

JAPN 4559: Japanese for Professionals

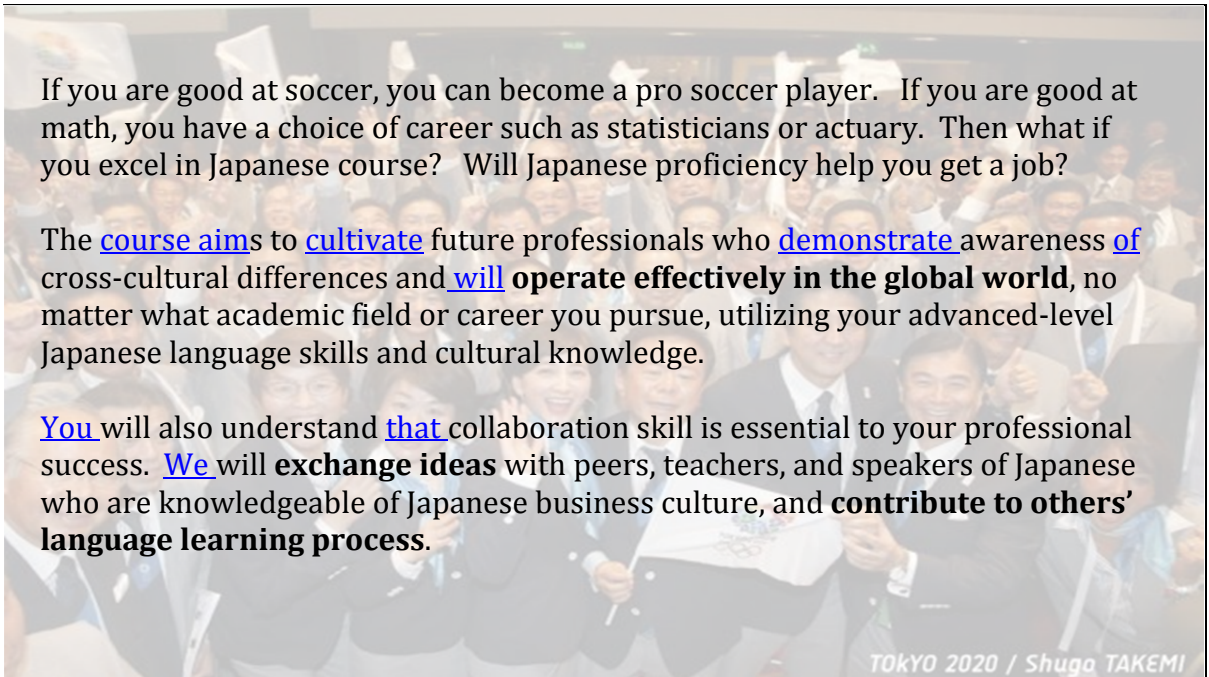
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Office Hours: Monday 2-4pm, Wednesday 1-2pm, or by appointments

Class Meeting Hours and Classroom: Mon. Wed. Fri. 1:00-1:50



If you are good at soccer, you can become a pro soccer player. If you are good at math, you have a choice of career such as statisticians or actuary. Then what if you excel in Japanese course? Will Japanese proficiency help you get a job?

The [course aims](#) to [cultivate](#) future professionals who [demonstrate](#) awareness of cross-cultural differences and [will operate effectively in the global world](#), no matter what academic field or career you pursue, utilizing your advanced-level Japanese language skills and cultural knowledge.

[You](#) will also understand [that](#) collaboration skill is essential to your professional success. [We](#) will **exchange ideas** with peers, teachers, and speakers of Japanese who are knowledgeable of Japanese business culture, and **contribute to others' language learning process**.

Course Objectives

Upon successful completion of this course, you will be able to:

1. Incorporate sophisticated vocabulary, expressions, and discourse patterns when handling real-life business tasks, such as contacting your clients on the phone or writing a newsletter at your workplace.
2. Demonstrate [an](#) understanding of the potential communication conflicts and propose solutions to those complex inter-cultural situations.
3. Analyze and explain the aesthetics and underlying socio-cultural values of particular group of consumers, including yourself, and use the information when determining your marketing strategy.
4. Expand your ability to find credible online resources in Japanese that capture current Japanese business trends and present a short summary both orally and in writing.
5. Contribute to create a community of lifelong learners of Japanese.

Prerequisites

JAPN 3020 at the University of Virginia or equivalent.

