California State University, Los Angeles  
College of Arts and Letters  
Department of Modern Languages and Literatures  

JAPN 100A-01 Elementary Japanese (4)  
Spring 2016  

Instructor: Sachiko Matsunaga  
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Office Hours: 3:15-4:15 pm & 7:50-8:30 pm, Monday and Wednesday  
Class Days/Time: 1:30-3:10 pm, Monday and Wednesday  
Classroom: KH-D 2076  

Course Description  
Prerequisite: See departmental "Limitation on Language Credit" policy in this catalog. Must be taken in sequence. Methodical presentation of the fundamental structure of the language through hearing, speaking, reading, and writing Japanese. Introduction to the customs, culture, and institutions of the Japanese people.  

Course Goals and Student Learning Objectives  

Goal 1: To learn basic structural patterns of the Japanese language, and form sentences with everyday vocabulary introduced in each lesson (Sentence Formation)  
  Objective 1.1: Students learn greeting phrases  
  Objective 1.2: Students learn to use X wa Y desu, N no N desu, and particles wa and ka.  
  Objective 1.3: Students learn to use demonstratives, mo particle, and sentence ending particles (ne and yo), ask 'whose N it is,' and negate X is Y.  
  Objective 1.4: Students learn three types of verbs and word order, and learn to conjugate formal forms of present-tense verbs, use particles (o, de, ne, e, and wa), time references, and frequency adverbs, and V-masen ka.  

Goal 2: To develop speaking and listening skills in common situations, while interacting appropriately with classmates, acquaintances, and professors (Oral Conversation)  
  Objective 2.1: Students learn to orally greet someone appropriately  
  Objective 2.2: Students learn to orally describe X is Y and X is N's N, ask questions, tell time and phone numbers, and describe themselves and family members  
  Objective 2.3: Students learn to orally describe where things are, ask whose N it is, negate X is Y, and describe prices with/without confirmation or assertion
Objective 2.4: Students learn to orally describe their daily activities, what they do or do not do and how often, and invite someone to do something

Goal 3: To learn to read and write 46 hiragana and 46 katakana (Reading and Writing)
  Objective 3.1: Students learn to read and write learned sentences in hiragana
  Objective 3.2: Students learn to read basic Western loan words written in katakana

Goal 4: To become acquainted with aspects of Japanese culture that relate to the lesson topics (Culture)
  Objective 4.1: Students learn about Japanese bowing
  Objective 4.2: Students learn about Japanese names
  Objective 4.3: Students learn about Japanese currency
  Objective 4.4: Students learn about Japanese classrooms and houses

Course Content Learning Outcomes

Upon completion of this course, students should be able to:
  1: Demonstrate knowledge of basic structural patterns of the Japanese language, and form simple sentences with everyday vocabulary introduced in each lesson
  2: Converse with classmates, acquaintances, and professors in common situations, such as greeting, self-introduction, shopping, and inviting people
  3: Read and write learned sentences using hiragana and katakana appropriately
  4: Demonstrate knowledge of aspects of Japanese culture that relate to the lesson topics

Required Readings

Genki, Vol. I (2nd ed.) (Lessons 1-3; hiragana and katakana from Lessons 1-2)
Genki, Vol. I: Workbook (2nd ed.) (Lessons 1-3; hiragana and katakana from Lessons 1-2)

Both are available at the University Bookstore in Golden Eagle building

Grading Procedures

Final course grades will be based on the results of:
  Three chapter tests..............................................50%
  Online exercises.................................................5%
  Online practice and formal quizzes........10%
  In-class kana writing quizzes.................5%
  Workbook homework.................................15%
  Speech or skit..................................................5%
  Preparedness and participation..........10%

  100-93% = A  92-90% = A-
  89-87% = B+  86-83% = B  82-80% = B-
  79-77% = C+  76-73% = C  72-70% = C-
  69-67% = D+  66-63% = D  62-60% = D-  Below 60% = F
Attendance and Other Policies

Regular attendance and active participation in respective and cooperative manners are expected. Students are also expected to be well prepared for the class, by reading the assigned materials prior to the class. Other policies include:

