

日本語 2002 OL1: 中級日本語 II (3 ユニット)

2026年秋学期

ジョージア工科大学

現代言語学部

CRN: 93958

講義スケジュールと教室:

- 月曜日と水曜日の午前9時半～10 時 45 分
- Canvas Zoom (Synchronous)

講師 (こうし) :

- パークス祐美 (ゆみ) (E-mail: yparks3@gatech.edu)
- オフィス: Swann 332 (Phone: 404-385-7279)
- オフィスアワーズ: 毎週月曜日と水曜日午前 11 時～12 時 (online available)と予約制 (よやくせい)



Prerequisite:

APN2002 is the continuation of our second-year Japanese language class. **If you have not taken or successfully completed JAPN2001 at GA Tech, you must first take our online placement test at <http://japanese.gatech.edu/online/jpn-placement.html> and follow its recommendation.** If the result of the online placement shows that JAPN2002 is the appropriate level for you, you are eligible to take this course. Be sure to submit a copy of your placement test result to the instructor prior to our first class meeting.

教科書とワークブック:

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

We will be using Canvas to post announcements, supplementary grammar notes, additional course materials, etc. Therefore, you should log into Canvas and check our course site often.

Canvas Portal Site: <http://canvas.gatech.edu/portal>

■ Course Description and Goals:

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

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 げんき 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	N/A
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 <i>specific</i> target-language country or region	N/A
ML Learning Outcome 6: Demonstrate the ability to analyze an issue from target-culture perspective(s)	N/A
ML Learning Outcome 7: Demonstrate critical reflection on cultural complexity and context	N/A

■ Core IMPACTS Course

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

■ Final Grade Breakdown

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.

■ Strategy for Successful Foreign Language Learning:

The study of a foreign language is quite different from that of subjects like history, geography and math. In language studies, in addition to understanding the vocabulary and grammar of the language you are studying, you are expected to become able to communicate in that language. Foreign

language learning is **a cumulative and time-consuming process**. Successful foreign language learning requires **a steady study habit**. **You should constantly review what you learned and practice them so that you will be able to use it without thinking**. The worst study habit is to cram several days' (or weeks') material in one day, like the day before the exam. If you cram everything in a short period of time instead of constantly reviewing and practicing the materials over a long period of time, you will forget what you memorized very quickly. Since language learning is a cumulative process, you will not be able to make a progress in learning a foreign language if you quickly forget what you have studied. Therefore, you should spend a little time studying Japanese every day. **Make sure that no day passes without studying Japanese for at least one hour**.

■ Communicating with your Sensee and Classmates:

The best way to communicate with your sensee is via Canvas Inbox. For an urgent matter, you can communicate with her through her gmail address (yumi.parks@gmail.com).

Sensee will be posting important messages through **Canvas Announcements** and the same message will be emailed to you via Canvas. Check your email frequently --- a few times a day.

You can also find the recent announcements the sensee made on the home page of Canvas.

Please turn on your notification for course announcement to receive emails for the announcements. Some students have similar names and I do teach multiple schools!

When emailing your instructor, write your FULL NAME, the course title (e.g., JAPN 1002) and the SECTION (A, B, C, UA, UAA, etc.) you have enrolled in.

I have also created **the discussion forum (Student Q & A Corner)** where students can ask each other questions or share valuable information for the course.

■ Homework:

There will be a variety of homework assignments in JAPN2002.

- The due dates are indicated in our course schedule (i.e., the right column).
- Only the homework which is turned in on time will be given credit.
- Some homework will allow you to submit them late for half credit. Please refer to the instructions on each assignment.
- If you turn in your homework on time, your grade on homework depends on how well you were able to answer the questions.
- How to complete your homework is also specifically provided to you in the instructions. So, please read and follow the instructions. (i.e., handwrite/digitally write/type, etc.)
- You will **not** receive any credits if your kanji homework is done by typing.

