Citizenship Project Proposal

1. INTRODUCTION

Collaboration is important for both building a sense of community within the department and college, but also for improving research and teaching productivity. Although collaboration does not come naturally for me, I was blessed during my graduate studies to make several close friendships with others who have similar research interests. These friendships have turned into collaborative projects and made me a much more productive scholar that I would be otherwise. As such, I hope to continue to build on the spirit of collaboration shown to me by my graduate school colleagues in my efforts here at BYU. Acknowledging that citizenship and collaboration synergistically enhance teaching and research endeavors, my goals for the next year listed here overlap and support my goals in other areas as well.

2. PROJECT DESCRIPTION

To begin my career at BYU with a spirit of collaboration, I will accomplish the following things by February 2016.

- Identify at least three other scholars with similar research interests, both within and without the department and college. Meet with them and discuss areas of overlap and possibilities for collaborative projects.
- Actively seek feedback from colleagues on my current work. Have at least two different colleagues read and provide feedback a manuscript I am working on.
- Invite a colleague to observe my teaching during the Fall Semester. Observe at least one other colleague’s teaching as well. Discuss and exchange ideas.
- Send a manuscript in progress to be reviewed by a fellow scholar outside of BYU with whom I would like to develop a professional connection.

3. CONCLUSION

The goals here have been created such that they have tangible, easy-to-measure outcomes which can be used to assess whether or not I have accomplished them. It is my hope that by pushing myself to actively reach out to others in exchanging ideas that I will be able to simultaneously build the academic communities in which I am engaged and increase my own scholarly productivity.
Course Development Project Grant Proposal

1. INTRODUCTION

For the course development project, I will design the syllabus and course materials for Japan 322, Reading Modern Short Fiction, which is a course I will be teaching for the first time in the fall. In developing the course, I want to pay particular attention to assessment. Effective and appropriate assessment of students’ foreign language abilities is a current topic of much interest in the field of language teaching. Assessment is also being emphasized recently in my department and college. However, it is an area in which I have relatively little experience. As such, I hope to use this course as an opportunity to gain some experience in preparing effective assessments—knowledge that will help me in many other courses throughout my career.

2. PROPOSED USE OF GRANT FUNDS

This grant proposal is to request funding to help me improve my abilities to properly assess the development of students’ language abilities throughout the course. The funds would be used to obtain two types of materials: 1) actual samples of Japanese language assessment materials that could be used in class and 2) reference materials for instructors describing how to create appropriate and effective language assessment materials.

Most of the funds (roughly $200) would be used to gain access to copies of existing assessments that could be used either as-is or with some adaptation to assess the overall language abilities of the students. These materials will include, at a minimum, the following:

1. Copies of the Japanese Language Proficiency Exam (JLTP). The JLTP is a widely used exam that uses five levels to measure overall Japanese proficiency. We hope that our students will be able to obtain the highest level after graduating from the program. The Japan Foundation makes past exams available for practice at a price of roughly $10 each and I would want to obtain access to one or two samples from each level.
2. A copy of the book “Strive for a 5: AP Japanese Practice Tests” which includes 20 sample exams given to those who take the AP Japanese test in high school. These tests would give me samples of types of questions used to assess Japanese ability and could be modified to create my own assessments.
3. Other compilations of Japanese language assessment problems as available and within budget constraints.

The remaining amount of the grant money would be used to obtain several high quality books on Japanese language assessment intended to provide instructors with the knowledge and skills needed to create effective assessments on their own. These materials would include the following, all of which are available for around $30 each.
1. New Ways of Classroom Assessment by J.D. Brown.

The intent of this grant proposal, then, is to equip myself with both ready-to-use examples of high-quality assessment materials and with instructional materials to help me develop my abilities to develop my own assessments in ways that conform to established principles in Japanese language assessment.

3. **ASSESSMENT IN THE COURSE DEVELOPMENT PROJECT**

The overall course development project will consist of the following steps:

1. Design the syllabus for the course, including critically evaluating the learning outcomes
2. Collect and prepare the materials that will be used in teaching the course, including:
   a. The texts, including online supplements
   b. Plans for in-class activities to improve language abilities
   c. Plans for a semester project that students will be required to accomplish
3. Using materials made available through the grant funds, if awarded, to develop assessments measuring student development during the course, including:
   a. A pre- and post-tests assessment of overall language abilities
   b. A midterm exam
   c. A final exam
   d. Mini-assessments (e.g., quizzes) to be given throughout the course
4. Teach the course, including administering all assessments above as well as midterm and final course evaluations
5. Evaluate the course following its completion with respect to the following measurements
   a. Self-reflection of teaching
   b. Student comments on evaluations
   c. Student performance on assessments
   d. Comments and guidance provided by mentor

In this outline, assessment plays a key role. It will be used to 1) measure students’ language abilities and development, 2) measure the effectiveness of instruction in guiding...
students to achieve learning outcomes and 3) as an evaluation too to improve future iterations of
the course.

4.  CONCLUSION

By paying attention to assessment instruments and strategies in developing this course for
the first time, I hope to learn ways to evaluate and refine my teaching so as to better encourage
effective learning. Given that the primary goal of this course is the development of language
abilities, assessment is particularly important in ensuring this goal is met. However, because
measuring language abilities entails several known difficulties, I hope to use this project to begin
to think of ways to address these challenges and improve the ways we teach and assess language
in this course and in the overall program.
Faculty Development Plan

Stephen J. Moody
Department of East Asian Languages and Literatures
June 2015

1. INTRODUCTION

This faculty development plan lays out my goals in the three core areas of teaching, scholarship, and research. Furthermore, given BYU’s unique focus on integrating academic learning with spiritually-strengthening experiences, I am also including a section outlining several brief goals regarding how I might integrate a gospel focus into these three areas of stewardship. My intent is that this plan will start me out on a clear trajectory through my third-year review and beyond.

2. TEACHING

2.1. Personal philosophy

In general, I believe robust learning comes most readily when students are motivated to engage deeply with the material as opposed to simply learning facts to pass exams. While this is encouraged through the preparation of relevant content, careful organization and clear explanations of difficult concepts, I believe that the very best teaching also inspires students to continue to pursue the material when they are not in the classroom, making learning a lifelong process. To this end, I think teaching should be geared toward three broad objectives.

First, teaching should make material relevant to the students’ lives. Regarding language learning, although the potential for strengthening job marketability and earning potential is non-trivial, it also provides skills necessary to engage with a global community, broaden perspectives by exploring new cultural traditions, and build relationships that would otherwise not be possible. Thus the contribution of language learning to the development of the whole person should be demonstrated to students.

Second, students must see how the subject is relevant, important, and perhaps even sacred, to the instructor. There is no substitute for genuine enthusiasm in motivating students to get excited about learning. Teaching is most effective when it is done by example.

Finally, teachers should demand the very best from students. Students have great potential and while expectations should be sufficiently realistic regarding the level of mastery expected in a single course, standards for hard work and rigor should be high. Students may not remember all the content details of a course, but they will retain development in creative and critical thinking as well as a strong work ethic. However, students should not be left on their own. Pushing students must entail supporting them and thus it is vital that an instructor also be approachable and available to provide needed resources to meet expectations.
2.2. Self-assessment

I think my teaching so far has been successful, but can certainly be improved. My first language class at BYU was enlightening. The first several weeks were a disaster. I assigned too much busy work, had difficulty using the textbook properly, and did not sufficiently articulate my objectives with my TAs. Sensing this, I gathered feedback from the students and made several major changes which were successful in getting things on track. My final student evaluations reflect this experience which particularly taught me the importance of consistently re-evaluating a course and working to improve it.

In teaching, I believe that my biggest strength is an ability to simplify complex topics. I am generally a slow, but thorough learner and that helps me to think clearly when confronted with complicated and intertwined ideas. Consequently, I feel that I am able to break things down in a way that is easy for students to process.

At the same time, I am not a particularly creative thinker. This poses a challenge for language classes as students benefit from practicing language through clever hands-on activities that help them engage with the language. So while I feel that I can teach grammatical concepts clearly, I need to work on developing tools for students to actively practice the language in relevant ways.

2.3. Goals

Several of my teaching goals have clear outcomes to indicate completion, e.g., the development of a portfolio of materials for a specific course. Several other goals are oriented toward long-term development. While the accomplishment of goals with clear outcomes is relatively easy to measure, long-term development goals are not as visibly achieved. As such, I have also developed several assessment measures that I will use to track my development as a teacher and, consequently, my progress toward the goals specified here.

- Goals
  - Conduct a mid-semester evaluation in every class I teach.
    - Incorporate at least one tangible item into the course
    - Evaluate the change and, if effective, include it in future iterations
  - Develop a portfolio of materials for each course I currently teach (Japan 201, 322, and 326).
    - Update portfolios after teaching each class
    - Incorporate feedback from 1) my own reflections 2) peer evaluations and 3) student evaluations.
  - Observe TAs monthly
    - Meet with them regularly to discuss and help improve their teaching
    - Work to ensure integration of TA sessions with overall course objectives
Read two books on best practices for language teaching, one during Fall 2015 and one during Winter 2016. Incorporate new ideas into courses as appropriate.

Following the completion of a course, critically evaluate it with respect to the following questions. Record reflections in a file for future preparations.

- Was the course sufficiently focused on achieving clearly defined learning outcomes? Did the students achieve those outcomes?
- Were the homework assignments useful, sufficiently rigorous, and help students develop competency in areas that supplement in-class learning?
- Did the exams properly assess the learning outcomes, encourage students to learn the materials, and provide an additional vehicle for learning?
- Did the students leave the course having gained 1) increased knowledge of the subject matter and 2) an appreciation for how the subject fits with lifelong learning and career objectives?
- Did the students develop a vision of how the subject interacts with spiritual growth?

Assessment measures

- Compile midterm and final course evaluations into a summary packet for each course to keep in my files
- Track changes in student evaluations over each iteration of the course and use this to measure the effectiveness of any changes made
- Occasionally invite other faculty to observe my teaching and provide critical feedback
- Maintain a list of changes made to the course and associated materials and evaluate whether or not they resulted in improvements
- For language courses (e.g., Japan 201), leverage the midterm and final oral interview results as a means of measuring the effectiveness of the course in improving oral communication skills

3. SCHOLARSHIP

3.1. Personal philosophy

Scholarship is a critical part in the development of a professor as it keeps them current in the field and focused on advancing knowledge and discovering truth. For me, it is a fun and exciting pursuit, but one that must be kept in perspective. There are three things that I think about in this regard.

First, I think it is important to have a realistic perspective on research. Even a single journal article reflects large investments, but despite this effort, few, if any, single projects will change the world. This is the reality of pushing the frontiers of knowledge, and a perspective I believe is important to maintain so as to avoid both the temptation to get caught up in intellectual arrogance and perfectionism that leads to hesitation in submitting work review. The best scholars, I believe,
are realistic about their contributions, but contribute prolifically anyway, thus taking discreet, but necessarily small, incremental steps in answering complex, interesting, and impactful questions.

Second, I think it is critical to pursue scholarship in the light of the gospel. I see many in my field get caught up in myopic perspectives, only to wander off down paths that gradually cease to help improve the human condition. I believe that keeping a hand firmly on the iron rod even – or especially – in secular, academic pursuits helps one to keep a proper perspective while maintaining high quality and relevancy. Academic inquiry, after all, is one means of pursuing truth, but not the only one. Revelation must not be discounted in favor of empiricism or rationalism as all can be used to support, not contradict, each other.

Finally, I believe that, whenever possible, research should be targeted toward concerns that have meaningful objectives. Research is particularly useful when it can be used to synergistically support the development of undergraduate teaching and program building. When possible, I like to involve students in research to give them experience while also increasing my own productivity.

In short, though I believe in rigorous, high quality and scientific approaches to research, my philosophy is to keep it in perspective, in terms of the contribution of any one project, in terms of the overall gospel plan, and in terms of how the research can have practical benefits in developing students.

### 3.2. Self-assessment

I feel that scholarship, as opposed to teaching, is where my current strengths are concentrated. I am excited about research and do not have a hard time staying motivated to do it – at least so far. As a graduate student, I was relatively prolific, publishing two papers in solid peer-reviewed journals and presenting at a handful of national and international conferences. My dissertation has opened several fruitful lines of research. I believe I can realistically expect to have at least 3 papers accepted to appropriate venues by the end of the next academic year. In fact, I already have one such paper accepted and three more in preparation.

Something I want to focus on more is getting students involved in research. In a recent course I taught, I had students write a term paper and challenged them to consider building it into something bigger. One student took me up on this and is continuing to work on it this summer. His goal is publication. I was also asked recently to serve as the faculty advisor on another student’s honors thesis and I have given him a similar challenge. This is an area in which I hope to expand my efforts as appropriate.

Finally, I want to work collaboratively as well. This is one of my biggest weaknesses regarding research as I am usually more comfortable working individually. However, collaborative projects help to expand one’s academic network and build opportunities in the future, so I hope to take advantage of opportunities to work with others both within and without BYU.
3.3. Goals

Because the research process naturally leads to tangible products (i.e., publications) I have divided goals into process and output. Process goals are both broadly-focused statements to guide my approach to research and specific daily tasks to encourage a constant attention to research. Output goals have tangible products that also serve as assessment measures.

- **Process goals**
  - Read at least three articles relevant to current research projects each week. Record at least one new research idea each week.
  - Write daily. Schedule at least 30 minutes each day to write.
  - Present in one or two academic conferences each year
    - Conferences will be of at least a national scope that invites top scholars in sociolinguistics and pragmatics (AAAL, IPrA, AATJ, SLRF, PLL).
    - Use conferences to expand my network, not only by attending presentations, but also by participating in activities, dinners, and so on.
  - Submit three papers (or resubmit revised papers) to a peer-reviewed publication venue each year, or one each Fall, Winter, and Spring/Summer semesters.
    - Target venues will be ranked in the top quartile of the SJR journal rankings for language and linguistics (Applied Linguistics, SSLA, Language in Society, Journal of Pragmatics, Journal of Sociolinguistics, ARAL, Intercultural Pragmatics, Language Learning) or major journals of relevance to Japanese studies (JLL, JJL, JJS)
    - Venues may also be invited chapter contributions to edited volumes, if the volume is edited by an established scholar in a relevant field and submissions are externally peer-reviewed
  - Actively seek feedback on manuscripts from colleagues within and without BYU
  - Actively seek to involve undergraduate students in mentored research projects
  - Seek external funding as appropriate for major projects with potential to significantly expand my research agenda

- **Output goals**
  - Have at least 4 new articles (i.e., articles prepared since joining BYU) accepted for publication in venues described above by my third-year review
  - At least one paper will be collaborative
  - Have one mentored student submit a paper by the third-year review

4. CITIZENSHIP

4.1. Personal philosophy

Citizenship is a central component in establishing vibrant communities within departments, colleges, universities, and the academic field at large. My philosophy is simply to be proactive in
contributing to these various communities. This involves diligent fulfilling of assignments and administrative responsibilities, but also includes building relationships with colleagues and being supportive of their efforts. When a community is populated with proactive contributors, it benefits the productivity of everyone. Academics should not be carried out in isolation, but is best when treated as a public and collaborative effort.

4.2. Self-assessment

I have been given one assignment to oversee the Japan House and am trying to perform that duty the best that I can. Because I came in to the assignment in the middle of the school year, it took some time to get oriented to the procedures. In that sense, this past semester was one of maintenance and trying not to do anything wrong. However, as I have prepared the residency lists for the upcoming school year and interviewed the participants, I have been trying to generate ideas for how to improve the students’ language experiences. This has resulted in a few goals to help them get more access to Japanese language materials, including church-related materials, and to work with the language facilitators to cultivate a strong sense of community.

I have also received a few assignments in department meetings and strive to accomplish those in a timely manner. The biggest challenge at this point is time-management. Because teaching and research are appropriately prioritized at this point in my career, it is easy to let other assignments slip. So I need to continue to work on ways to maintain those priorities while still magnifying other assignments that I receive.

I am excited to continue to work on other administrative tasks in time as I find satisfaction in being involved in program building efforts and helping establish the infrastructure to benefit students and give them the best experiences possible. To this end, I hope to also target my research in ways that have application for improving programs, such as recent work I have been doing on internship programs.

4.3. Goals

Although at this point in my career the advice has been to focus primarily on scholarship and teaching activities, there are nevertheless some broad citizenship goals that I believe are appropriate. I admit that, up to this point, I have tried to be a participant in department functions to learn the ropes, but have not been as active in sharing my own ideas and visions as I could be. As I become more familiar with department procedures and philosophies, I hope to become more proactive in this regard. Additionally, I also have the following goals related to citizenship.

- Enthusiastically accomplish assignments in a thorough and timely fashion.
- Take advantage of professional service opportunities (e.g., peer-reviewing manuscripts, book reviews), but with an awareness that scholarship and teaching maintain priority
• Be actively engaged in supporting the Japan House program. In particular, work with the Language Facilitators to enhance the language-learning opportunities in the house and ensure a spiritually-strengthening experience.
  o Use some of the Japan House budget to provide better access to media, including church media such as a subscription to the Japanese *Liahona*
  o Meet with Japan House residents at least once each month
• Assist, as appropriate, with the Senior Seminar, such as through guest lectures and participation in invited group discussions
• Share ideas for program building and assessment in department meetings

5. **Integration of faith and learning**

The Aims of a BYU Education document states that, among other things, a BYU education should be spiritually strengthening and character building. This is a mission that I believe in and am passionate about. To this end, I feel it appropriate to develop several additional goals to help maintain a focus on integrating gospel-centered learning into the three areas of stewardship. These goals are listed below.

• Teaching
  o Develop two clear items (activities, discussions, etc.) for each class I teach to encourage spiritual growth in the classroom. Integrate these items into the syllabus for each course.
  o Consciously seek to share gospel insights in the classroom as they emerge naturally and appropriately during a study of the subject matter.

• Scholarship
  o Approach the development of my research questions and designs prayerfully and in a way that produces scholarship which contributes in some way to the missions and aims of BYU and the LDS Church
  o For each major project that I work on, explicitly question how that project integrates with aspects of spiritual growth and building the kingdom. Keep a written notebook of my thoughts and reflections on this topic..

• Citizenship
  o Uphold my personal commitments to the gospel in the example I show to others
  o Proactively provide service to others whenever possible and appropriate

6. **CONCLUSION**

The goals laid out here are intended to most immediately guide me through a successful third-year review leading to a successful CFS review. However, I intend them to help me establish career- and life-long habits of learning and growth, both as a scholar and as a person. By maintaining this focus, I hope to not take the unique opportunities at BYU for granted, but to embrace this unique place and contribute fully in my many responsibilities.
Scholarship Project Proposal

1. INTRODUCTION

My research interests lie generally in the fields of Japanese sociolinguistics and pragmatics. Specifically, I am interested in issues in intercultural communication and how learners of Japanese use a developing set of linguistic resources as tools in facilitating social interaction with those who are native to the Japanese language and culture. I study these issues in the context of the workplace and other real-world contexts where learners use Japanese. Methodologically, this area is typically investigated with qualitative approaches and my past research has followed this pattern. I would like to enhance the field by developing new ways to also incorporate quantitative methods in order to enhance the generalizability and impact of inquiry in the field.

Broadly, I see the impact of this research as twofold. First, it helps to understand the realities of issues in language and culture encountered by language students and, as such, helps to optimize the training of students both in the classroom and through out-of-class experiences (such as internships). Second, it provides an avenue for interdisciplinary impact by taking insights into human interaction available through close sociolinguistic analysis and applying it to an understanding of intercultural communication and relations in business environments. This later point is particularly important as there is a growing interest in the business community for better preparing workers for engaging with the global marketplace.

2. SCHOLARLY GOALS

In looking at my current projects underway and other immediate plans, I have developed goals to forward my work over the next year in three areas. As many of these works are already in progress, I believe these can realistically be accomplished by February 2016.

- Products/outputs
  - Submit at least three papers to quality journals for peer-review
  - Have at least one paper accepted for publication in a quality journal by Feb. 2016
  - Have acceptance to present two papers at quality conferences during 2016 (these papers will be submitted to journals following those conferences)

- Building scholarly network
  - Finish the preparation and submission of an edited special section of *Japanese Language and Literature* on which I am serving as co-editor
  - Organize a panel on language learning outside of the classroom for presentation at the 2016 meeting of the American Association of Applied Linguistics
Identify scholars at BYU with similar research interests and contact them to discuss overlapping interests and possible collaborative projects. Meet with at least three such people by Feb. 2016.

- Grants and funding
  - I have one major grant proposal currently under review.
    - If it is funded, then by Feb. 2016 I will have the full project outlined and ready to implement.
    - If it is not, then by Feb. 2016 I will have a revised edition of the proposal under review with another funding agency.
  - Compile a list of all funding sources relevant to my field by Feb. 2016.
    - Develop a list of possible projects that might qualify for external funding.
    - Work with ORCA on this as appropriate.
    - This may include funding for teaching-related projects if such is available (such as textbook or course development projects)

3. STRATEGIES

To accomplish the goals laid out above, over the next year I will work to consciously apply the following strategies.

- Read at least three relevant articles each week. (Articles will come from journals in which I intend to publish.)
- Write for at least 30 minutes each day. At the beginning of each semester, schedule this time and put it in my calendar.
- Keep a journal of new research ideas that arise while reading and writing.
- Discuss research and ideas with colleagues.
- Involve students in research as much as possible.
- Set deadlines each semester for when I will submit a paper that semester.
- Maintain a current list of relevant high-quality journals and conferences that I consider targets for my work. Review the scholarship in these venues regularly.
- For collaborative projects (e.g., the journal section I am editing), touch base with collaborators at least once every two weeks to ensure the project does not get stalled.

4. EVALUATION

Because these goals all have tangible outputs (e.g., paper submissions or publications) these outputs will be the primary assessment of my progress. I will also keep notes on my projects in my files with reflections on what has been successful and what should be improved (this is a habit I established as a graduate student).
JAPAN 322 (Section 001)
Reading Modern Short Fiction

Syllabus – Fall 2015
Steve Moody

“Study and learn, and become acquainted with all good books, and with languages, tongues, and people.”
D&C 90:15

Course Information

TIME: MWF
10:00a – 10:50a

PLACE: 2011 JKB

INSTRUCTOR: Steve Moody
3069 JFSB
422-6405
sjmoody@byu.edu

OFFICE HOURS: TuTh 9:00a – 9:50a, or by appointment

Course Description and Objectives

Japanese 322 is intended primarily as an intermediate-level language course using a variety of Japanese short stories as the core set of linguistic material. The central goal is to improve abilities in Japanese reading and writing. However, it also serves as an introduction to Japanese fiction and one cannot get away from dealing with bits of linguistic and literary analysis, as well as a healthy dose of cultural knowledge, in order to comprehend the texts. Thus this course will deal with the whole of the Japanese language, so to speak, even though graded assessments will be concerned mostly (but not exclusively) with linguistic proficiency, primarily in the domains of reading and writing.

By the end of the course it is hoped that students will have gained both confidence in reading Japanese fiction as well as a motivation to continue doing so on their own. In this sense, we will seek to not only comprehend a sample of texts, but to also learn strategies for how to read those texts (e.g., efficient use of a dictionary, knowing how to deal with unfamiliar cultural or idiomatic expressions, and so on). Additionally, given that the genre of focus – Japanese modern short stories – is a particularly powerful outlet for expressing complex thoughts, ideas, and emotions in Japanese, a variety of assignments and other activities are aimed at developing the ability to express personal emotions and ideas in deep, complex, and thoughtful ways. Finally, while speaking and listening is not a core focus of this course, we will nevertheless make time for discussion in Japanese to help solidify a well-rounded ability to use the style of language we will study and to accurately complex communicate different thoughts, opinions, and feelings.
A note to those pursuing a minor in Japanese (and applicable to everyone else): This is the final language course in the minor track, so make good use of it. The sequence of 311, 321, and 322 should give you the skills to continue to developing your skills in everyday speaking, reading non-fiction, and reading fiction respectively. Continue to seek out opportunities to maintain these three skills as you pursue your careers. Though you will not have “mastered” the Japanese language upon completing these three courses, you should have gained a set of language-learning strategies that will take you as far as you want to go with the language. So keep it up! The world – and the Church – needs good people with the ability to bridge cultures in whatever professional and personal circles you find yourself in. If you have time, keep taking classes, and whatever you do, be sure to maintain your connection with Japan!

Learning Outcomes:
The following are the expected learning outcomes for the department, i.e., for all students enrolled in Japanese 322. These outcomes describe the areas that testing will be most concerned with measuring.

