

にほんご
日本語103 SFL Writing Task & Homework 1

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SFL Writing Task & Homework 1

In this class, students are required to complete two writing projects, using the Systemic Functional Linguistics (SFL) framework. In the SFL framework, students engage in writing in Japanese through the following process:

- (1) **Building Knowledge of the Text:** This initial step involves familiarizing students with the vocabulary and context of the model text, enhancing their understanding of the subject matter before delving into the text itself. Activities are designed to connect learners with the topic through vocabulary exercises, introduction to the subject, and discussion about the text's context, including its source and intended audience. Homework may involve further exploration of the text's context and comprehension tasks.
- (2) **Guided Reading:** The focus here is on ensuring students grasp the model text's global meaning through structured class discussions, working with paragraphs to understand parts of the text, and completing activities that help summarize and conceptualize the content. The desired outcome is for students to see the text as a composite of different parts rather than a singular whole.
- (3) **Deconstruction:** In this step, students analyze the text more deeply by identifying and understanding the stages of the genre and the purpose of its lexico-grammatical features. Activities may include color-coding genre stages, creating and discussing tables that map out these stages and their functions, and examining how specific textual features contribute to the text's overall meaning and purpose.
- (4) **Joint Construction:** With guidance from the instructor, students collaboratively create a new text in the same genre as the model text, applying what they have learned about the structure and features of the genre. This collaborative process involves refining the use of specific genre features and ensuring the new text fulfills the genre's purpose. Revision and refinement are critical parts of this process.
- (5) **Independent Construction:** Finally, students are tasked with producing an original text of the same genre independently, using provided resources such as updated tables of stages and lexico-grammatical features, a prompt for the new text, and a rubric for self-assessment. This step aims to solidify the students' understanding and ability to apply genre conventions in their writing.

It takes 2-3 weeks to complete this writing process. For this class, you will complete two writing projects; the first one will be part of your mid-term assessment and the second one will be your final project. In Spring 2024, we will work on the following two genres for this project:

- レストランレビュー / Restaurant reviews (such as 食べログ [<https://tabelog.com>]) [Midterm project]
- アニメ、映画、マンガレビュー / Anime, movies, and manga reviews (such as 作品データベース [<https://sakuindb.com>]) [Final project]

SFL text-based project: Task 1

We will start getting used to the conventions in the Japanese essay writing. In this task, you should describe (1) your weekend or break, using the constructions that we covered this week and last week (e.g., ~たいです、~たり~たり、~たことがあります etc.). Write more than 200 characters (more than a half of げんこうようし). **Please make sure to attach this sheet to your essay (or at least write "Essay 1" somewhere on your げんこうようし)**

Example**Title: 私の週末**

わたし
私は、しゅうまつ、よくスターバックスに行ったり、本をよんだり、Barns & Nobles
に行ったりします。でも、土曜日どようびには、日本語のクラスがあります。クラスのまえ前に、
オフィスで昼ごはんをたべます。週末しゅうまつは、朝あさごはんの後、5マイルくらい走ります。
わたし
私は、マラソンを走ったことがあります。走るはしのが大好きなんです。またいつ
か、マラソンを走りたいです。