(1) Homework is due at the beginning of the class on the due date. Online exercises and quizzes are due at midnight on the date specified below. NO late homework will be accepted without a valid, documented excuse.
(2) NO make-up work will be given for quizzes and exams without a valid, documented excuse.
(3) Students with more than five hours of unexcused absences in the quarter will have their course grades lowered one letter grade, and those with more than ten hours of such absences will receive an "F" for the course. Absences mean not being in class entirely or partially (arriving late or leaving during the class).
(4) Non-participation in assigned activities or doing activities unrelated to the given tasks, including talking or writing to someone unnecessarily during the class, will affect the participation grade negatively. The degree of lowering the grade will be determined by the degree and the frequency of such activities.
(5) Disruptive behaviors such as making noise and sarcastic comments must be refrained in class; any concern about the class or grades on tests, quizzes and assignments must be privately expressed to the instructor.
(6) All electric devices (except electronic dictionary) must be turned off during the class. Unnecessary use of such devices (e.g., checking e-mail, texting, etc.) will be taken as non-participation (see [4] above).
(7) In order to receive any points on tests and quizzes, students must answer the questions to the point; if questions are unclear, clarification must be sought during the tests/quizzes.
(8) Cheating on tests/quizzes/homework will result in an "F" for the course.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students should be aware of the current deadlines and penalties for adding and dropping classes: https://get.calstatela.edu/Registrar.htm.

University Policies

Student Handbook

Information on student rights and responsibilities, academic honesty, standards of conduct, etc., can be found in the Student Handbook: http://www.calstatela.edu/studentservices/golden-eagle-handbook.

Americans with Disabilities Act (ADA)

Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair
advantage over other students, but simply to allow a student with disability to have an equal opportunity to be successful.

Course Schedule (in-class activities on Mondays and Wednesdays)

Week 1 (03/28): Orientation/Pronunciation/Writing system/Greetings
   (03/30): Greetings/L. 1 (numbers)/Hiragana (a-ko)

Week 2 (04/04): L. 1 (time; phone numbers)/Hiragana (sa-to)
   (04/06): L. 1 (X is Y; N no N; nationality, year in school, age, school, major)/Hiragana (na-ho)

Week 3 (04/11): L. 1 (asking questions)/Hiragana (ma-yo)
   (04/13): L. 1 (family terms and occupations)/Hiragana (ra-n)

Week 4 (04/18): L. 1 test/Hiragana (diacritics, CyV, VV)
   *Workbook L. 1 main section due
   (04/20): L. 2 (asking and telling prices)/Hiragana (VV, CC, particles)

Week 5 (04/25): L. 2 (demonstratives kore, sore, are, dore)/Katakana (a-ko)
   *Workbook L 1 hiragana section due
   (04/27): L. 2 (demonstratives kono, sono, ano, dono)/Katakana (sa-to)

Week 6 (05/02): L.2 (demonstratives koko, soko, asoko, doko)/Katakana (na-ho)
   (05/04): L.2 (possession; particles mo, yo, ne; negation)/Katakana (ma-yo)

Week 7 (05/09): L. 2 test/Katakana (ra-n)
   *Workbook L. 2 main section due
   (05/11): L. 3 (types of verbs)/Katakana (diacritics, CyV)

Week 8 (05/16): L. 3 (formal verb conjugation)/Katakana (VV, CC)
   (05/18): L. 3 (particles o, de, ni)/Katakana writing quiz
   *Workbook L. 2 katakana section due

Week 9 (05/23): L. 3 (daily, frequent, and infrequent activities)/Hiragana writing quiz
   (05/25): L. 3 (invitation)/Hiragana and Katakana writing quiz

Week 10 (05/30): Memorial Day
   (06/01): Oral presentation

Week 11(06/06): L. 3 test (1:30-4:00 p.m.)

Note:
1. Additional written homework (handouts) may be assigned in class. If you are absent, it is your responsibility to find out about these assignments before the due date (by asking your classmate or the instructor via e-mail). Not knowing about them is not an excuse for not submitting the homework in timely fashion.
2. In addition to the written homework (from the Workbook and handouts), you are required to do the online exercises, and practice and formal quizzes (see next page of this syllabus).