DICTIONARY USAGE
Students will be able to use a variety of dictionary sources that will enable them to read and comprehend modern Japanese prose.

RECOGNITION AND READING OF KANJI
Students will be able to recognize a majority of standard-usage kanji and identify various readings for the characters.

ANALYSIS AND DISCUSSION OF TEXTS
Students will be able to analyze and discuss a variety of modern Japanese literary texts at an intermediate level in the target language. A writing sample will be included in the individual student portfolio.

Additionally, the instructor of this particular section has developed the following course outcomes.

JAPANESE LINGUISTIC COMPETENCY
Students will reach a level of proficiency that includes abilities to both comprehend the content of basic written materials and grasp more nuanced meanings and relationships. They will know, and be able to use appropriately in written styles, all of the vocabulary, grammar, and kanji presented in the course materials. Students should be able to pass the JLPT N3 exam.

EXPRESSING IDEAS
Students will develop an ability to accurately and appropriately express complex personal thoughts, opinions, and emotions in Japanese.
Why We Study Literature

In a devotional address given in May 2005, then Dean of Humanities Van Gessel described how reading good literature is a means of immersing oneself in the culture of their ancestors, building a “welding link” between different times and traditions in a way that he argues is necessary for salvation. In reflecting on why we study literature, including writings that involve themes we may find unsavory or even offensive, he posed the question “Can we, I wonder, ever be gods and goddesses of our own universes, eternal parents of imperfect beings who will have to go through the mortal travails as each of us will have done, without somehow having an understanding of and even an empathy toward our flawed progeny?”

The texts we will study in this class were produced by authors who come from traditions different from that of the Church or even Western cultures. While this means you will likely encounter passages you find strange, and some that may even be troubling, such an exploration is an opportunity to broaden your minds and build connections to other people and their perspectives – connections that I personally believe are essential not only for unifying God’s children and building the kingdom, but for encouraging personal growth, an increase in empathy and charity, and a reconsideration of attitudes we might assume are held across cultures. As Professor Gessel suggested, it may also help us to underscore our own values while developing the ability to understand and interact with those from other traditions.

Now, while I have tried to select texts that I feel will be acceptable to most, if we do encounter topics or images that you find especially bothersome (for any reason) please do not hesitate to see me and I will gladly work with you to find a solution.

A Personal Note on the Purpose of Language Study

Although it is easy, appropriate, understandable, and, indeed, required to be primarily concerned with improving your Japanese proficiency in a class that is intended to be a Japanese language course, it is helpful to remember why you are learning the language. This is not doctrine by any means, but I personally feel that bridging cultures is essential for individual growth and strengthening the kingdom. At a dedication of a building on the BYU-Hawaii campus, President Marion G. Romney said that building intercultural relationships is something that “mankind must do on a large scale if we are ever to have real brotherhood on this earth” (Church News, 10 Feb. 1973, p. 15). The bridging of cultures is a challenge that continues to face the Church as it expands globally. Gaining familiarity with the language, culture, and literature of a people helps to bridge that gap, and this is a big part of the motivation for such a study that I personally hold.

I would encourage each of you to take time to reflect on your own motivation for learning Japanese. While that should be a personal thing for each individual, I will say (if only for selfish reasons) that I hope that motivation includes a desire to contribute to the hastening of the work by maintaining connections with Japan, the Japanese people, and the Japanese Church. I am convinced that you are needed, capable, and if you so desire, you will be used.
Texts

The texts for this course come from a selection of short stories by important Japanese writers. It is also highly recommended that you obtain some good reference materials (dictionaries, etc.).

Required:

The stories we will read can be found in the following compilations, which you should be able to find in the bookstore or online for a few dollars each.

- 芥川龍之介『羅生門・鼻』 (We will read 羅生門)
- 芥川龍之介『蜘蛛の糸・杜子春』 (We will read 蜘蛛の糸 and トロッコ)
- 志賀直哉『小僧の神様・城の崎にて』 (We will read 城の崎にて and 小僧の神様)
- 川端康成『掌の小説』 (We will read 日向、写真、雨傘 and 有難う)
- 尾崎一雄『暢気眼鏡』 (We will read 虫のいろいろ)
- 星真一『かぼちゃの馬車』 (We will read ボッコちゃん and 愛用の時計)

Recommended:

- A good kanji dictionary. Nelson’s *Japanese-English Character Dictionary* is the most recommended, though it can be a bit expensive. If you want a good kanji reference, however, this is it. It is also available in a smaller, abridged form called *The Compact Nelson*.
- A kanji learner’s dictionary may also be appropriate, such as Kodansha’s *Kanji Learner’s Dictionary*.
- A comprehensive 和英辞典 will also be very useful, either paper or electronic.

Online and Electronic Study Tools:

The texts are also available through a webpage created specifically for this course. It contains links to translations, definitions of vocabulary items, kanji lookup including stroke order, and grammar explanations. It also has audio files that can be played to hear a native speaker read each line in the text.

But first, be warned: While this tool is very convenient and can greatly increase your study efficiency, it is also tempting to get lazy and click on everything you don’t understand right away. Such a habit can harm your learning. *You need to struggle with the text, to ponder how the language is used, and study comprehensive definitions from a good dictionary*. If you start to click on everything when you don’t understand it, you might as well read the text in English. Though it might be possible to appear prepared for class discussion using this strategy, you will not be learning the language and will be exposed when tests and assignments come due. A good study strategy might be as follows:

1. Read the text all the way through once, unassisted, noting major themes and plot points
2. Read the text again, this time pondering the language deeply using dictionaries and other aids
3. Read the text one more time, again without assistance
That said, we created the online tools for a reason. They do help. So without further ado, here is how to access the page:

1. Go to http://nihongo.byu.edu
2. Click on “Enter Here”
3. Click on “Courseware” in the menu at top
4. Login
   a. UserID = “nihongo”
   b. Password = “nihongo”
5. Click on “Japanese 322”
6. Click on “Begin Course”
7. Select the title of the story you want to study
   a. Note that there are more stories in the webpage than we will study in class. Feel free to explore!

