ELJ104.xxx Intermediate Japanese 2
(Interm Japanese 2)
INSTRUCTORS_NAME <instructors_email@lagcc.cuny.edu>
http://faculty.lagcc.cuny.edu/instructor

SEMESTER
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Instructor’s Information

Instructor: INSTRUCTORS_NAME
Homepage: http://faculty.lagcc.cuny.edu/instructor
Email: instructors_email@lagcc.cuny.edu
Tel: 718-482-5460
Office: B-234
Office Hours: xxx
Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course is a continuation of ELJ103 and focuses on developing students' reading and writing fluency in Japanese and the proper use of Japanese in cultural contexts.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: ELJ103 or Exemption exam
Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY’s new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you will:
• Gather, interpret, and assess information from a variety of sources and points of view.
• Evaluate evidence and arguments critically or analytically.
• Produce well-reasoned written or oral arguments using evidence to support conclusions.
• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to
• interpret Japanese literary texts and analyze them within a socio-cultural context;
• demonstrate command of the Japanese three writing systems, especially kanji characters;
• communicate with a native speaker of Japanese who is utilizing the target vocabulary;
• write compositions, paraphrases and summaries of biographical data in Japanese on topics selected by the instructor or students;
• analyze Japanese literary texts of different genres;
- ask and give directions, follow proper protocol for the exchange of gifts, make a complaint, and discuss employment and environmental issues;
- make presentations about aspects of Japanese culture and tradition that students have researched on.

### Textbook, Grading, and Other Class Logistics

#### Textbooks: We will continue to use なかま2 (Nakama 2) by Makino, Hatasa & Hatasa, which will be available in the bookstore. There are audio CDs for the textbook and the WB, but the audio files are also available on-line, so you really don’t need to buy them. Also, a large number of reference books are available in my office (B-234T), which students in the Japanese class can borrow at no cost.


#### Grades: Your final grade will be determined based on the following evaluation points.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
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<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes (10 quizzes x 2.5)</td>
<td>25%</td>
</tr>
<tr>
<td>Homework (10 HW x 1)</td>
<td>10%</td>
</tr>
<tr>
<td>Lab (10 labs x 1)</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
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</tbody>
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- **Grade distributions:**
  - **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59\%, **WU:** Unofficial withdraw (=F), **W:** Withdraw

### Weekly Schedule (subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Insert DATE</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Week 1 | [Insert DATE] | Week 1  
Review of ELJ103  
Ch.3 Transitive/intransitive verbs  
Ch.3 Expressing chronological order, using 前 and 後 |
| Week 2 | [Insert DATE] | Week 2  
Ch.3 Talking about preparations using ～ておく; Expressing completion, regret and the realization that a mistake was made, using ～てしまう  
Ch.3 Using transitive and intransitive verbs; Expressing results of intentional actions using ～である  
Quiz 1: 2.5% / Lab 1: 1% / HW 1: 1% |
| Week 3 | [Insert DATE] | Week 3  
Ch.3 Expressing purpose and reason using the plain form +ため  
Ch.3 Expressing obligation using ～なければ / なくては ならない / いけない; Expressing a lack of obligation using ～なくてもいい  
Ch.3 漢字 in Ch. 3 (言葉 漢字 質問 業務 結婚 社会 違反 電気 電気)  
Ch.4 Vocabulary (postal and parcel delivery service, banks, favors)  
Quiz 2: 2.5% / Lab 2: 1% / HW 2: 1% |
| Week 4 | [Insert DATE] | Week 4  
Ch.4 Expressing and inquiring about factual knowledge about using clause か (どうか) |
### Week 5 [Insert DATE]
- **Ch. 4** Expressing movement away from or toward the speaker through space using ～ていく and ～てくる
- **Ch. 4** Expressing one’s desire for someone to do something using ～てほしい and ～てもらう/いただく
- Quiz 3: 2.5% / Lab 3: 1% / HW 3: 1%

### Week 6 [Insert DATE]
- **Week 6**
- **Ch. 5** Vocabulary (locations and landmarks, shapes, distance, expression of movement, nouns derived from verb stems)
- **Ch. 5** Describing a route using the particle を; Expressing a point of departure using the particle を; Expressing scope or limit using the particle で
- **Ch. 5** Describing conditions leading to set consequences using the plain form +と Presentation
- Quiz 5: 2.5% / Lab 5: 1% / HW 5: 1%
- Midterm: 20%

### Week 7 [Insert DATE]
- **Week 7**
- **Ch. 5** Describing chronology using the て-form of the verb +から
- **Ch. 5** Describing presuppositions using the plain form +はず
- **Ch. 5** Describing conditions originated by others using ～(の)なら
- Quiz 6: 2.5% / Lab 6: 1% / HW 6: 1%

### Week 8 [Insert DATE]
- **Week 8**
- **Ch. 5** 漢字 in Ch. 5 (場/寺/橋/町/映/公園/図/地/鉄/駅/育/道/部/屋/車/右/左/近/遠/飛)
- **Ch. 6** Vocabulary (gifts)
- **Ch. 6** Gift givers and recipients, gift-giving occasions and purposes, nouns derived from い-adjectives
- **Ch. 6** Using verbs of giving and receiving
- **Ch. 6** Expressing the fact that something is easy or hard to do using the stem of the verb +やすい/にくい
- Quiz 7: 2.5% / Lab 7: 1% / HW 7: 1%

### Week 9 [Insert DATE]
- **Week 9**
- **Ch. 6** Listing actions and states, and implying a reason, using the plain form + し～か
- **Ch. 6** Trying something using ～てみる
- **Ch. 6** Quoting a speech and words, using ～という
- Quiz 8: 2.5% / Lab 8: 1% / HW 8: 1%

### Week 10 [Insert DATE]
- **Week 10**
- **Ch. 6** 漢字 in Ch. 6 (犬/花/形/服/辞/祝/自/運動/使/写/絵/音/世/取)
- **Ch. 7** Grammar overview: Expressing an open hypothetical condition using the ば conditional form
- **Ch. 7** Grammar overview: Expressing problems and events using the passive form
- Quiz 9: 2.5% / Lab 9: 1% / HW 9: 1%

### Week 11 [Insert DATE]
- **Week 11**
- **Ch. 8** Grammar overview: Expressing limited degree using だけ affirmitive 'only' and しか negative 'only'
- **Ch. 9** Grammar overview: Asking a favor using ～てあげる/くれる/もらう
Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

• Please arrive on time.
• Please prepare for each class meeting by completing all writing/reading assignments beforehand.
• Please turn your cell phone to silence during class.
• Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with the College's Declaration of Pluralism, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

• Cheating
• Plagiarism
• Internet Plagiarism
• Obtaining Unfair Advantages
• Falsification of Records and Official Documents
• Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).