

Intermediate Japanese 2

Last Updated: Tue, 12/16/2025

Course prefix: JAPN

Course number: 2002

Section: A

CRN (you may add up to five):

25814

Instructor First Name: Yumi

Instructor Last Name: Parks

Semester: Spring

Academic year: 2026

Course description:

This course focuses on listening, speaking, reading, and writing skills in Japanese in an introduction to literature and within a cultural context.

Course learning outcomes:

Although the emphasis is on the development of aural-oral skills in Japanese, activities aimed at developing basic reading and writing skills are also incorporated into the daily lessons.

The specific goals are:

1. To continue learning basic structural patterns and vocabulary introduced in Lessons 15-19 of  II Textbook.
2. To increase familiarity with Japanese culture and Japanese behavior.
3. To become able to carry out simple conversations on topics related to everyday situations by expressing your intentions, relationship between two activities/events, making requests at the appropriate level of politeness, indicating obligation, a lack of obligation, unacceptable action/situation (prohibition), etc.
4. To learn 79 additional kanji and develop reading and writing skills.

ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION

ML Learning Outcome 1: Demonstrate oral and aural proficiency in the target language

JAPN 2002: Students will demonstrate oral proficiency on limited topics at the Novice High or Intermediate Low level on the ACTFL scale in a 8- to 10-minute oral interview

ML Learning Outcome 2: Demonstrate effective presentation skills in the target language

ML Learning Outcome 3: Demonstrate writing proficiency in the target language

JAPN 2002: Students will demonstrate writing proficiency by writing a short essay introducing a particular place at the Novice High or Intermediate Low level on the ACTFL scale.

ML Learning Outcome 4: Demonstrate proficiency in comprehension of authentic written texts in the target Language

JAPN 2002: Students will demonstrate reading proficiency with authentic texts modified for learners at Novice High or Intermediate Low level.

ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE

ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region

ML Learning Outcome 6: Demonstrate the ability to analyze an issue from target-culture perspective(s)

ML Learning Outcome 7: Demonstrate critical reflection on cultural complexity and context

Required course materials:

- Genki II: An Integrated Course in Elementary Japanese (3rd ed.). Banno, E. et al. (2020). Tokyo: Japan Times. ISBN 978-4-7890-1732-9
- Genki II Workbook (3rd ed.). Banno, E. et al. (2020). Tokyo: Japan Times. ISBN 978-4-7890-1733-6

Supplementary grammar notes and additional course materials will be available on the course Canvas

Grading policy:

Grading is on a 100-point scale (no curving). The final grade will be computed as follows. Some minor adjustments may be made depending on the class progress.

• Attendance	5%
• Preparation activity	10%
• Workbook Homework	10%

• Quizzes (Voc., Kanji, conjugation)	15%
• Quizlet Homework	8%
• Group project	10%
• Pair/Group Video projects	6%
• Class Performance	5%
• Composition	9%
• Midterm exam	10%
• Final exam	12%

**The breakdown percentages are subject to change.

Please note that although the primary focus of a test/exam is on the materials in the new lesson we have just covered, grammatical structures and vocabulary learned in earlier lessons will also be used.

Attendance policy:

Everyone gets sick on occasion and many students have outside obligations that can impact their attendance in college. Attendance in this course will be counted by physically attending scheduled class sessions. If you will be absent, you need to contact your sensee via Canvas Inbox or email me at yparks3@gatech.edu as soon as possible, preferably before the class begins.

In JAPN2002 you are expected to:

1. Come to the class on time and stay in class for its entire duration. Students who show up late to the class or leave the class early will only receive partial attendance credit.
2. Engage FULLY in the class. Students who are engaged in any other activities (i.e. texting, social networking, viewing online contents, sleeping, chatting, doing homeworks, etc.) will receive partial or no attendance credit.
3. Complete all the preparation at home works **prior to each class** to understand the basic concepts of each grammar.
4. Review the materials you learned in each class meeting and engage in additional practices to internalize them. Your completing the homework is one of the best ways to reinforce your proficiency on the learned materials.
5. Complete all homework assignments and submit them on Canvas or in class **on time**.
6. Attend every class meeting and **actively participate** in all class activities.

Class Attendance Grading scale:

100% credit - Full attendance AND participation in class

75% credit - Partial attendance (missing no more than 15 minutes of the class) and/or attendance in class

0% credit - Missing entire or more than 16 minutes of the class and/or no participation in class

If you have missed or are going to miss 2+ consecutive classes in a course due to an unexpected emergency (death in the family, personal medical issues, etc.) please fill out the [Request Assistance Form](#)). After completing the form, the Office of the Vice President of the Dean of Students will contact your professors providing the necessary documentation on your behalf. It is not necessary for you to email your professors directly regarding any emergencies you may have.

If you are missing class for institute excused reasons (e.g. athletics, professional conferences, academic competitions) please fill out the Institute Approved Absence Form found in [the Registrar's Office site](#) and submit the completed form to the Registrar's Office. Requests should be submitted at least 2 weeks prior to the event.

In any event, if you have to miss a class unexpectedly and if you have a legitimate reason, you should contact the instructor as soon as possible (within the same day).

Academic honesty/integrity statement:

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

Students in this class are expected to abide by the Georgia Tech Student Code of Conduct and Honor Code and avoid any instances of academic misconduct, including but not limited to:

1. Possessing, using, or exchanging improperly acquired written or oral information in the preparation of a paper or for an exam.
2. Substitution of material that is wholly or substantially identical to that created or published by another individual or individuals.
3. False claims of performance or work that has been submitted by the student.

See **the Student Handbook** and the Dean of Student Students' Website (<https://osi.gatech.edu/content/honor-code>) for more information on academic misconduct and the Honor Code. We will take a strong action if we find any instance of academic misconduct.

Core IMPACTS statement(s) (if applicable):

This is a Core IMPACTS course that is part of the Arts, Humanities & Ethics area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in

foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence