

The Japan Center for Michigan Universities
Environmental Science in Japan
Japanese Language
(3 credits)

I. Course Description

This course is designed for those science-major students with no prior background of studying the Japanese language who plan to venture out for 3-week internships in Japan after finishing the language instruction.

II. Objective

By the end of this course, participants will have acquired elementary structural patterns and vocabulary items to function at a survival level in daily life (introducing oneself, shopping by oneself, making requests, initiating and receiving phone calls, etc.). They will also have learned to understand and appreciate many aspects of Japanese sociocultural practices. In addition, they will have familiarized themselves with some technical terms frequently used in the field of environmental science.

III. General Course Outline

Throughout the course, participants will be engaged in learning useful phrases and basic grammatical items that are indispensable to smooth interaction with Japanese people. They will learn not only to use those patterns in the contexts provided by the textbook, but also to apply them to other situations.

Although this program will mainly emphasize the improvement of the fundamental oral/aural skills of Japanese, participants will gradually learn to read and comprehend some technical terms and expressions that are frequently used in the field of environmental science as they acquire the basic skills.

Language instruction will not be limited to classroom settings. Participants, expected to stay in Hikone, one of the oldest "Castle Towns" in Japan, will have many opportunities to go on short field-trips and to engage in cultural activities.

Thus, classroom activities, which will play the central role in this program, will be coupled with a variety of hands-on learning experiences in order to facilitate participants' transition to real-life situations they will encounter in the internship which is scheduled for the last three weeks of this program.

IV. Instructors

Hitomi Kitasaka Office #105 OH TBA

V. Class time

Monday	TBA
Tuesday	TBA
Wednesday	TBA
Friday	TBA

*Classroom TBA

VI. Textbook

Genki I
Supplementary handouts

VII. Overall Grading Policy (Tentative):

Attendance, Classroom Participation	25%
Assignments	10%
Quizzes	15%
Midterm Exam	25%
Final Exam	25%

Long-term Schedule

*Subject to change. Examine the detailed schedule to be distributed later.

Date

Wk. 1

Orientation

C.Instruction/GUP

C.Instruction/GUP

Wk.2

L.1 / Hiragana

L.1 / Hiragana

L.1 / Hiragana

L.2 / Hiragana

L.2 / Hiragana

L.2 / Hiragana

Wk. 3

L.3 / Hiragana

L.3 / Hiragana

L.3 / Hiragana

L.4 / Katakana

L.4 / Katakana

L.4 / Katakana

Wk. 4 *TTE = technical terms & expressions

L.4 / Katakana

Review

Midterm (~L.4, Hiragana)

L.5 / Katakana

L.5

L.5 / Katakana

Wk.5

L.6 / TTE 1

L.6

L.6 / TTE 2

L.6 / TTE 3

L.7

L.7 / TTE 4

Wk.6

L.7 / TTE 5

L.7

L.8 / TTE 6

L.8 / TTE 7

L.8

L.8 / TTE 8

Wk.7

L.8 / TTE 9

Final Exam (~L.8, TTE)

How to study for Japanese language class

Dialogue

We usually divide 'Dialogue' in each lesson into two or three short parts and assign students to memorize each part. Memorization of 'Dialogue', especially at the beginning phase, is enormously beneficial in that it will help students understand how the new vocabulary and sentence structures are contextualized, in addition to improving their oral/aural proficiency. Memorization, it goes without saying, should not be the goal of any language study. Instead, it should be the start of acquiring proficiency. Students cannot usually open the textbook in class unless given permission by the instructor, so they are expected to do the following beforehand at home.

1. Listen to the assigned parts on CD several times. (CD is available in computers in LL.)
2. Examine 'Vocabulary' and 'Grammar' in the textbook.
3. Listen to CD until you understand everything. Repeat each sentence until you can say the assigned part smoothly.
4. Memorize the assigned part thoroughly. (You are often expected to act out in class)
5. It will be beneficial to practice writing the assigned part on a notebook after memorizing it.
(After all Hiragana and Katakana are introduced)
6. Try to use the vocabulary and sentence structures in 'Dialogue', whenever and wherever appropriate, in real life situations.

Drill/Application

In order to prepare for 'Drill/Application' in class, students are expected to do 'Practice' sections in the textbook. It has to be reiterated that students need to work individually with CD to get accustomed orally/aurally to the patterns and vocabulary in each lesson. Students cannot usually open the textbook in 'Drill/Application' class as well, so they are expected to do the following beforehand at home.

1. Work with the assigned 'Practice' in CD until you can use the patterns without difficulty.
2. Check the vocabulary list in the textbook for unfamiliar words.
3. Try to use the vocabulary and sentence structures in 'Practice', whenever and wherever appropriate, in the real life.

Hiragana/Katakana/Kanji

1. For Hiragana and Katakana, use 'Practice Sheet' to be prepared by your teacher.
2. For Kanji which are frequently used in Environmental Science, Kanji cards will be distributed. Use them on regular basis for recognition.

General Grading Guidelines for Classroom Participation (Daily Grades)

You will be evaluated on:

1. Your preparedness;
 - Were you able to respond promptly?
 - Were you able to respond coherently?
 - Were you able to utilize the target items?
2. Your active & positive participation
 - Were you attentive?
 - Did you participate in classroom activities actively?
 - Did you have a positive attitude toward learning?
 - Did you challenge yourself?
3. Your performance (accuracy, coherence, content & fluency)
 - Were you able to utilize the target items and the items that you had learned so far?
 - Were your utterance accurate?
 - Were your utterance coherent?
 - Were your utterance smooth?

Grades

- 4.0: Clearly well-prepared, active & positive participation & excellent performance with high degree of accuracy (pronunciation, intonation, and grammar)
- 3.8:
- 3.5: Weak in one of the above areas, but strong in other two.
- 3.2:
- 3.0: Weak in one of the above area, but fine in other two.
- 2.5: Weak in two of the above areas, but strong in one.
- 2.0: Weak in two areas.
- 1.0: Present, but weak in all areas.
- 0: Absent