけませんか 	
3 2/6-9 Lesson 16	<ul style="list-style-type: none"> - L16-2 vocabulary - L16GR cc: ~といいですね 	
4 2/13-16 Lesson 16/Lesson 17	<ul style="list-style-type: none"> - L17-1 vocabulary - L17GR cc: hearsay - L17GR cc: たら 	L16 SA Interpretive: <ul style="list-style-type: none"> - Listening (WB2 Listening p. 43) - Reading (Textbook 2 RW pp. 295-298) Interpersonal: <ul style="list-style-type: none"> - B. Role-play, Textbook 2, p. 113 Presentational: <ul style="list-style-type: none"> - Writing (Textbook 2, III ドラえものの道具)
5 2/20-23 Lesson 17	<ul style="list-style-type: none"> - L17-2 vocabulary, L17 Kanji - L17GR cc: なくてもいい 	
6 2/27-3/2 Lesson 17	<ul style="list-style-type: none"> - L17GR cc: ~てから・前に - L17GR cc: みたい 	L17 SA Interpretive: <ul style="list-style-type: none"> - Listening (WB2 Listening p. 50) Interpersonal: <ul style="list-style-type: none"> - Textbook 2, p. 134 Practice VII Presentational: <ul style="list-style-type: none"> - Writing (Textbook 2, p. 134, Compare/contrast: Customs)
7 3/6-9	Project Information <ul style="list-style-type: none"> - Presentation outline draft 	
8 3/13-19 UWRF/UW-L Spring Break	Lesson 18/Project <ul style="list-style-type: none"> - Presentation script draft - L18GR cc: transitive/intransitive verb - L18-1 vocabulary 	
9 3/20-26 UWRF/UW-L Spring Break	Lesson 18/Project <ul style="list-style-type: none"> - Presentation script draft - L18GR cc: transitive/intransitive verb L18-1 vocabulary 	
10 3/27-30	<ul style="list-style-type: none"> - Presentation script final version - L18GR cc: ~と 	

Lesson 18/Project	- L18-2 vocabulary, L18 Kanji	
11 4/3-6 Lesson 18/Project	- L18GR cc: ~ながら - L18GR cc: ~ばよかった	L18 SA Interpretive: - Listening (WB2 Listening p. 59) - Reading (Textbook2 RW pp. 308-312)
12 4/10-13 Project		Presentational: - Writing: Project Presentation Script & Slides - Speaking: Project Presentation
13 4/17-20 Lesson L19	- L19-1 vocabulary, L19 Kanji - L19GR cc: Honorific verbs - L19GR cc: Giving respectful advice	
14 4/24-27 Lesson L19	- L19-2 vocabulary - L19GR cc: ~てくれてありがとう - L19GR cc: ~てよかった L19GR cc: ~はず	
15 5/1-4 Lesson 19 / Review		L19 SA Interpretive: - Listening (WB2 Listening pp. 67-68) - Reading (Textbook2 RW p. 319) Interpersonal: - B. Role-Play, Textbook2 p. 178 Presentational: - Writing: Thank-you card

- The instructor retains the ability to modify aspects of the class in order to meet course objectives and to respond to student needs and interests, as long as such modifications are consistent with both the official course specifications and any written departmental expectations (i.e. approved formally by the department), and that they are communicated to students in a timely manner.
- The recording of materials and lectures is allowed only after receiving advance permission from the instructor of record in writing. In the even that personal recordings are allowed, they are meant specifically for personal study and may not be distributed or circulated or sold without permission in writing from the instructor.
- The instructor retains the academic freedom to deliver course content to achieve academic rigor and to serve the best interests of students.

Religious Observances: The University of Wisconsin-River Falls, in concert with the University of Wisconsin System Policy, promotes a commitment to the individual needs of students by reducing attendance conflicts between education requirements and the exercise of religious beliefs. University of Wisconsin-River Falls specific guidelines are as follows

1. Students with a legitimate conflict between an academic requirement and a religious observance must be given an alternative means of meeting the academic requirement. Individuals must notify the instructor within the first three weeks of the class (or earlier if the religious observance comes sooner), of the specific days or dates on which they will request relief.
2. Mandatory academic requirements should not be scheduled on days when an acknowledged religious observance causes students to be absent from scheduled functions. The claim of a religious function should be accepted. However, the instructor may set reasonable limits on the total number of days claimed by any one student.
3. Student grades should not be affected because the individuals are absent from class due to a legitimate conflict with a religious observance (this includes attendance requirements).

Inclusivity, Respect, and Ability/Disability Expectations:

1. The University of Wisconsin-River Falls strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. If you have concerns about such behavior, contact your instructor, the Office of Student Conduct and Community Standards at 715-425-4844, or the Office of Equity, Diversity, and Inclusion at 715-425-3833. For a list of prohibited behaviors and protected classes or to report something that is inappropriate using an online process, go to this page, <https://www.uwrf.edu/StudentConductAndCommunityStandards/Index.cfm>
2. The University of Wisconsin-River Falls is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, please visit Title IX (<https://www.uwrf.edu/titleIX/>) to access information about university support and resources.
3. The University of Wisconsin-River Falls welcomes students with disabilities into its educational programs, activities, residential halls, and everything else it offers. Those who will need academic adjustments or accommodations for a disability should contact the Disability Resource Center (<https://www.uwrf.edu/DRC/>). Decisions to allow adjustments and accommodations are made by the Disability Resource Center on the basis of clinical documentation that students provide to sufficiently indicate the nature of their situation.

Academic Integrity: UWS Chapter 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct for all campuses in the UW System and outlines the process by which the code is adjudicated. UWS 14.03 defines academic misconduct as follows:

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

Examples include but are not limited to:

- Cutting and pasting text from the web without quotation marks or proper citation
- Paraphrasing from the web without crediting the source;
- Using notes or a programmable calculator in an exam when such use is not allowed;
- Using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials;
- Changing or creating data in a lab experiment;
- Altering a transcript;
- Signing another person's name to an attendance sheet;
- Hiding a book knowing that another student needs it to prepare an assignment;
- Collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

If you are suspected of misconduct, you may have questions and concerns about the process. If so, you should feel free to call the Office of Student Conduct & Community Standards at 715-425-4844, send an email (sccs@uwrf.edu), and/or consult its website (<https://www.uwrf.edu/StudentConductAndCommunityStandards/Index.cfm>) for additional information.