If you cannot turn in your homework by the deadline, you should explain the reason in detail. Your instructor will make a final decision whether your late homework can receive credit or not. Please note that the following are a few examples which are not considered as legitimate excuses:

1. I did the homework but forgot to bring it or turn it in.
2. I didn't know the homework was due today.

3. I lost my course schedule.
4. I couldn't do my homework because I lost my homework sheet(s).
5. **I was too busy working on an assignment/project for another class.**

Please note that ALL HOMEWORK IN JAPN2001 MUST BE:

- ✓ INDIVIDUAL AND INDEPENDENT PRODUCT
- ✓ You are NOT permitted to work with your classmate(s) or others to come up with your answers.
- ✓ ANY ATTEMPT TO COPY SOMEONE ELSE'S ANSWER(S) AND/OR LET SOMEONE COPY YOURS WILL BE CONSIDERED AS A VIOLATION OF GA TECH HONOR CODE!

■ Preparation for Each Classroom Session (Super Important):

In JAPN 2002 the instructor will **NOT** explain grammar in English in class. **Therefore, it is imperative that students prepare themselves for each class period by completing the assignments found under 'クラスの前までにやる' labels in Canvas weekly modules.** In order to maximize the exposure to Japanese, the class will be conducted in Japanese. If you have any questions, you should ask them either at the beginning or at the end of the class period. If you want to find out the meaning of Japanese word(s) or Japanese word(s) for particular English word(s), you should ask in Japanese. It is also highly recommended for you to install a Pop-up dictionary for Japanese language such as Rikai-chan or Rikai-kun to support your learning in class or at home.

Preparation Assignments Prior to the Class:

- Read assigned pages in Genki II textbook
- Watch Lesson prep video and complete the assignment(s)



■ Canvas Use:

We will be using Canvas to post announcements to distribute various materials, etc. Therefore, **you should log into Canvas and check our course site DAILY**. Whenever something is uploaded or some message is posted at our Canvas site, you will receive a notification by email. Therefore, you should check email **AT LEAST TWICE A DAY**.

■ Attendance & Class Participation:

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 **with your webcam on and you are on the webcam during the entire class session**

75% credit - Partial attendance (missing no more than 15 minutes of the class) and/or attendance in class, **with your webcam on and you are on the webcam during the entire class session**

0% credit - Missing entire or more than 16 minutes of the class and/or no participation in class, and/or your webcam was off and/or you are not visible on the webcam during the class session.

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

■ **Computer Requirements and Technical Skills**

In order to participate fully in the synchronous online course such as this course, you are required to have a "working" webcam and mic. Your webcam needs to be on and showing your face all the time during the zoom class sessions. If your webcam is not on nor showing your face during the class, it will affect your attendance/participation grade adversely.

I acknowledge that with technology there will be things that go wrong or have glitches in the system. If there is an error as a result of my oversight and/or problem, I fix it as soon as it comes to my attention and make whatever changes are necessary, including extended due dates, so that students' grades are not adversely affected. Your grace and patience are required when it comes to matters of technological difficulties. However, procrastination on your part does not constitute a crisis for me. Make sure to allow yourself enough time to submit your assignments in time even with these potential mishaps.

■ **Online Learning Environment:**

The online learning environment is like the classroom learning environment. In the online environment, there is more opportunity for giving and receiving feedback on your ideas and writing usually on a weekly basis. The value of collaborative learning is at the core of the instructional approach in this course. We want the online classroom to be a safe environment for everyone to express their ideas, make mistakes and receive correction, as well as debate controversial topics. Keep in mind the topics I pick for discussion are controversial; however, we analyze the author, so try to keep the focus of your comments on the author's ideas. Try not to be judgmental or attack an individual peer's ideas who may be responding to and processing the author's ideas aloud in a

discussion board post.

Treat your peers and me (your instructor) with the same respect as you would in a face-to-face conversation. Keep in mind, it is my job to encourage student-to-student communication and mediate a discussion only when necessary. Therefore, I will not respond to every discussion board post but encourage students to take ownership of the learning process by responding to each other.

