JAPANESE 111: Elementary Japanese I (5 units)

Fall 2014

       (Copies are available at Aztec Shops)

Supplementary Materials: Required packet of materials is available at Cal Copy
                        (5187 College Avenue 619-582-9949)

Class Hours: Section 2  M, W  1:00 p.m. – 1:50 p.m.  NE-278B
             Tu, Th  12:30 p.m. – 1:45 p.m.  NE-278B

Instructor: Section 2  Dr. Yoshiko Higurashi
           Professor and Director, Japanese Language Program

Office:  SHW (Storm Hall West) – 219
         Phone: (619) 594-1005
         E-mail: yhigurashi@mail.sdsu.edu

Office Hours: Tu & W  2:00 p.m. – 3:15 p.m.
              Additional Office Hours by Appointment.

Department: Department of Linguistics and Asian/Middle Eastern Languages
            (SHW-214): 594-5268

1. COURSE OBJECTIVES & EXPECTED OUTCOMES

The aim of Elementary Japanese I is to provide basic training in all elementary language skills
(speaking, listening, reading, writing, and cross-cultural understanding) so that you will be able
to handle our needs adequately in highly predictable everyday situations. Although all language
skills will be taught, the primary focus will be placed on the development of oral communicative
skills.

More specifically, here are some of the things you should be able to do at the end of each lesson:

Lesson 1
* feel familiar with Japanese sound, rhythm, and intonation
* be aware of some characteristics of the Japanese sound system
* note some important basic differences between English and Japanese
* read and write all *hiragana* characters
* name objects familiar to student life
* exchange basic greetings
* respond to classroom instructions
* locate major cities in Japan
* introduce yourself and introduce your partner to the class
* request information on concrete objects
Lesson 2
* get attention of a stranger
* introduce yourself
* take the initiative in introducing people
* give and receive basic personal information
* refer to yourself and address others in an appropriate manner
* exchange business cards
* interview people and give a report on them to the class
* apologize when your guess is wrong
* describe nationalities, languages, majors, and affiliations

Lesson 3
* name basic objects
* request information about something you don’t recognize
* explain what you mean by using an analogy
* describe food that is unfamiliar to the hearer: taste, content, cuisine
* offer food
* accept or decline an offer
* order a simple meal at a restaurant
* describe people and objects
* describe what you do and what you did
* count people and some common objects
* ask for an item that is missing

Lesson 4
* describe what you want to do and do not want to do
* describe where things (or people) are and give simple directions
* explain reasons and causes
* give a brief description of each of your family members
* express your reactions (compliments, sympathy, approval)
* clarify what you have just heard
* go shopping, make purchases, and count currency up to $999 or ¥999
* ask and tell time
* roughly describe your daily schedule
* invite people to do something together and decline invitations gracefully

Lesson 5
* make polite requests/offers
* describe briefly what you are thinking
* describe or report what you have just heard
* draw a floor plan and name the furniture and appliances in each room
* describe what you can do and cannot do
* express frequency
* ask about someone’s schedule and make an appointment
* roughly describe your weekly schedule
* handle a simple job interview for a part-time job
Lesson 6
* read and write all *katakana* characters
* read and write in *katakana* names of objects, food items, and locations familiar to you
* make a grocery shopping list
* ask a Japanese person to bring you what you need from a store
* conduct interviews with groups of people and compare the results
* rescue a Japanese traveler who has difficulty communicating at an American restaurant
* ask reasons for things
* locate famous cities and points of interest in the U.S. on the map and add your comments
* communicate information about airfares, hotel accommodations, etc.
* discuss future travel plans, naming locations in North America, the Bermuda Islands, and Europe

Lesson 7
* have a general understanding of how *kanji* characters were created
* make requests and offers
* express reasons and causes
* describe a sequence of events by combining sentences that express causes and effects
* describe the manner in which an action is conducted
* request the hearer’s agreement/confirmation
* express likelihood
* have some familiarity with weather forecasts
* correctly describe the action of giving according to the status of the receiver
* express the speaker’s intention
* ask for and give an explanation; also clarify what you mean
* give directions

2. STUDENT RESPONSIBILITIES
Since the development of language skills depends largely on daily classroom performance and the completion of assignments, it is up to each student to be mindful of this important fact (see Grading Policy).