Oral Presentation

On June 1, 2016, you will be making an oral presentation in class. You can either do a skit with your classmate(s) or make a speech about yourself by utilizing the vocabulary and grammatical structures learned in class. Your presentation should be no more than 3 minutes, and will be evaluated in terms of vocabulary, grammar, pronunciation, fluency, and delivery (clarity, proper gesture [e.g., a bow], and non-reliance on a script). Guidelines and a grading rubric will be given on May 11.

Online Activities on Moodle

While in-class activities focus on development of your production skills (conversation and writing), online activities are designed to enhance your receptive skills (understanding of the vocabulary and grammar covered in class, listening comprehension, and reading kana scripts), and can be done anywhere with an Internet connection. In addition to coming to class, you are required to do all the exercises, practice quizzes, and formal quizzes on Moodle by the deadlines specified below. You will earn full points for 5% of the course grade by doing all the exercises; the scores on the practice and formal quizzes will affect 10% of the course grade. You can find more detailed instruction and information (e.g., time limit and the number of attempts allowed on quizzes) on Moodle. Please read all the instruction carefully before starting each exercise/quiz.

Kana reading

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Due Tuesday at midnight</th>
<th>3/31: a-&gt;ko (hiragana)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>4/5: sa-&gt;to</td>
<td>4/7: na-&gt;ho</td>
</tr>
<tr>
<td>Week 3</td>
<td>4/12: ma-&gt;yo</td>
<td>4/14: ra-&gt;’n</td>
</tr>
<tr>
<td>Week 4</td>
<td>4/19: Diacritics and /CyV/</td>
<td>4/21: Irregular spelling and /Q/</td>
</tr>
<tr>
<td>Week 5</td>
<td>4/26: Practice and formal quizze (hiragana)</td>
<td>4/28: a-&gt;ko (katakana)</td>
</tr>
<tr>
<td>Week 6</td>
<td>5/3: sa-&gt;to</td>
<td>5/5: na-&gt;ho</td>
</tr>
<tr>
<td>Week 7</td>
<td>5/10: ma-&gt;yo</td>
<td>5/12: ra-&gt;’n</td>
</tr>
<tr>
<td>Week 8</td>
<td>5/17: Diacritics and /CyV/</td>
<td>5/19: Long vowel and /Q/</td>
</tr>
<tr>
<td>Week 9</td>
<td>5/24: Practice and formal quizze (katakana)</td>
<td>5/26: Kana (hiragana and katakana) word reading exercise</td>
</tr>
<tr>
<td>Week 10</td>
<td>5/31: Practice and formal quizzes on reading words and sentences in kana</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary/grammar/listening

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Due Tuesday at midnight</th>
<th>3/29: Greeting exercise</th>
<th>3/31: Greeting practice and formal quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>4/5: L.1 V(ocabulary) exercise</td>
<td>4/7: L.1 V practice and formal</td>
<td></td>
</tr>
</tbody>
</table>

Week 1

Due Tuesday at midnight: 3/29: Greeting exercise

Due Thursday at midnight: 3/31: Greeting practice and formal quizzes

Week 2

Due Tuesday at midnight: 4/5: L.1 V(ocabulary) exercise

Due Thursday at midnight: 4/7: L.1 V practice and formal
<table>
<thead>
<tr>
<th>Week</th>
<th>In-Class Activities</th>
<th>Online Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>4/12: L.1 G(rammar) exercise</td>
<td>4/14: L.1 G practice and formal quizzes</td>
</tr>
<tr>
<td>Week 4</td>
<td>4/19: L.1 L(isiting) exercise</td>
<td>4/21: L.1 L practice and formal quizzes</td>
</tr>
<tr>
<td>Week 5</td>
<td>4/26: L.2 V(ocabulary) exercise</td>
<td>4/28: L.2 V practice and formal quizzes</td>
</tr>
<tr>
<td>Week 6</td>
<td>5/3: L.2 G(rammar) exercise</td>
<td>5/5: L.2 G practice and formal quizzes</td>
</tr>
<tr>
<td>Week 7</td>
<td>5/10: L.2 L(isiting) exercise</td>
<td>5/12: L.2 L practice and formal quizzes</td>
</tr>
<tr>
<td>Week 8</td>
<td>5/17: L.3 V(ocabulary) exercise</td>
<td>5/19: L.3 V practice and formal quizzes</td>
</tr>
<tr>
<td>Week 9</td>
<td>5/24: L.3 G(rammar) exercise</td>
<td>5/26: L.3 G practice and formal quizzes</td>
</tr>
<tr>
<td>Week 10</td>
<td>5/31: L.3 L(isiting) exercise</td>
<td>6/2: L.3 L practice and formal quizzes</td>
</tr>
</tbody>
</table>