■ Regular and Effective Contact'

Although this is an online course, you will be in regular contact with me and your classmates, and you are encouraged to initiate contact when you have questions or comments.

- I will frequently post an announcement for various important matters including assignment reminders and instructions.
- I will send reminder messages through Canvas Inbox when major deadlines approach or if an assignment has not been submitted by the deadline. Please check your email every day!!
- I will use assignment comments and direct feedback through Canvas Speedgrader, usually within one week of the due date.
- I will try to respond to Canvas inbox messages within 24 hours, except on Sundays (I need at least one day off!).
- If you need my immediate attention to your message, please email me at yumi.parks@gmail.com
- You will interact with classmates frequently during the class through pair or group activities as well as outside the class through the Discussion Board, group projects or other interactive assignments.

■ Netiquette:

- When you take a distance education course, you are joining a virtual learning community. Just like a physical community, an online community (like the ones you have in social media environments) requires you to be a responsible citizen. Be useful, curious, kind, polite, and a positive contributing member of your online learning community.
- Remember that there are real, live people reading your posts, assignments, portfolios, and email. Treat them with respect. Foul language, insults, and harassment are not tolerated (just as they would not be tolerated in a face-to-face classroom). Bullying or flaming is prohibited (a flame is a series of angry responses to someone's comments).
- Use your best written language. For example, please do not do type in all caps (UNLESS YOU ARE TRYING TO SHOUT!). You are taking college courses, and not chatting with your friends. So, always strive to use properly punctuated and grammatically correct English (or other required language) to the best of your ability.
- Watch your tone. Most Internet courses use written, rather than verbal, communication. It is very easy to misinterpret someone's meaning online. Misinterpretation of tone often occurs on discussion boards and in emails. It can help to use emoticons to convey your tone. Never write or post anything on a discussion board or in an email that you are not willing to say directly to the person face to face. Polite behavior is just as appropriate in the online environment as in face-to-face classrooms; leave all bad attitudes at the virtual door before you enter your online course. College is training you to be a professional in the future, so your online presence should reflect a professional attitude.
- Check your spelling and your language. Online language does not equal poor English (contrary to what most people seem to believe), nor does it equal very high- level technical or pretentious language. Think of your audience and keep your language simple. Do you think that your audience would prefer "eschews prescriptive behaviorism in favor of exploratory constructivism" or "quick and filled with examples"?

- Revise and edit. Think about what you have written before you submit it. Timelines are different online; you have more time to respond. Do not wait until the last minute to post a reply; maybe you should sleep on it and reconsider what you have written before posting. Also, it is a good practice to proofread your work and posts—you will not only communicate more effectively, you will probably make a much better impression on your instructor and fellow classmates.

■ Netiquette for Zoom Sessions

Consider your Zoom sessions as being in a classroom.

Anything that is not appropriate in the classroom usually applies to your Zoom classrooms!

- **Sign onto Zoom early**
Check your video/audio/computer settings in advance
- **Appropriate attire/manner**
Zoom classroom is the same as going to school
- **No smoking nor drinking**
- **Your video is on you in a private place (if possible)**
If not, let others know that your class is in session
Your bed is NOT an appropriate place
- **Turn on the virtual background (if possible) if you are in a common area**
This is a great option for all of us especially if you have other people in the area you are logging in the class from
The background should be school appropriate
- **No multitasking**
Focus solely on your Zoom session
If your multitasking activities (i.e. chatting, gaming, watching other media, etc.) is suspected and persisting, it may affect your participation grade adversely
- **Mute your mic (lower-left corner of your screen)**
Turn on only when speaking in the classroom
- **Close unneeded applications**
Help your video works optimally, especially if you are logging in from your smartphone
- **Use a headset with an external mic (if possible)**
For the best hearing and speaking capabilities
- **Use the “Raise hand” feature when you want to speak**
- **Use the “Chat” feature to ask questions or leave comments**
Refrain from initiating and/or engaging the conversation unrelated to the class content