Many tools are also available through web pages and smartphone apps. Some are helpful, others are not. Be sure to verify that you have a high-quality one if you decide to use them. Here are a few that you may find helpful, but again, be careful to not develop a reliance on them. The caution above applies. Note that most freely available electronic dictionaries (both webpages and apps) use the same underlying dictionary: Jim Breen’s JDIC. This is a solid general use dictionary, but was not made for literature.

- **Online Dictionaries**
  - Jim Breen’s WWWJDIC Japanese-English dictionary:  
  - アルク maintains a dictionary that is good in that it also looks for use of the words in online sources and extracts them, so you get English definitions as well as a list of Japanese phrases using the word:  
    [http://www.alc.co.jp/](http://www.alc.co.jp/)
  - Yahoo has a decent Japanese-Japanese dictionary (remember, Yahoo is still big in Japan):  
    [http://dic.yahoo.co.jp/](http://dic.yahoo.co.jp/)
  - Goo Japanese-Japanese dictionary:  
    [http://dictionary.goo.ne.jp/](http://dictionary.goo.ne.jp/)

- **Android Apps** (search for the following free dictionaries in the Google Play Store)
  - IMI (Japanese-English dictionary)
  - Aedict (build on Jim Breen’s Japanese-English dictionary)
  - Dejizo (Japanese-English)
  - Kanji Recognizer (handwriting-based kanji lookup)
  - 三省堂国語辞典 (search for it in Japanese, it’s a good Japanese-Japanese dictionary, but costs a few dollars)

- **iPhone Apps** (search for the following in the App store, some are free, some are not)
  - 三省堂国語辞典 (same as the android one above)
  - Imiwa (Japanese-English dictionary, free)
  - Midori (Japanese-English, costs money but includes a nice handwriting feature)
Grading

Grades in this course are weighted by category and assigned according to the following scale.

Assignment Weights

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Summary Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Reaction Papers</td>
<td>10%</td>
</tr>
<tr>
<td>Projects</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm</td>
<td>10%</td>
</tr>
<tr>
<td>Final</td>
<td>15%</td>
</tr>
<tr>
<td>JLPT Assessments</td>
<td>5%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>0-59</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Scores that are in between grades are rounded to the nearest whole percentage (e.g., 89.3% is a B+ while 89.7% is an A-).

Assignments

Participation and Preparation

All students are expected to read the portions of the stories we will cover in class before class so as to best facilitate in-class discussion and learning. As a language development class, it is important that you prepare in advance, attend class regularly, and participate actively. Pushing your language skills from the intermediate level to a more advanced level is extremely challenging. People seem to have a tendency to plateau once they hit a level of linguistic ability where they are able to communicate comfortably. Most students enrolling in 322 will have already attained this, which is usually an intermediate level of proficiency. Thus, it will be very important in this class to engage deeply if you wish it to be more than just reading stories without language gains.

You will be graded on participation and preparation according to the following rubric.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>Actively participate in class discussion, demonstrate preparation of the text in advance</td>
</tr>
<tr>
<td>1.5</td>
<td>Actively participate in class discussion but lacking in prior preparation, or demonstrate preparation but do not participate fully.</td>
</tr>
<tr>
<td>1.0</td>
<td>Attended class but exhibit clear difficulties with the text.</td>
</tr>
<tr>
<td>0.5</td>
<td>Attended class but did not participate in a meaningful way.</td>
</tr>
<tr>
<td>0.0</td>
<td>Absent.</td>
</tr>
</tbody>
</table>

Note that I am fully aware that different people are comfortable with different degrees of participation. As a more introverted personality myself, I try to be sensitive to this. As long as you are pushing yourself to participate, that is sufficient. While I try not to count comments for grading purposes, for those who
would like a guideline, one or two good comments in class plus reading when it is your turn would, in my mind, constitute active participation. Prior preparation is evidenced primarily by the level of comfort you display when working with the text. If you are constantly looking up words while reading, that would suggest you did not fully prepare.

Summary Presentation

Each student will have the opportunity to present a summary of one story. This means that you will need to read the story in advance and be ready to give an overview of the plot. This should be brief. A target of 3 – 5 minutes would be good. I will do this for the first story we cover to give you an idea of what it will entail, but generally you should summarize the characters (the persons in the story, not the kanji!), give an overview of the narrative, and point out any interesting themes. It may also be good to see if you can dig up some background on the story (e.g., why the author wrote it).

Depending on the number of students in class and available stories, this will be done individually or in groups of two. More information, including a sign-up sheet, will be provided on the second day of class.

Quizzes

Quizzes constitute 15% of your grade and are of two types. Reading check quizzes, which will be 5% of your grade, are very general quizzes that are designed to encourage you to do a quick, high-level reading of the text prior to class. Those who have skimmed through the entire text and identified the primary characters and major plot points should do well on these quizzes, even if you did not understand much of the details yet. These quizzes are only intended to encourage everyone to look through the text before we dive into it.

The other type of quiz is less frequent but more involved and will be 10% of the final grade. These quizzes are given periodically according to the schedule at the end of this syllabus. They are intended to check primarily for knowledge of key kanji, vocabulary, and grammatical items as presented in the context of the texts covered up to that point.

Reaction Papers

You will be required to write a reaction paper in response to two of the stories we cover, one in the first half of the course (prior to the midterm) and one in the second half. Otherwise, the choice of story to is at your discretion. The paper should be 400-500 characters in length (roughly 1/3 of a page at usual font sizes) and should explore your thoughts about the story. Do not summarize the plot. Instead, explain how the story made you feel, what points you found interesting, how you interpreted various themes, and/or what insights you may generated while dealing with the text. The paper should show an attempt at deep and critical thinking. Don’t just say “その物語が好きだった”. Try to develop one or two relatively sophisticated points.

As this is a language course, the grade will largely be determined based on your use of Japanese. But deep and critical thinking is not only an important skill to develop, it also lends itself to the use of more complex language patterns and will push you to develop your powers of expression in Japanese—which
is the main purpose of this assignment. In other words, don’t just try to use complicated Japanese, try to develop complex thoughts as such a strategy will lend itself more naturally to using good Japanese.

Projects

There will also be two projects that you will complete during this course, a translation project (worth 10% of your grade, turned in by the midterm exam) and an original writing project (worth 15% of your grade, turned in by the end of class).