### Connection Between In-Class and Online Activities and Student Learning Outcomes

**Goal 1: Sentence Formation**

<table>
<thead>
<tr>
<th>Objective 1.1 (L. 1)</th>
<th>In-class activities/Written homework</th>
<th>Online activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting phrases</td>
<td>Oral practice/Writing what to say</td>
<td>Phrase recognition</td>
</tr>
<tr>
<td>Objective 1.2 (L. 1)</td>
<td>Oral practice/Writing what to say</td>
<td>Vocabulary recognition Grammatical competence Listening skills</td>
</tr>
<tr>
<td>Copula; N no N; nationality, year in school, age, school, major; family; questions</td>
<td>Vocabulary recognition Grammatical competence Listening skills</td>
<td></td>
</tr>
<tr>
<td>Objective 1.3 (L. 2)</td>
<td>Oral practice/Writing what to say</td>
<td>Vocabulary recognition Grammatical competence Listening skills</td>
</tr>
<tr>
<td>Prices; three types of demonstratives; possession; particles; negation</td>
<td>Vocabulary recognition Grammatical competence Listening skills</td>
<td></td>
</tr>
<tr>
<td>Objective 1.4 (L. 3)</td>
<td>Oral practice/Writing what to say</td>
<td>Vocabulary recognition Grammatical competence Listening skills</td>
</tr>
<tr>
<td>Formal verbs; particles; daily, frequent, and infrequent activities; invitation</td>
<td>Vocabulary recognition Grammatical competence Listening skills</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 2: Oral Conversation**

<table>
<thead>
<tr>
<th>Objective 1.1 (L. 1)</th>
<th>In-class activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet someone appropriately</td>
<td>Oral conversation</td>
</tr>
<tr>
<td>Objective 1.2 (L. 1)</td>
<td>Oral conversation</td>
</tr>
<tr>
<td>Tell time and phone numbers; describe yourself and family members; ask and answer questions</td>
<td>Oral conversation</td>
</tr>
</tbody>
</table>
Objective 1.3 (L. 2)
Tell prices; describe items in different locations, and whose items they are; add, assert and confirm information; answer questions negatively
Oral conversation

Objective 1.4 (L. 3)
Describe your daily, frequent, and infrequent activities; invite someone to do something
Oral conversation

Goal 3: Reading and Writing

<table>
<thead>
<tr>
<th>Objective</th>
<th>In-class activities/ Written homework</th>
<th>Online activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 3.1 (L. 1)</td>
<td>Read and write hiragana symbols and words</td>
<td>Hiragana flashcards, reading exercises, and practice/formal quizzes</td>
</tr>
<tr>
<td>Objective 3.2 (L. 2)</td>
<td>Read and write katakana symbols and words</td>
<td>Katakana flashcards, reading exercises, and practice/formal quizzes</td>
</tr>
<tr>
<td>Objective 3.3 (L. 2)</td>
<td>Read and write sentences using hiragana and katakana appropriately</td>
<td>Reading exercises and practice/formal quizzes</td>
</tr>
</tbody>
</table>

Goal 4: Culture

<table>
<thead>
<tr>
<th>Objective</th>
<th>In-class activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 4.1 (L. 1)</td>
<td>Practice and perform proper bowing</td>
</tr>
<tr>
<td>Objective 4.2 (L. 1)</td>
<td>Become familiar with Japanese names</td>
</tr>
<tr>
<td>Objective 4.3 (L. 2)</td>
<td>Learn about Japanese currency</td>
</tr>
<tr>
<td>Objective 4.4 (L. 3)</td>
<td>Read about Japanese classrooms and houses</td>
</tr>
</tbody>
</table>

Advice for Students:
- Do not be afraid of unfamiliar sounds and scripts of the language you are learning.
- All you need is a lot of practice, just like how you learned your first language.
- Practice speaking as much as possible by fully participating in classroom activities.
- Be prepared to spend time outside class to complete written homework and online activities.
- Have fun learning Japanese!