■ Making Up the Missed Tests:

In most cases, students are not allowed to make up the test(s) they have missed. However, If you have to miss a test due to institute approved / predetermined circumstance(s), notify the instructor **before** it happens. If it's emergency, notify your instructor as soon as possible. In any situations, students must present an acceptable written proof with prior (if not an emergency). Your instructor will make a final decision on whether you can make up the test based on the reasons and proof presented to her. **Without any prior notification and written proof, there will be no makeup test given.** Regardless of the circumstances, a student who wants to

reschedule the test must take a make-up test **before the graded tests are returned to the rest of the class.**

- The following are examples of legitimate excuses:
 - a. I had a medical emergency. (Bring a doctor's note.)
 - b. I had a family emergency (e.g. a death in the family). (Bring a proof such as an obituary.)
 - c. I had a major accident or a disaster. (For a traffic accident, bring the police report.)
 - d. I had a job interview. (Bring the proof of attending the interview.)
 - e. I had to participate in an approved Institute event. (Bring a letter from the supervising faculty or official of the event.)

- The following are examples of excuses we will **NOT** accept.
 - a. I was too busy with the requirements of my other courses, my job, etc.
 - b. I want to maintain a good GPA.
 - c. If I don't get a higher grade, I will lose my scholarship or I will be forced out of school.
 - d. I didn't know that this requirement existed.
 - e. I lost my course schedule.
 - f. I forgot to tell you that I had a preplanned trip on the day I missed my class.
 - g. I am from another school and the grading policies were different there.

This applies to exams and quizzes. For homework, please submit before the due date in class. To avoid confusion, you are encouraged to take the tests/exam at your earliest convenience.

■ **Academic Integrity:**

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.

As mentioned earlier, all assignments in JAPN2002 must be:

- ✓ INDIVIDUAL AND INDEPENDENT PRODUCT
- ✓ You are NOT permitted to work with your classmate(s) or others to come up with your answers.
- ✓ Any attempt to copy someone else's assignment(s) and/or have your classmate(s) you're your assignment(s) will be ANY ATTEMPT TO COPY SOMEONE ELSE'S ANSWER(S) AND/OR LET SOMEONE COPY YOURS WILL BE CONSIDERED AS A VIOLATION OF GA TECH HONOR CODE!

■ I (Incomplete) Grade:

Students who were doing satisfactory work, but for nonacademic reasons beyond their control cannot meet the full requirements of the course may be assigned an “I” grade. Please see the Student Handbook and/or the Registrar’s Website (<http://www.registrar.gatech.edu/students/igrades.php>) for acceptable reasons for seeking an “I” grade. Students who were doing poorly or lack more than a small portion of the requirements cannot be assigned an “I” grade. Students must provide documentation explaining the nonacademic reasons which prevent them from meeting the full requirements. Students must complete the remaining requirement(s) and have the “I” grade removed within the semester immediately following the one in which the “I” grade is given. Otherwise, the “I” grade will change to an “F”.

■ Student Services:

The CARE Center and the Counseling Center, Stamps Health Services, and the Dean of Students Office will offer both in-person and virtual appointments. Student Center services and operations are available on the Student Center website. For more information on these and other student services, contact the Dean of Students or the Division of Student Life.

■ Prohibited Use of Recording Devices

In an effort to ensure the comfort and protection of everyone in our classroom, **photographs and/or recording of anyone in the classroom without their express permission is prohibited.** Recording of any kind is prohibited in this space, unless a student requires accommodations as authorized by the Office of Disability Services (ODS). **Any student violating this shall be subject to appropriate disciplinary action.**

Please keep updated on the guidance as it may change due to situational changes.

■ AMERICAN WITH DISABILITIES ACT (ADA)

Georgia Tech is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. Verification of the disability must also be provided. The Office of Disability Services functions as a resource for students and faculty in the determination and provision of educational accommodations. I have sought to make this course accessible to all students, including students with disabilities. If you encounter challenges with access in this course, please contact me immediately by email. We may also need to contact ODS if accommodation is necessary.

