JAPN 4750/6750 Syllabus

Japanese Discourse & Grammar, 3 credits

Instructor Information

Instructor
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Office Hours & Location
T/Th 12:30-1:45 or by appointment

General Information

Description

The course is design to improve students' knowledge of Japanese discourse, grammar and society, especially the differences between **spoken and written Japanese**, **the gendered languages**, and **rhetorical strategies**. In addition to the main textbooks, different types of authentic materials will be used: TV drama clips "Beautiful Life", Newspaper articles, Manga, and Letters. By working on these materials and engaging with various activities, students will improve their Japanese language skills and gain a deeper understanding of discourse strategies, use of style-shifting, sentence-final particles, and masculine/feminine usages in the real context, which are very useful for both informal and formal/business settings.

This course also aims to promote students' understanding of SDG's United Nations Sustainable Developmental Goal (SDG) 持続可能社会 (SDGs) [please click on the right links], this year #10 "reduced inequalities". This semester, JPN 4750/6750 is special for two reasons. For one thing, there is a guest speaker (TBA) via Zoom. Second, there is an opportunity for you to collaborate with Japanese students via **COIL** (collaborative online international learning) system vis Sophia University, Tokyo Japan.

Course Goals and Learning Outcomes

At the completion of the course, students will:

- increase their **knowledge** of the differences between spoken and written Japanese language as well as the current issues in Japan.
- **understand** of speakers' and writers' motivations of their choices of the language (e.g., sentence-final particles, and style-shifting, gender-related expressions);
- **compare** and **contrast** different types of discourse and genre by reading/listening, and talking about the SDG issue #10 in Japan, "reduced inequalities" such as 障害者、LGBTQ, 外国人 , and マイノリティー.
- **analyze** materials critically and apply knowledge to real life examples;
- **create** Japanese essays (opinion, statements, academic papers); and
- **evaluate** peer's essays/presentation and their growth of language awareness via a final project

Pre- &/or Co-Requisites "None"

Course Materials

Course Text (the most relevant pages will be available on Canvas)

Textbook:
PJD: *Principles of Japanese Discourse* (1998) Senko K. Maynard, Cambridge University
Japanese Communication(1997) Senko K. Maynard, University of Hawai'i' Press
「朝日新聞　天声人語」原書房
「持続可能な地域の作り方：未来を育む「人と経済の生態系」のデザイン」2019 年、英治出版
QUR:「中級日本語カルテット」The Japan Times

漫画「クレヨンしんちゃん」 「ヤンキー君と白杖ガール」など
All the necessary course materials including video file access and homework sheets are uploaded on Canvas.

Additional (recommended) Materials/Resources

- *The Japanese sentence-final particles in talk-in-interaction* (2011) Hideki Saigo, John Benjamins
- *Negotiation of Contingent Talk: The Japanese interactional particles ne and sa* (2005) Morita Emi, John Benjamins
- *Style-shifting* (2008) Kimberly Jones and Tsuyoshi Ono, John Benjamins
- Reading chuuta (http://language.tiu.ac.jp)
- Rikai (http://www.rikai.com/perl/Home.pl)
- 「どんな時どう使う日本語表現文型 500 中上級」友松悦子、宮本淳、和栗雅子　アルク 1996

Course Website and Other Classroom Management Tools

The course materials, schedule, announcements, etc. are all available on Canvas.

Course Requirements & Grading

Assignment	Due Date	Weight (Percentage, points, etc.)
Homework	throughout	15%
Presentations in English + reflection paper	throughout	10% (8+2)
Attendance including COIL	throughout	15%
Kanji/Voc Quizzes	throughout	10% (2.5 x 4)
Mid-term	TBD	15%
Two Essays	TBD	20% (10x2)
Final Paper + Presentation	April	15%
Total		**100%**
EXTRA CREDIT ☺		+1% for ALL STUDENTS if at least 90% of students fill out the CIOS evaluations at the end of the course. Please do not tell me if you filled this out, it must remain anonymous.

Description of Graded Components

Class Participation (15%) including COIL see below:

Students are expected to come to class fully prepared to participate in class activities. If students engage in activities that indicate their inattention or non-participation in the classroom activities (e.g. falling asleep, text-messaging, doing homework, reading irrelevant materials, not reading materials, etc.), they will not receive full participation credit for that day. Students are not allowed to use their computers, cellphones in class unless otherwise requested to do so by the instructor. Failure to comply with this will result in lowering their participation and performance grades. GT rules and regulations

*You are allowed to take **two absences** without questions. For example, you might want to use them in such cases when you become sick or must go to a job interview. You will get zero (o) points for any class session you miss starting at the 3rd absence regardless of the reasons. You are expected to come to class on time. If you come to class late, there will be a penalty on your attendance/participation score for that day. If you are missing class for Institute excuse reasons (e.g. athletics and academic competitions), please fill out this form, and submit it to me AND the Registrar's Office. The instructor will be notified by email if the absence is approved. Request should be submitted at least 2 weeks prior to the event.*

COIL Participation (3%)

This is relatively new activity. Students have an opportunity to interact and discuss with Japanese students via COIL about the topics you have decided on your final project. For an ice-breaker, students need to write self-introduction in Japanese on Padlet. Due to the time difference some activities may be scheduled beyond class time.

Kanji/Voc Quizzes (10%)

There are four (4) quizzes/Kanji. The students fill out Kanji/Voc Pool and the instructor will make a quizzes out of them.