Placement Test is required of all incoming students regardless of whether they have studied Japanese elsewhere. Please consult with the instructor if you are a heritage learner or native speaker of Japanese.

このクラスはビジネス・ケースなどのアプローチを用いて消費者の嗜好や企業方針の分析方法を学び、それぞれの文化的背景を重視し知的な探求をすることを目的としています。ディスカッションやプロジェクトなどの協働作業を通して仲間と共に学び合うことが苦手な人にはおすすりめしません。

If you don't comprehend the passage above at all, or understand it perfectly, this course may not be for you.

Sample Learning Activities

Business news – informal oral presentations (jigsaw activity)

Before coming to class, find a business-related article online that interests you. In a group of 3-4, in class, present a two-minutes summary to your group members. Following questions and answers, switch roles. After becoming fairly familiar with at least two different topics, form another group of 3-4, and share what you have learned with your new group members.

Decision-making Task

Suppose you are working for Coca-Cola USA. Discuss in the group of 3-4 whether or not you would sell Coca-Cola Japan products (canned coffee, bottled green tea, canned corn soup) in the U.S., and make a decision.

Discussion tips – Consider the preference of consumers in the U.S. Are there similar products sold already? If not, will the product be accepted in the U.S. market? What are the benefits and potential risks of selling this product? If your group decides to sell the product, what would be a good business marketing strategy?

Learning Assessments

Quizzes

No exams. In addition to regular quizzes targeted at new vocabulary and sentence structures, you will have 5 description quizzes that call for integration of your knowledge and skills.

Description Quiz (in-class):

Briefly describe the content of the readings/videos in Japanese, utilizing the key vocabulary and target grammar structures. Your summary should address overt/covert Japanese socio-cultural values, and it should be written in one paragraph in length, with 150-200 characters. It will be graded under the following criteria in a total scale of 10:

Culture /2 Content /2 Organization /2 Accuracy /2 Sophistication of the language /2

Movie Logs:

You will be watching several films/TV dramas during the semester. The purpose of this assignment is to give you the opportunities to observe how Japanese language is used in business situations and how non-Japanese persons are perceived in the covered media, in preparation for exchanging your thoughts on them in class.

First, enjoy listening to natural conversational Japanese, meaningful vocabulary in context, and culturally appropriate (or inappropriate?) behaviors through watching them.

Next, on the drama log sheet, write in:

1. Time frame to use as reference in the class discussion.
2. Comments on Society and Culture —anything that you noticed while watching, such as how people interact depending on their relationships, the way emotion was conveyed, use of gestures, social settings, etc.
3. Comments on Language—anything that is related to the language use; the phrases you were able to catch, male/female difference, fillers/hesitation noises used, personal pronouns, etc.
4. Vocabulary—any new words that you heard and guessed the meaning of through the given context and/or by looking up in a dictionary.

Finally, post two sets of your discussion questions in Collab Forum, focusing on the topic you would like to discuss in groups.

Final Project Overview (More detailed instructions to be found in Collab)

You are recently hired as an inter-cultural consultant in Tokyo. Your assignment is to come up with a training scenario either for the 2020 Olympic Committee members in Tokyo who are native speakers of Japanese or non-Japanese who are going to be a part of 2020 Olympic.

In groups of 3-4, prepare a half-an-hour activity that focuses on the socio-cultural values certain group of people may have and propose a possible solution through learning activities.

This gives you the opportunity to pursue an interest you have acquired, or sum up observations you have made, or propose a new perspective on global business personal training.

While you engage in group research, be sure to:

- Document your own research experience through Collab Forums so that you can reflect on and show your research process.
- Contribute to others' research development, by asking for clarification, adding comments, or sharing resources.

Your presentation must include:

- 1) Description of your audience (i.e., background information on the participants in your proposed cross-cultural workshop – **see the sample**)
- 2) Authentic Japanese language materials that address potential inter-cultural conflicts: at least **one visual (shorter than 2 minutes)** that include short video clips such as TV commercials and excerpts from TV dramas or films, and **one reading materials** such as websites, blogs, and email.
- 3) a short list of essential vocabulary list (with max. 10 words) that is very useful your classmates discuss the content.

Overall Grading Policy

(1) Daily Grade (attendance, preparation, participation)	25%
(2) Quizzes (vocabulary and grammar, description, etc.)	25%
(3) Homework (worksheets, writing practice, drama log, etc.)	25%
(4) Project	20%
(5) J-CAT Score Submission*	5%

Total	100%

*J-CAT is a free online assessment which helps you see your proficiency level.
The submission of the automatic graded score will be accepted during the exam week.
5% of the course grade will be given regardless of your score.