■ **Modern Languages website** <https://modlangs.gatech.edu/languages/japanese>

■ **Information on Japanese minor** <http://catalog.gatech.edu/programs/minor-japanese/#requirementstext>

■ **Language for Business and Technology (LBAT) Programs** in Japan <https://modlangs.gatech.edu/lbat/japan>

If you cannot accept all the policies above, please withdraw from this course. Once the final grade is issued, we will not change it unless there are computational errors. If you are having difficulties with the class requirements or missing many of the requirements, please come to see me as soon as possible. Do not wait until it’s too late.

JAPN 2002 Tentative Course Schedule

週	日付	レクチャー内容 (ないよう)	宿題 (しめきり)
1	8 月 24 日 (月)	First day of class コース・オリエンテーション	
	8 月 26 日 (水)	げんき 15 課 (か) ① Volitional Form ② Volitional Form+と 思います 15 課 (か) 漢字 (かんじ)	じゅんぴビデオ 15-(①) じゅんぴビデオ 15-(②) ワークブック:p28, 115-116 オリエンテーションクイズ 自己紹介 (じこしょうかい) ビデオ(Canvas Discussions)
	8 月 28 日 (金)	<i>授業はありません!</i> (以下、金曜日は授業はありません)	ワークブック:p29 クラスメートの自己紹介ビデオに返事 (へんじ) Pre-Course Survey
2	8 月 31 日 (月)	③ Te-Form V+おく／とく ④ Qualifying Sentences	じゅんぴビデオ 15-(③) じゅんぴビデオ 15-(④) ワークブック:p30 15 課たんごクイズレット 15 課たんごクイズ
	9 月 2 日 (水)	⑤ 15 課 (か) の会話	じゅんぴビデオ 15-(⑤) ワークブック:p31-32

	9月4日(金)		15 課かんじクイズレット 15 課かんじクイズ
3	9月7日(月)	Labor Day (授業はありません)	
	9月9日(水)	⑥ 15 課(か)読み書きの練習 げんき 16 課 ① Te-Form V+あげる・くれる・もらう	じゅんぴビデオ 16-① ワークブック:p33-34 私が行きたい所ビデオ
	9月11日(金)		ワークブック:p35-36 EC:私のたからものビデオ
4	9月14日(月)	② Te-Form V+いただけませんか 16 課漢字(かんじ)	じゅんぴビデオ 16-② ワークブック:p117-118 作文①「私が好きな所」(教科書 p292 III) 19
	9月16日(水)	③ ~といいですね／~といいんですが ④ ~時	じゅんぴビデオ 16-③ じゅんぴビデオ 16-④ 16 課たんごクイズレット 16 課たんごクイズ ワークブック:p37-38
	9月18日(金)		ワークブック:p39-40
5	9月21日(月)	⑤ Te-Form V+すみませんでした ロールプレイ①のじゅんぴ	じゅんぴビデオ 16-⑤ ワークブック:p41

	9 月 23 日 (水)	⑥ 16 課の会話 ⑦ 16 課読み書きの練習	16 課かんじクイズレット 16 課かんじクイズ ワークブック:p42-43
	9 月 25 日 (金)		16 課漢字(かんじ)の練習(れんしゅう)
6	9 月 28 日 (月)	げんき 17 課 ① ~そうです／~って 17 課漢字(かんじ)	じゅんぴビデオ17-① 作文②「ドラえもののひみつどろろ」(教科書 p298 III) ワークブック:p119-120
	9 月 30 日 (水)	② ~たら ③ ~なくてもいいです	じゅんぴビデオ17-② じゅんぴビデオ17-③ ワークブック:p44-45 ロールプレイ①あやまる(教科書 p113 VI-B)
	10 月 2 日 (金)		ワークブック:p46
7	10 月 5 日 (月)	秋休み (Fall Break)	
	10 月 7 日 (水)	④ みたいです	じゅんぴビデオ 17-④ 17 課のたんごクイズレット 17 課たんごクイズ