Paper Presentation, Discussion leader & reflection (10%)

There is a presentation and reflection paper(s). 4750 students will give a 12-15 min-presentation in a pair (depending on the enrollment numbers), while 6750 students will do so in solo. Each group/ individual will select an English or Japanese article on Japanese discourse from the reading list provided by the instructor. In a pair/solo, students will a) prepare for PPT, and b) lead the class discussion. Please prepare PPT slides and three (3) discussion questions related to the reading. Remember to include both close-ended questions (two at most) and one more open-ended questions so as to generate discussion (e.g., "How might we use the sentence final particle *yo* in the discourse interacting with superior such as a teacher and a boss?) rather than more close-ended questions ("Define the function of *yo*."). While it is good to define terms to begin the conversation, it is helpful to ask more open-ended questions to inspire debate and explore each concept in depth.

Assignment Guidelines:

- Prepare for PPTs and three questions. Submit on Canvas as doc or docx file.
- Print X copies of the questions (X means the number of enrollments of this course) and bring to class or send it to Masuda-sensei 48 hours prior to the presentation.
- Lead class discussion for 4 minutes after your presentation
- After presentation, 4750 students will write one 1-page reflection paper on the topic which is not presented by themselves. 6750 students will be required write 1-page refection paper on 2

topics except for the topic presented by themselves. The guideline will be given later. This takes 10% of the 6750

- Students also participate in peer assessments.

Homework (15%): There are two types of homework. Each homework is posted on the Assignments in Canvas.

1) Worksheet for video clip. Prior to the class, the students are expected to watch video clips and to complete worksheets. Instructor will check if/how the students complete the worksheet during / after the due day.

2) Reading. Prior to the class, the students are expected to complete reading and answer the questions on the pre-task sheet. Instructor will check if/how the students complete the reading assignment during /after the due day.

Japanese Essays (20%): There are two types of Japanese essays.

1) Opinion paper (10%)

First, the students will be given writing tips regarding an opinion paper. Then, the students will write a 2-page opinion paper about a topic related to what has been discussed in the class. Peer (classmates) will read and give the feedback to the first draft. The instructor will read the 2nd draft and give the grade according to the quality of the paper. The final draft much be hand-written. Peer evaluation will take 2% of student's grade. 6750 students will write 3 pages.

2) Formal statement "Shiboo-dooki" (10%)

After reading 'kisha-o-shiboo-shita riyuu' (The reason why I am applying for your company), the students will write their own statement. Find a dream Japanese company (if there is no company that one is interested in, one can invent one), and research on the company and write one's statement in 2-pages (800 words). 6750 students will write 3 pages.

Evaluation

The final grades of the essays are based on the instructor(s)' evaluation of the following criteria:

A) **Content/Organization** (Did the student describe this topic clearly and in an organized fashion? Did the student follow Japanese written discourse pattern/develop logics) -50%

B) **Japanese Grammar, Vocabulary, Kanji** (Was the essay written grammatically correct? Were word choices clear and accurate? Did the student use appropriate Kanji?) -30%

C) **Style and mechanical** (Were the visuals selected clear and impactful? Did the visuals, editing, and sound support the narrative?) 20%

Final Project (15%)

Your final project in this class is a group presentation for JPN 4750 or a solo presentation for JPN 6750 of a survey or interview you carry out with Japanese people/students. You and/or your partner will choose a topic related to **sustainability in Japan** #10 or **other goals**. You will be asked to work on the project through background research, deciding a topic, creating the survey or interview questions, analyzing the results, and preparing your final presentation (10 min for each JPN 4750 group, 10 min for JPN 6750). The preparatory homework assignments constitute 5% of your

final grade and the final presentation, survey and script constitute 10% of your final grade. (more detailed guidelines will be given later)

Course Expectations & Guidelines

Student Illness or Absence

Occasionally it may be necessary for students to be absent from scheduled classes or laboratories for personal reasons, including illness, institute-approved activities, and major religious observances. Students should discuss planned absences with their instructors as soon as possible after the beginning of an academic term. Work missed may be made up at the discretion of the instructor.

Missing Classes for Personal Emergencies

Students may need to miss classes due to personal emergencies such as being hospitalized or being in a car accident. The Office of the Vice President and Dean of Students can assist students with documented emergencies by contacting professors on behalf of the student. For more information, please call the Office of the Vice President and Dean of Students or complete the Request Assistance Form.

Institute Approved Activities

Students who are absent because of participation in approved Institute activities (e.g. field trips, athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. Please contact the Office of the Registrar for more information.

Instructor Illness

Faculty may cancel a class if they have an illness or emergency and cover any missed material at their own discretion. If an instructor needs to cancel a class, they will notify students as early as possible.

CARE Center, Counseling Center, Stamps Health Services, and the Student Center

These uncertain times can be difficult, and many students may need help in dealing with stress and mental health. The **CARE Center** and the **Counseling Center**, and **Stamps Health Services** will offer both in-person and virtual appointments. Face-to-face appointments will require wearing a face covering and social distancing, with exceptions for medical examinations. Student Center services and operations are available on the **Student Center** website. For more information on these and other student services, contact the Vice President and Dean of Students or the **Division of Student Life**.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or http://disabilityservices.gatech.edu/, as soon as possible, to make an

appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit http://www.catalog.gatech.edu/policies/honor-code/ or http://www.catalog.gatech.edu/rules/18/. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Collaboration & Group Work

Students should complete all homework assignments and projects by themselves unless otherwise notified by the instructor.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Late assignments will be accepted in the case of illness or emergency. If you know you will miss assignments due to illness or emergency, please arrange to re-schedule.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See this catalog page for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Digital Etiquette

If possible, students should have camera on and audio muted during synchronous online sessions unless they are speaking.

Campus Resources

Georgia Tech offers many resources for students in need including counseling services, personalized research assistance, tutoring, and academic support. Please check out http://ctl.gatech.edu/sites/default/files/documents/campus_resources_students.pdf for more details, and feel free to ask me if you need any assistance in finding these resources.