Grades:

A+(98-100) A(94-97.9) A-(90-93.9) B+(87-89.9) B(84-86.9) B-(80-83.9)
C+(77-79.9) C(74-76.9) C-(70-73.9) D+(67-69.9) D(64-66.9) D-(60-63.9) F(0-59.9)

Undergraduate students are not allowed to audit or take language courses with
“Credit/Non-Credit” grading option. [Departmental Policy]

Attendance and Participation:

Daily preparation and review is essential to success in the course. The daily grade is to recognize your efforts to achieve your best possible performance and also serves as a guide and incentive for you to continually maintain and improve your performance.

Daily In-class Performance

You will be evaluated each class day on the following 10-point scale.

10	<ul style="list-style-type: none">· Take an active role in building a learning community (e.g., helping others improve their language skills)· Well prepared and demonstrate it very well· Mostly accurate in utterances with good accent and pronunciation and be able to correct own mistakes· Be able to integrate all the knowledge learned in the past and put it to use· Be able to elaborate on a topic and fully expand the discussion
9	<ul style="list-style-type: none">· Be able to participate actively with little or no difficulty· Well prepared and demonstrate it well· Relatively accurate in utterances with adequate accent and pronunciation and be able to correct own mistakes· Be able to elaborate on a topic beyond the textbook plots/scheme
8	<ul style="list-style-type: none">· Be able to participate actively with only some difficulty· Be able to demonstrate basic comprehension of the target materials, but have some difficulty in fully expanding the discussion, especially on unfamiliar topics· Make some errors that may interfere with communication· Pronunciation and intonation are somewhat influenced by own native language· Show willingness to elaborate on a topic
7	<ul style="list-style-type: none">· Be able to participate but need some assistance to complete the task at hand· Demonstrate some evidence of preparation but need more practice at home· Make frequent errors that interfere with communication· Pronunciation and intonation are strongly influenced by own native language· Be able to communicate in Japanese but heavily rely on rehearsed materials

6	<ul style="list-style-type: none"> · Participate passively rather than actively · Rely on English, classmates, or textbook · Lack in basic understanding of the class objectives, target structures, and focused activities · Lack in fluency and accuracy significantly · Stay basic and simple with little use of target materials · Come to class more than 15 min. late
0	Absent

Tentative Schedule at-a-glance

(More detailed and completed schedule to be found in Collab)

	Topics / Activities	Assignments due/ Quizzes
Week 1-2 Jan. 22 – Feb. 3	Which one do you like: Pepsi or Coca-Cola? Neither? And why? Business case story #1 Globalization and Localization strategies of Coca-Cola in Japan Decision-making task Follow-up Discussion	Worksheet #1 (True-or-False on the content, Fill-in-the-blanks to describe the content, Creating example sentences) Vocab and Structure Quiz #1 Description Quiz #1 Keeping Journal on Collab
Week 3-4 Feb. 5- Feb. 17	Do you know anyone hooked on Nintendo? Business case story #2: Nintendo’s history in U.S. Decision-making task Follow-up Discussion	Worksheet #2 Vocab and Structure Quiz #2 Description Quiz #2
Week 5-6 Feb. 19- Feb. 26	Discussion Sessions with Guest Speakers <ul style="list-style-type: none"> - Japanese Sushi Restaurant Chef in C’ville - UVA alumni working for IT company in Tokyo - Simultaneous Interpreter in C’ville Exploring ideas for Final Project Get feedback from Peers & Guests	Submit ideas for Final Project
Week 7 Feb. 29- Mar. 4	Movie Discussions #1 Role Play Activities	Vocab and Structure Quiz #3 Description Quiz #3 Submit Role Play Video #1 (video-recorded paired conversation for self-assessment purposes)
Week 8	Spring Break	
Week 9-10 Mar. 14-	Do you know how many convenience stores are there in Tokyo? How often do you go to 7-11?	Worksheet #3 Vocab and Structure Quiz #4 Description Quiz #4

Mar. 25	Business case story #3: Re-structuring American convenience stores in Japanese way Decision-making task Follow-up Discussion	
Week 11 Mar. 28- Apr. 1	Movie Discussions #2 Peer feedback on Project Prospectus	Vocab Quiz #5 Description Quiz #5 Submit Project Prospectus
Week 12 Apr. 4- 8	Role Play Activities	
Week 14- 16 Apr. 11-29	Final Project Presentations In-class Discussions	