TRANSLATION PROJECT

The translation project involves you selecting a story other than those we cover in class. Also, you may not select any of the extra stories in the online materials that have translations already available. There are many other stories in the texts you will purchase for the course, and you may select any of these. The instructor also has additional texts you may borrow. The only rule is that it must be a piece of modern Japanese fiction. You will then read the story and write a paper, in English, that includes:

1. A one or two paragraph summary of the whole story.
2. A translation of one passage from the text that you select.
   a. The passage should be at least 300 characters in length (roughly 8-10 lines or ⅓ of a page in the texts).
   b. Also include a reproduction of the passage in Japanese.
   c. You may select any passage, but it should be a critical, core component of the story, illustrating a major theme, plot point, climax, etc.

The project will be graded based on the accuracy and appropriateness of your summary and translation, including attention to stylistic issues. That is, there are two questions that will go into figuring the grade: 1) does the translation accurately reflect the content of the text and 2) does the translation appropriately express the feeling of the text.

ORIGINAL WRITING PROJECT

You will also be required to complete one original writing assignment. The completed product should be at least 1,000 characters in length (roughly one single-spaced page, maybe a little more depending on font sizes). For the project, you should select one of the following two options:

1. Visit the “Education in Zion” exhibit in the JFSB (2nd floor atrium). There are several displays there that present stories of how BYU emerged with the purpose of encouraging learning by books and by faith. Seek inspiration as you visit the displays and find a story there that inspires you. Recreate this story in a way that you feel appropriate (e.g., produce a fictional story that illustrates the themes or else detail the story literally but in a way that expresses your feelings).
2. Write your own original fictional short story. The theme is at your discretion, but it should reflect a depth of thought and expression.

The point of this assignment is to develop your ability to express your feelings/emotions through Japanese narrative-style writing. Like the reaction papers, it will be graded based on accuracy of the
Japanese and the complexity of how you express yourself. It will *not* be graded based on the content of the ideas that you express, so feel free to explore any topic that you find personally meaningful.

**Exams**

You will be subject to two exams, a midterm and a final. They are equally weighted and together comprise 25% of the final grade. They are comprehensive in nature and will focus on testing your knowledge and understanding of the following items:

- Kanji, vocabulary, and grammar used in the context of the stories we cover
- Comprehension of the texts
- Interpretation of major themes and ideas dealt with in the texts

The exams will be of the written variety, meaning you will have to reproduce the meanings of terms, translate some passages, and answer questions to check your interpretation of the texts. You will *not* have to memorize passages from the texts (other than kanji, vocabulary, and grammar). If a portion of the text is relevant to a test question, it will be provided. More information about the exams will be forthcoming as that time draws near.

**JLPT Assessments**

Though the primary purpose of the course is to develop your ability to read Japanese fiction, it is also hoped that there will be more general language gains, particularly in your knowledge of kanji, vocabulary, and grammar. To assess this, you will be given a take-home test consisting of sample questions from the reading and writing portions of the JLPT N3 exam at both the beginning and end of class. This is just an assessment and not a major portion of the grade. You will get 2% (of a total 5%) just for taking the pre-test and finishing it. You will get another 2% for completing the post-test. The post-test will also be scored and weighted to comprise the remaining 1%. Although paltry in the grand scheme of things, this is intended to encourage you to take the test seriously. If a test shows evidence that the student just “threw it together” (i.e. you answer all ‘c’) then that is grounds for not accepting it as complete.

Extra credit may be available for students willing to take an entire practice test (including the listening section). The full test takes 2-3 hours, while the required sample questions should be less than 1 hour.

The results from the assessment will be made available to you and will be useful in evaluating where you are at in your overall competency and help you develop strategies for improving in future studies.

**Structure of In-Class Activities**

For each story, you are expected to come to class having read it at least once through *prior to* the first day that we discuss it. This first reading does not need to be thorough, but you should read the *whole thing* to get a gist of what is going on.

Class activities are intended to deepen understanding of the language and the text. We may or may not read the whole stories in class—you can do this at home—however, we will read through major portions
while discussing the language used. During this time, you are expected to read assigned sections at home, but this time with the goal of understanding all the details. We will try to cover the story at a pace of about 2-4 pages per class initially, starting a little slower and increasing in the second half of the course. This will be the bulk of our interaction with the text.

A summary outline of how we will approach each story is as follows.

1. Everyone reads the *whole* story before the first class. (It is not necessary to understand everything, just get a general idea.)
2. During the first class, we will have a very brief quiz to check reading.
3. If the story is by a new author, we will have a brief background presentation on the author.
4. On the first day of each story, we will have a brief summary presentation of the story plot and important background information (each student will take a turn doing this).
5. Over the following class meetings, we will proceed to do a deeper reading of the text at a target pace of 2-4 pages per class.
   a. What you will do at home:
      i. Read the story again, this time carefully. You should read ahead of what we are covering in class. See the “section” column in the schedule for what you should prepare.
      ii. Use appropriate dictionaries, online tools, and other aides to understand the text deeply.
      iii. Some things to consider as you read:
         1. Who is speaking?
         2. Why is the narrator telling me this?
         3. Why did the author phrase it this way instead of another?
         4. What insights are available here?
         5. Try to summarize main points of larger passages into brief sentences (in Japanese).
   b. Activities you should be prepared to do in class:
      i. Answer questions about the text that came up in your in-depth reading.
      ii. Highlight important kanji, vocabulary, and grammatical items.
      iii. Engage in class and group readings of important passages from the text.
      iv. Translate portions of the text.
      vi. Discuss new ideas, questions, opinions, or insights gleaned from the text.
6. After finishing the text, we will have short class and/or group discussions of the story content as well as your reaction to it in Japanese.
7. Language comprehension quizzes will also be given periodically to check your understanding of the vocabulary, kanji, grammar, and finer points of the text that we have discussed up to that point. (See the schedule for when these will happen.)
Make-up Policies

Late work and make-up assignments are not allowed nor can quizzes be retaken. Please plan accordingly. The university suggests 2-3 hours of outside study for every hour spent in class, which I expect will be spent largely in reading and understanding the texts. If you keep pace with the reading and work diligently to understand the unfamiliar things you encounter as you encounter them, then performing satisfactorily on quizzes and exams should not be too difficult. In recognition that some things are unavoidable, I will drop the lowest reading check quizzes when calculating the final grades, as well as the lowest 2 participation scores.

