



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: JPNS

Course and Section #: 202G-601

Course Title: Intermediate Japanese II

Credits: 4

Course Description

Prerequisite(s): Students need equivalent knowledge of [JPNS 2010](#)

Reviews and builds further language skills upon the grammar, reading, writing (including Kanji knowledge), and conversation skills learned in the previous [JPNS 1010](#), [1020](#), and 2010. Introduces reading of a variety of texts in Japanese.

Lab access fee of \$12 applies.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Marisa Bellini

Student Learning Outcomes

1	Participate in both spoken and written conversations in Japanese at an intermediate-low level, as defined by the ACTFL proficiency standards.
2	Critically examine the cultural context of the Japanese people as presented in class readings.
3	Exhibit accurate use of grammar and vocabulary in both spoken and written Japanese across a variety of topics.
4	Analyze and compare Japanese culture with the students' own cultural backgrounds through a critical examination of class readings.
5	Build positive character and demonstrate how to respectfully interact with people from other cultures.

Course Materials and Texts

Banno, Eri, et al. *Genki: An Integrated Course in Elementary Japanese II*. 3rd ed., The Japan Times, 2020.

Banno, Eri, et al. *Genki: An Integrated Course in Elementary Japanese II Workbook*. 3rd ed., The Japan Times, 2020.

Course Requirements

Course Assignments, Assessments, and Grading Policy

- **Attendance and Participation 7%**: Consistent attendance and active participation are essential for building language skills.
 - **Tutoring Assignments 10%**: Regular tutoring sessions reinforce class concepts and provide personalized support.
 - **Vocab and Kanji Quizzes 7%**: Frequent quizzes test comprehension and retention of essential vocabulary and kanji.
 - **Kanji Worksheets 7%**: Practice worksheets help students master kanji recognition and writing.
 - **Workbook Exercises 7%**: Workbook activities reinforce grammar and vocabulary through structured practice.
 - **Unit Projects (3 x 4%) 12%**: Collaborative projects encourage creative application of language skills within thematic units.
 - **G/I Cultural Reflections (5 x 2%) 10%**: Short reflections explore global and intercultural perspectives related to course themes.
 - **Unit Quizzes (3 x 5%) 15%**: Quizzes assess understanding of grammar, vocabulary, and cultural content for each unit.
 - **Midterm Exam 10%**: A comprehensive test covering material from the first half of the course.
 - **Final Exam and G/I Key Assignment 15%**: The final exam and cultural assignment evaluate overall language proficiency and intercultural insights.
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Required or Recommended Reading Assignments

Banno, Eri, et al. *Genki Graded Readers: Lesson 19~23*. The Japan Times, Year.

General Description of the Subject Matter of Each Lecture or Discussion

Genki II Lessons 19 to 23:

Lesson 19: 敬語 (Keigo) – Honorific Language

- **Grammar**: Introduction to honorific expressions to show respect, especially when speaking about or to superiors.
 - Use of honorific verbs.
 - Special humble expressions.
 - Giving and receiving expressions in honorific contexts.
- **Vocabulary**: Words related to polite conversation, workplace interactions, and respect.
- **Cultural Notes**: Japanese politeness and its significance in communication.

Lesson 20: 謙讓語 (Kenjōgo) – Humble Language

- **Grammar**: Introduction to humble language (modesty when referring to oneself).
 - Humble verbs.
 - Passive verbs for politeness.
 - Expressing “I am doing something for you” humbly.
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- **Vocabulary:** Terms useful for speaking humbly, often used in customer service or formal interactions.
- **Cultural Notes:** Etiquette in business and public settings.

Lesson 21: Passive Sentences

- **Grammar:**
 - How to form and use passive verbs in Japanese.
 - Focus on sentence structures where the subject is affected by someone else's actions.
 - Expressing annoyance or negative experiences using passive voice.
- **Vocabulary:** Terms related to crime, accidents, and interpersonal incidents.
- **Cultural Notes:** Handling apologies and taking responsibility.

Lesson 22: Causative and Causative-Passive

- **Grammar:**
 - Formation and use of causative verbs (making/letting someone do something).
 - Introduction to causative-passive verbs (being made to do something).
 - Combining causative and passive expressions for nuance.
- **Vocabulary:** Words involving persuasion, obligation, and control.
- **Cultural Notes:** Authority and hierarchy in Japanese society.

Lesson 23: Hypothetical Situations and Other Advanced Grammar

- **Grammar:**
 - Conditional statements (e.g., ~たら, ~ば, and ~と).
 - Expressing desires and intentions for the future.
 - Using ~そうです (it looks like) and ~ようです (it seems like) for inference.
- **Vocabulary:** Words useful for discussing future plans, possibilities, and hypotheticals.
- **Cultural Notes:** Japanese decision-making and communication strategies.

Required Course Syllabus Statements

Generative AI

A note on the use of artificial intelligence (AI) tools. The use of artificial intelligence is not prohibited in itself. AI has many beneficial uses, and you will do well to learn how to use AI tools effectively. We will discuss this during the semester. Just keep in mind that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses. If you find that you are using AI to help you learn (e.g., to take full advantage of your educational opportunity) rather than to do work for you so you can turn something in (e.g., educational obligation), you are probably doing it right. If you copy and paste something, it better have a proper citation. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the

student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.