3. GRADING POLICY

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Examinations*</td>
<td>200</td>
</tr>
<tr>
<td>Midterm Examinations (2)</td>
<td>400</td>
</tr>
<tr>
<td>Proficiency Examinations (in lieu of Final Examination)</td>
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<tr>
<td>Attendance**</td>
<td>100</td>
</tr>
<tr>
<td>Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Language Lab***</td>
<td>50</td>
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<tr>
<td>Oral Examination</td>
<td>50</td>
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<tr>
<td>Skit Presentation</td>
<td>50</td>
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<tr>
<td>Project</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td>1,000</td>
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</tbody>
</table>
The lowest score will be dropped. **No quizzes or examinations may be made up.**

** See Attendance Policy.

*** One hour (50 minutes) language lab work per week. LL is located in SH – 204 & 205.

Lab Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>M, Tu, W, F</td>
<td>08:00 – 16:30</td>
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<tr>
<td>Th</td>
<td>08:00 – 20:00</td>
</tr>
<tr>
<td>Weekends</td>
<td>Closed</td>
</tr>
</tbody>
</table>

It is students’ responsibility to calculate how many minutes they worked in the Language Laboratory.

For those who choose the **CR/NC** option, C performance is the minimum basis for a grade of CR.

4. ATTENDANCE POLICY

If you miss 15% of the classes, you lose the total score allotted to attendance. Be aware of the direct relationship between daily work and attendance and your success in language training. *One class hour is worth 5 points.*

5. STUDENTS WITH DISABILITIES

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.
6. TENTATIVE SCHEDULE

Small quizzes will be given frequently.

Assignments
* Assignments should be handed in on the day listed.
* Late assignments will be accepted only one class day after due date. These late assignments will receive half credit.
* More will be assigned in class.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August</td>
<td>25 (M)</td>
<td>Orientation + Lesson 1</td>
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<tr>
<td></td>
<td>26 (Tu)</td>
<td>Lesson 1 (cont’d)</td>
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<td></td>
<td>27 (W)</td>
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<td></td>
<td>28 (Th)</td>
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<tr>
<td>September</td>
<td>1 (M)</td>
<td>Labor Day Holiday (No Class)</td>
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<td></td>
<td>2 (Th)</td>
<td>Lesson 1 (cont’d)</td>
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<td>3 (W)</td>
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<td></td>
<td>4 (Th)</td>
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<td></td>
<td>8 (M)</td>
<td>Lesson 2 (cont’d)</td>
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<td></td>
<td>9 (Tu)</td>
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<td>10 (W)</td>
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<td></td>
<td>11 (Th)</td>
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<td></td>
<td>15 (M)</td>
<td>Lesson 3 (cont’d)</td>
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<td></td>
<td>16 (Tu)</td>
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<td>17 (W)</td>
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<td>18 (Th)</td>
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<td>22 (M)</td>
<td>Lesson 2 Exam</td>
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<td></td>
<td>23 (Tu)</td>
<td>Lesson 3</td>
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<td>24 (W)</td>
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<td>25 (Th)</td>
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<tr>
<td>October</td>
<td>1 (W)</td>
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<td>2 (Th)</td>
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<td></td>
<td>6 (M)</td>
<td>Lesson 3 Exam</td>
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<tr>
<td></td>
<td>7 (Tu)</td>
<td>Review</td>
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<td></td>
<td>8 (W)</td>
<td>Review</td>
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<tr>
<td></td>
<td>9 (Th)</td>
<td>Midterm Examination #1 (Lessons 1-3)</td>
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<td></td>
<td>13 (M)</td>
<td>Skit Presentation</td>
</tr>
<tr>
<td></td>
<td>14 (Tu)</td>
<td>Skit Presentation</td>
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<tr>
<td></td>
<td>15 (W)</td>
<td>Lesson 4</td>
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<tr>
<td></td>
<td>16 (Th)</td>
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</tbody>
</table>
|          | 17 (F) | Field Trip #1 to a Japanese Restaurant?
October
20 (M) Lessons 4 (cont’d)
21 (Tu)            
22 (W)            
23 (Th)            
27 (M) Lesson 4 (cont’d)
28 (Tu) Lesson 4 Exam
29 (W) Lesson 5 Main Story of L. 5
30 (Th)            

November
3 (M) Lesson 5 (cont’d)
4 (Tu)            
5 (W)            
6 (Th)            
10 (M) Lesson 5 Exam
11 (Tu) Veteran’s Day (No Class)
12 (W) Lesson 6
13 (Th)            
17 (M) Lesson 6 (cont’d)
18 (Tu)            
19 (W)            
20 (Th) Lesson 6 Exam Katakana Sheets
21 (F) Field Trip #2 to a Japanese Restaurant?

December
1 (M) Midterm Examination #2 (Lessons 4-6 + Part of Lesson 7)
2 (Tu) Midterm Examination #2 (Lessons 4-6 + Part of Lesson 7)
3 (W) Proficiency Examination <Part 1>
4 (Th) Proficiency Examination <Part 2> <Part 3>
8 (M) * Introduction to Kanji
9 (Tu) ** Introduction to V Cinder Form
10 (W) ** Continuation of V Cinder Form
  * Language Lab card due during class.
  ** Oral Examination (time slots: TBA)
12 (F) Final Examination 1:00 p.m. – 3:00 p.m.
Skit Presentations + Party!