	10 月 9 日 (金)		
8	10 月 12 日 (月)	⑤ ~前に／～てから ⑥ 17 課の会話	じゅんぴビデオ 17-(5) じゅんぴビデオ 17-(6) ワークブック:p47-48
	10 月 14 日 (水)	⑦ 17 課読み書きの練習	17 課かんじの練習
	10 月 16 日 (金)		17 課のかんじクイズレット 17 課かんじクイズ Midterm Speaking Test Sigh-up Sheet
9	10 月 19 日 (月)	Midterm Review	ワークブック:p49-50
	10 月 21 日 (水)	Midterm Speaking Test Pt. 1	日本の歌の対訳 (たいやく・Translation)
	10 月 23 日 (金)		
10	10 月 26 日 (月)	Midterm (Written Test) will be available from 12am on 10/26 to 11:59pm on 10/28 Midterm Speaking Test Pt. 2	クラスメートの対訳 (たいやく) にフィードバック Midterm (due 10/28 11:59pm-Hard Due)

	10 月 28 日 (水)	げんき 18 課 ① Transitive ・Intransitive Verbs ② Intransitive V+いる	じゅんぴビデオ 18-(1) じゅんぴビデオ 18-(2) ワークブック: p53 ワークブック:p51-52
	10 月 30 日 (金)		
	11 月 2 日(月)	③ Te-Form V+しまう グループプレゼンテーション のじゅん び 18 課漢字(かんじ)	じゅんぴビデオ 18-(3) ワークブック:p121-122
	11 月 4 日(水)	④ ～と	じゅんぴビデオ 18-(4) ワークブック:p54_55 ★ グループプレゼンテーション のトピックを先生にほうく EC: コスプレしちゃった♪
	11 月 6 日(金)		18 課たんごクイズレット 18 課たんごクイズ
1 1	11 月 9 日(月)	⑤ ～ながら ⑥ ～ばよかったです	じゅんぴビデオ 18-(5) じゅんぴビデオ 18-(6) ワークブック:p56 ワークブック:p57

	11 月 11 日 (水)	18 課の会話／⑧読み書きの練習	じゅんぴビデオ 18-⑦ 18 課かんじクイズレット 18 課かんじクイズ ワークブック:p58-59
	11 月 13 日 (金)		
12	11 月 16 日 (月)	げんき 19 課 ① Honorific Verbs	じゅんぴビデオ 19-① ワークブック:p60-61
	11 月 18 日 (水)	② Giving Respectful Advice 19 課漢字(かんじ) ③ Te-Form V+くれてありがとう	じゅんぴビデオ 19-② じゅんぴビデオ 19-③ ワークブック:p62
	11 月 20 日 (金)		ワークブック:p63 123-124
13	11 月 23 日 (月)	④ Te-Form V+よかったです	じゅんぴビデオ 19-④ ワークブック:p64 19 課たんごクイズレット 19 課たんごクイズ

	11 月 25 日 (水)～ 11 月 27 日 (金)	感謝祭 (かんしゃさい) の休日	
14	11 月 30 日 (月)	⑤ はずです ⑥ 19 課 会話・読み書きの練習	じゅんぴビデオ 19-(⑤) じゅんぴビデオ 19-(⑥) ワークブック:p65 ワークブック:p66-68
	12 月 2 日 (水)	グループプロジェクトのビデオ viewing day	19 課かんじクイズレット 19 課かんじイズ
	12 月 4 日 (金)		
15	12 月 7 日 (月)	最後 (さいご・Last) のクラス!! 期末試験 (きまつしけん・Final Exam) のじゅんぴ	作文③「お礼 (れい) の手紙」(教科書 p320 III-A)
16	TBA	期末試験 (きまつしけん)	

This is a tentative course schedule for JAPN 2002 A course. Course schedule, topics, assessments, and assignments may be changed at the instructor's discretion.