If, due to circumstances outside of the student’s control, accommodations are needed (e.g., extended due dates), arrangements may be made on an individual basis. Students in such a situation should bring the matter to my attention as soon as possible as it is easier to make special arrangements before the work in question is due. If it is possible to document your circumstance, please do so. My personal philosophy is to work to find accommodations for those who approach me in advance or with documentation, but to be a bit more hard-nosed for those that come to me after the fact.

Classroom Conduct

The following is a non-exhaustive list of the sort of behavior that is expected in class. Blatant violations will impact participation scores.

1. Mute your cell phones. You may use them occasionally to look up words, but only occasionally. No texting, web surfing, facebook-ing, or Skype-ing (yes, it happens).
2. Laptops are fine if you are taking notes or using dictionaries (occasionally). But since this is a reading class, there generally won’t be much occasion for laptops (I would imagine).
3. Snacks are okay as long as they are not disruptive (messy, noisy, smelly, prone to spills, or causing others to be excessively envious). I would prefer a small sandwich to a pizza box, for example, and I’m not a fan of the soda-can-opening noise since everyone will impulsively look.
4. Be respectful of others opinions and participation. Class should be a safe space for trying to use Japanese and share your personal thoughts. We will all mess it up at some point, including myself. So work together and do not be a hindrance.

University Policies and Statements

The university has a number of policies and statements that apply generally to all courses. I wholeheartedly support these.

Academic Honesty:

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that “character is the highest aim of education” (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid
academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

My policy regarding plagiarism is zero-tolerance. If you turn in something with language that is directly pulled from another source without citation, you will get a zero and the assignment will be returned to you. I will give you a chance to correct me if I misunderstood something. A second violation will be turned over to the appropriate administrative offices.

Honor Code:

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Students with Disabilities:

If you suspect or are aware that you have a disability, you are strongly encouraged to contact the University Accessibility Center (UAC) located at 2170 WSC (422-2767) as soon as possible. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable University approved accommodations.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.
### Schedule

The shortest stories can be covered in just a day or two. Longer stories may require one or two weeks. A *tentative* schedule is given below. We will proceed according to the flow of the course, which means it is possible to add more stories if we go faster than anticipated, or to eliminate stories if we spend time going deeper into some texts. The schedule below is by best prediction for how I expect class to flow. While the reading schedule is tentative, I do try my best to at least not change due dates for assignments or exams (but no guarantees). Major changes will be announced in class and/or on Learning Suite.

Note again that you are expected to have completed a preliminary reading of the *entire text before* the first day that we cover that text. We will then move through it in more depth section by section. Thus the “section” column below notes the portions of a text that you should have read, pondered, looked up, and thoroughly understood. It is assumed that everyone will be generally familiar with the content of the text by the first day, even while it is expected that you may not have understood all of the words and grammar yet.

<table>
<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Story</th>
<th>Section</th>
<th>Class Activities</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td></td>
<td></td>
<td>Course Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/2</td>
<td>川端康成</td>
<td>写真</td>
<td>全部</td>
<td>• Author bio • Story summary • Reading and discussion Japanese discussion</td>
<td>Quiz (reading check)</td>
</tr>
<tr>
<td>9/4</td>
<td>有難う</td>
<td>97 頁 7 行まで</td>
<td>• Story summary • Reading and discussion</td>
<td>Quiz (reading check)</td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td></td>
<td>No Class – Labor Day</td>
<td></td>
<td></td>
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<tr>
<td>9/9</td>
<td></td>
<td>最後まで</td>
<td>• Reading and discussion • Japanese discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/11</td>
<td>雨傘</td>
<td>全部</td>
<td>• Story summary • Reading and discussion</td>
<td>JLPT Pre-Test Quiz (reading check)</td>
<td></td>
</tr>
<tr>
<td>9/14</td>
<td>日向</td>
<td>25 頁 5 行まで</td>
<td>• Story summary • Japanese discussion</td>
<td>Quiz (reading check)</td>
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</tr>
<tr>
<td>9/16</td>
<td></td>
<td>最後まで</td>
<td>• Reading and discussion • Japanese discussion</td>
<td>Quiz (comprehension of all 川端 stories)</td>
<td></td>
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<tr>
<td>9/18</td>
<td>志賀直哉</td>
<td>城の崎にて</td>
<td>25 頁 7 行まで</td>
<td>• Author bio • Story summary • Reading and discussion</td>
<td>Quiz (reading check)</td>
</tr>
<tr>
<td>9/21</td>
<td></td>
<td>27 頁 1 行まで</td>
<td>• Reading and discussion</td>
<td></td>
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<tr>
<td>9/23</td>
<td></td>
<td>29 頁 2 行まで</td>
<td>• Reading and discussion</td>
<td></td>
<td></td>
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<tr>
<td>9/25</td>
<td></td>
<td>最後まで</td>
<td>• Reading and discussion • Japanese discussion</td>
<td></td>
<td></td>
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<tr>
<td>9/28</td>
<td>小僧の神様</td>
<td>セクション 1</td>
<td>• Story summary • Reading and discussion</td>
<td>Quiz (reading check)</td>
<td></td>
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<tr>
<td>Date</td>
<td>Author</td>
<td>Story</td>
<td>Section</td>
<td>Class Activities</td>
<td>Due</td>
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<td>9/30</td>
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<td>Section 4-5</td>
<td>Reading and discussion</td>
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<td>Section 6</td>
<td>Reading and discussion</td>
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<td>Section 7</td>
<td>Reading and discussion</td>
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<tr>
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<td></td>
<td>Section 8-9</td>
<td>Reading and discussion</td>
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<tr>
<td>10/12</td>
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<td></td>
<td>Section 10</td>
<td>Reading and discussion</td>
<td>Quiz (comprehension of all志賀stories)</td>
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<tr>
<td>10/14</td>
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<td></td>
<td>Catch-up</td>
<td>First Reaction Paper Translation Project</td>
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<td>10/16</td>
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<td>Test will be available from 10/12 – 10/17</td>
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<td>10/19</td>
<td>芥川龍之介</td>
<td>トロッコ</td>
<td>88 頁 11 行</td>
<td>Author bio</td>
<td>Quiz (reading check)</td>
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<td></td>
<td></td>
<td>91 頁 8 行</td>
<td>Reading and discussion</td>
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